

REGISTRATION

NACADA

National ACademic ADvising Association

*28th National Conference
on
Academic Advising*



Building Bridges: Advisors as Architects for the Future

October 6–9, 2004

NACADA – 25 Years



Cincinnati Convention Center • Cincinnati, Ohio

Sponsored by National Academic Advising Association

Hosted by Ohio Academic Advising Association

University of Cincinnati

NACADA Conference Invitation

On behalf of the National Academic Advising Association, we are excited to extend to you an invitation to attend the 28th National Conference to be held at the Convention Center in Cincinnati, Ohio, October 6–9, 2004.

We hope the theme for this year's conference "*Building Bridges: Advisors as Architects for the Future*" will inspire advisors and administrators across the country to share individual and institutional examples of how we, as advisors, continue to build bridges for our students' success—bridging communication gaps through programs and research, bridging distance between the student and student services, and bridging the often murky time between their dreams and the dream's reality.

We are pleased to announce this year's keynote speakers: Dr. Nancy L. Zimpher, the first woman president of the University of Cincinnati, will speak at the opening plenary Wednesday evening. Her research in education will set the tone for an excellent conference. John Wagner, humorist and professional speaker, will speak Friday morning on how our sense of humor can help us find more joy in our important work of helping students succeed in higher education and life.

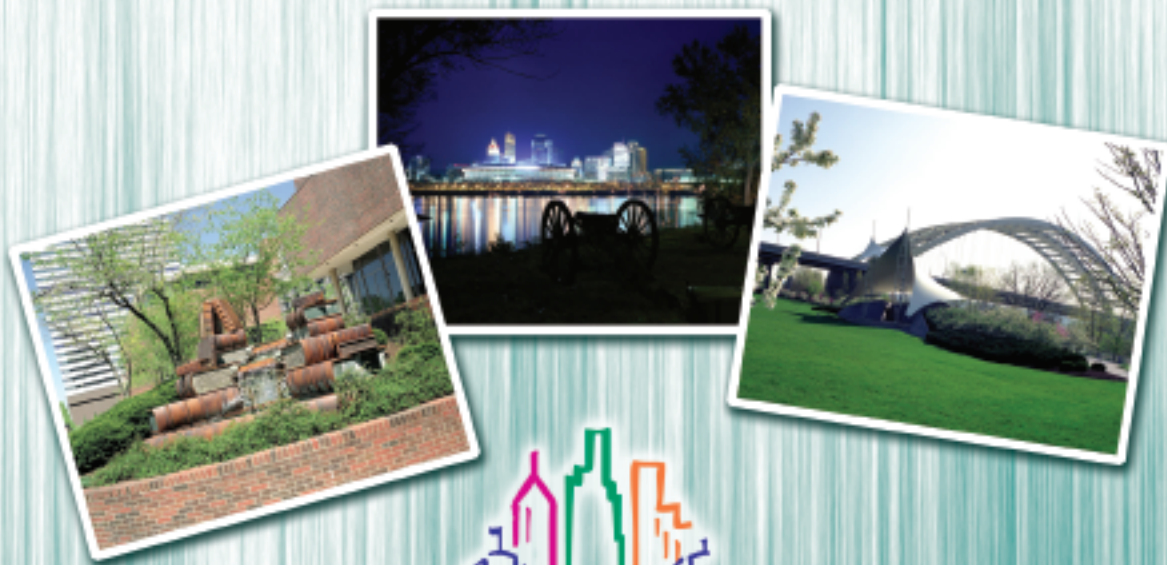
The conference activities are plentiful and offer a wide variety of opportunities to learn, network, and share. We encourage you to participate in an in-depth discussion at a pre-conference workshop; network with your colleagues at the Commission/Interest Group Fair and the new Hot Topic informal discussions; attend a variety of interesting and educational concurrent sessions; check out the exhibits and poster sessions; become reacquainted with colleagues at your Regional meeting; and enjoy the overall atmosphere and excitement of the conference.

The conference will be held in downtown Cincinnati, a vibrant area with easy access to cultural attractions and the riverfront. Our Hospitality Committee will be available to provide you with information about activities, restaurants, and sites to visit during your stay. We look forward to seeing you in Cincinnati!

Ruth Darling
NACADA President

Bobbie Flaherty
NACADA Executive Director

Barb Bucey
2004 National Conference Chair
University of Cincinnati



Conference Overview

Wednesday, October 6

9:00 am–5:15 pm Pre-conference Workshops
 7:00–8:30 pm Nancy Zimpher-Opening Keynote Address
 8:30–10:30 pm Welcome Reception

Thursday, October 7

7:30–8:30 am Continental Breakfast
 Commission/Interest Group Fair
 7:30 am–4:30 pm Exhibits
 8:45–9:45 am 25 Individual Sessions
 10:00–11:00 am 25 Individual Sessions
 11:15–12:15 pm 25 Individual Sessions
 12:15–1:45 pm Poster Session/Buffer Lunch
 2:00–3:00 pm 25 Individual Sessions
 3:15–4:15 pm 25 Individual Sessions
 4:30–5:15 pm Exhibitor Presentations
 4:30–5:30 pm Region Meetings

Friday, October 8

7:00–8:15 am Continental Breakfast
 7:30 am–4:30 pm Exhibits
 8:30–9:45 am John Wagner—Keynote Address
 10:00–11:00 am 25 Individual Sessions
 11:15 am–12:15 pm 25 Individual Sessions
 2:00–3:00 pm 25 Individual Sessions
 3:15–4:15 pm 25 Individual Sessions
 4:30–5:30 pm 25 Individual Sessions
 5:45–6:15 pm Annual NACADA Business Meeting

Saturday, October 9

7:30–8:30 am Breakfast
 8:00–11:30 am Exhibits
 8:45–9:45 am 25 Individual Sessions
 10:00–11:00 am 25 Individual Sessions
 11:15 am–12:15 pm Hot Topics
 12:15 pm Conference Ends
 1:00–5:00 pm Post-conference Workshops

Looking For . . .

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This brochure, plus updated conference information, can be viewed at www.nacada.ksu.edu

2004 Cincinnati Conference Program Committee

Barb Bucey

University of Cincinnati
Conference Chair

Peg Steele

Ohio State University
Dennis Bothel
 Ohio University
Preconference Workshops

Denise Robinette

University of Cincinnati
Poster Session

Tricia Gore

University of Texas-Austin
Exhibits/Publications

Jennifer Grube Vestal

Denison University
Evaluations

Nicole Grant

University of Cincinnati
Jo Pionke
 Kent State University
Volunteers

Paula Breslin

University of Cincinnati
Hospitality

About NACADA

The National Academic Advising Association grew out of the first National Conference on Academic Advising in 1977 and now has over 7,000 members representing all 50 states, Canada, Puerto Rico, and several other countries. Members represent higher education institutions across the spectrum of Carnegie college classifications and include professional advisors, counselors, faculty, administrators, and students working to ensure the educational development of students.

NACADA strives to enhance academic advising by supporting:

- ACADV (electronic listserv for worldwide discussions on advising issues)
- Active Involvement/Leadership Opportunities
- Awards Program
- Commissions/Interest Groups (to address specific advising interests)
- Institutes (Summer, Administrators', Assessment)
- Conferences (regional and national)
- Consultants Bureau (assistance to institutions interested in enhancing advising services on campus)
- Member Career Services
- National Clearinghouse for Academic Advising (repository and distribution center for information)
- Networking and Professional Identity
- Publications (refereed journal, newsletters, monographs)
- Research Grants
- Scholarships
- Videos on Academic Advising to Foster Retention and Advisor Training

For more information, contact:

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About Cincinnati

Cincinnati offers all the fun and diversions of a much larger city while maintaining a friendly, small town atmosphere. There are more than 50 restaurants within walking distance of the downtown conference hotels! Your pick...5-star, full-service, casual or fast food. Ethnic cuisine is in abundance, from fine French dining to authentic German dishes to local specialties like Cincinnati-style chili.

With the opening of the Smithsonian-affiliated National Underground Railroad

Freedom Center (honoring the city's important role in the underground railroad network), the Contemporary Arts Center and the newly-renovated Taft Museum of Art along with historic museums such as the Cincinnati Art Museum and the Cincinnati Museum Center at Union Terminal, there is an extensive selection of arts from which to choose. There are also several performing arts venues downtown.

It's easy to get around-many attractions are within walking distance. You can use the 20-block elevated pedestrian Skywalk (which itself connects more than 350 establishments), hail a taxi, or for just \$1.00, board the Southbank Shuttle. This convenient shuttle takes you to the Northern Kentucky riverfront where you can enjoy a wide selection of restaurants, shopping and attractions such as the state-of-the-art Newport Aquarium, Newport on the Levee, MainStrasse Village, Hofbrauhaus and much more.

Volunteer Opportunities at the National Conference

At this year's conference we have many opportunities for participants to get involved. It doesn't have to be an all-day commitment; a couple of hours would be helpful. It's a good way to meet new people. If you are interested in serving as a volunteer (helping at the hospitality desk, assisting with the evaluation process, etc.), please contact Nicole Grant, University of Cincinnati: nm.grant@uc.edu or Jo Pionke, Kent State University: jpionke@kent.edu Be sure to mention in the e-mail if there is a particular area/time in which you would like to volunteer or if you are open to any assignment.

NACADA Choir

Join the NACADA choir for another thrilling performance! Jane Alexander will coordinate and direct the sixth annual NACADA choir performance at the **7:30-8:30 am Breakfast on Saturday, October 9**. Both "old" and "new" singers of all abilities are welcome (it's helpful if you can carry a tune and can either sight-read music or are a quick learner). Come join the fun!

We will rehearse **5:30-7:00 pm Thursday, October 7, right after the Regional Meetings**. Some of us may want to then explore dinner options together. We'll warm-up at 7:00 am on Saturday just prior to performing.

It's not necessary to register in advance. There will be a sign-up sheet in the conference registration area. Please join us; you'll have a blast! If you have any questions, email Jane Alexander: jalexander@fnr.purdue.edu.

NACADA "School Spirit" Day

Thursday is Spirit Day at the conference. Show your school spirit on **Thursday, October 7** by wearing a rugby, polo shirt or T-shirt from your institution. Join the fun and see how many different schools are represented!

Conference Attire

Comfortable and casual best describe the "dress code" at NACADA national conferences. Wear comfortable shoes-the meeting space will be located on two different levels of the Convention Center. Learning and networking are emphasized, not a formal dress code.

Involvement in NACADA: Building Your Bridge to Professional Success

NACADA encourages involvement from its diverse membership in all areas of the association-in addition to leadership positions, you can volunteer for regional and commission steering activities and committees, serve on national committees, write for the Newsletter, Journal, or Web resources, or sign up for the Consultants' Bureau. Whether you are a new or seasoned advisor, association involvement is an excellent step toward becoming successful in the profession. You're invited to attend this panel discussion **Friday, October 8 from 11:15 am-12:15 pm**.

NACADA National Awards Program

The Awards Program honors the people, institutions, and publications making significant contributions to the field of academic advising. This year, a special Awards Reception will be held for the recipients and their invited guests on Wednesday afternoon prior to the opening general session of the national conference. This reception will replace the general awards ceremony and reception previously held on the last full day of the conference.

Award recipients will also be recognized before their colleagues at one of the two plenary sessions and posters with photos of the awardees will be displayed throughout the conference. The conference registration materials will include a special booklet listing all award recipients. There will be several other opportunities for attendees to acknowledge and honor their colleagues, such as during the Region, Commission, and Interest Group meetings, as well as at the opening night's Welcome Reception.

Conference Highlights

NACADA Turns 25!

1979: Margaret Thatcher was elected as the first female British Prime Minister. ESPN became the first all sports TV network with Dick Vitale declaring that it was “awesome, baby!” Gloria Gaynor’s “I Will Survive” topped the charts, and NACADA was born with 429 charter members.

You are invited to join the National Academic Advising Association’s 25th anniversary celebration in Cincinnati. Each attendee will receive a memory book. Prior to each plenary session, association highlights from the past 25 years will be featured on the large screens. Take a look at pictures and publications in the 25th Anniversary exhibit booth to see how your association “survived” and prospered. At the opening Welcome Reception Wednesday evening, boogie into the night with music through the decades. It will be “awesome, baby!”

NACADA Commission “Hot Topic” Sessions

Plan to attend one of the new “Hot Topic” sessions presented by NACADA Commissions on **Saturday from 11:15 am–12:15 pm!** A variety of interesting and thought-provoking topics will be discussed. Having these “Hot Topics” as the closing concurrent sessions should provide a strong quality end to the conference, increase participation in the last sessions of the conference, and provide commissions an opportunity for additional exposure. These “Hot Topic” sessions will provide a forum of discussion on a major issue for each commission as well as serving as an additional opportunity for commission members to network one last time.

Most Commission leaders have chosen one specific “Hot Topic” to be addressed. Those sessions are identified in this brochure under the appropriate track. Don’t miss out on this unique opportunity!

Commission/Interest Group Fair

All NACADA members are given the opportunity to join two commissions and two interest groups each year, but when making their selection, often some members are not fully aware of what our com-

missions and interest groups have to offer. On **Thursday, October 7, from 7:30–8:30 am**, we will host our fifth annual Commission/Interest Group Fair. Each commission and interest group chair will have an informational table to provide material concerning their group’s activities and how you can get involved. Come join the commissions and interest groups in this excellent opportunity to meet and network with your colleagues during a continental breakfast for all attendees. Breakfast is included in the conference registration fee.

Poster Sessions

On **Thursday, October 7, from 12:15–1:45 pm**, we will be focusing on our excellent poster sessions which will be built around a lunch for all participants. Poster presenters will have an opportunity to discuss their presentations with participants one-on-one or in small groups to facilitate sharing valuable information. Some of the poster presentations are Outstanding Advising Program winners for 2004. We feel this enhanced poster session opportunity will be a wonderful asset for our conference. Lunch is included in the conference fee.

New! Research Track Added this Year

Interested in advising research? Discover findings from the latest studies in Research Track sessions. Thinking about conducting a research study? Research Track sessions can take you from defining your research topic to publishing your results. Find these and more in the Research Track on pages 23–24.

Graduate Students: A Conversation with NACADA’s President

NACADA President Ruth Darling invites all graduate students attending the conference to join her for Continental Breakfast **7:30–8:15 am on Friday, October 8**. Conversation will include research topics, career opportunities, graduate scholarships and research grants, as well as how graduate students can establish a meaningful relationship with NACADA. Plan on attending with your research proposal or graduate program of study in hand.

NACADA Member Career Services

Looking for a new position or tips on how to successfully advance your career?

If so, plan to stop by the Member Career Services desk at the conference!

The NACADA Member Career Services committee is committed to helping you advance your career. We will be offering a number of services at the National Conference, including the opportunity to have your résumé/CV and/or cover letter critiqued and even the possibility of interviewing for open positions throughout the country. We aim to be instrumental in connecting job-searching members with administrators that have available positions to fill. You may be able to meet your potential employer or candidate and actually interview at the conference in Cincinnati. Look for our table located in the registration area.

Members Seeking Employment:

- ❖ Members who are seeking a new position or advancement in higher education are encouraged to bring several copies of their résumé to the conference. We will have professionals on site to give you constructive feedback on how to improve your cover letter and/or résumé/CV. In addition, résumés may be submitted for available positions. Job descriptions will be posted on a bulletin board and in binders for perusal.
- ❖ Interested candidates will need one résumé for each position for which they would like to apply. They will be provided to any employers who are at the conference so they can contact candidates and schedule interviews.

Employers:

- ❖ Employers who are interested in posting available positions at the conference need to bring at least 20 copies of the position description to the conference. These need to be submitted to the Member Career Services table in the registration area as soon as possible, where they will be posted on a bulletin board and included in binders for perusal by candidates.
- ❖ Employers will be able to pre-screen candidates and schedule their own interviews. Come prepared to interview candidates on site if you would like!

Special Appreciation

Thanks are extended to the **College of Education at Kansas State University** for its continuing support of NACADA’s Executive Office.

Region Meetings

Come to one of the ten Region Meetings on **Thursday, October 7, from 4:30–5:30 pm**

A region meeting is your opportunity as a colleague to informally discuss issues and topics that affect your region, network with one another, hear about what's up and coming in your region, learn how to get more involved in NACADA, stay informed, and to generate ideas for the upcoming year.

Commission and Interest Group Meetings

These sessions scheduled throughout the conference focus on specific aspects of advising. Plan to share ideas, develop resources, and identify topics for future regional and national conference sessions.

Exhibits

The Exhibit Hall will be open **Thursday and Friday, 7:30 am–4:30 pm, and Saturday, 8:00–11:30 am**. Vendors with products and services of interest to advisors will be attending the conference. Exhibitors will be listed in the conference program. The Exhibit Hall will also feature NACADA publications and promotional items for sale and the Internet Café.

Cincinnati Hospitality/Volunteer Center

The hospitality desk will be open daily throughout the conference from **Wednesday, October 6, through Saturday, October 9**. Plan to visit it on the 2nd floor of the Convention Center. There will be information and brochures about local attractions, restaurants, and tours. Volunteers will be available to assist you.

Dinner Group Sign Up

If you'd like to meet other attendees with similar advising concerns and share dinner with them as well, come to the Hospitality Desk in the Convention Center. Local hospitality volunteers will have restaurant suggestions and sign up sheets to facilitate informal dinner group discussions around common interests.

NACADA Annual Business Meeting

The NACADA Annual Business Meeting will include a summary of current issues and initiatives. Participants will have the opportunity to share questions and comments. The Annual Business Meeting will be held **Friday, October 8, from 5:45–6:15 pm**. Plan to attend and take this opportunity to hear about the path NACADA is

planning for the future and provide feedback as to what you would like from the organization.

Computer Software Users Review

The Computer Software Users Review sessions afford users of commercial student information system software packages an opportunity to discuss specific issues and challenges they have encountered. Many institutions do extensive customization of such software to meet the needs of their institution—much of which could be of value to other users trying to make the software more effective for advisors. Representatives of the major software providers DARS, Datatel, PeopleSoft, DegreeWorks and SCT/Banner may be present to listen to user concerns and requests. This is your opportunity to express your ideas for improvement and/or learn how other users have met the challenges so that you might build on their enhancements. The sessions are not intended for persons investigating the purchase of specific software packages.

There is no charge for the sessions but advance enrollment is encouraged on the conference registration form so that appropriate meeting rooms are scheduled. The sessions will be held on **Wednesday, October 6, 4:00–5:00 pm**

Special Door Prizes!

Several door prizes will be awarded at the Saturday morning breakfast (October 9). Prizes include a free registration to the 2005 NACADA national conference in Las Vegas, a complete set of NACADA monographs and Family Guide, individual copies of NACADA monographs published in 2003 and 2004, the Academic Advising: A Comprehensive Handbook, NACADA apparel and a 25th Anniversary travel mug. Be sure to visit the NACADA Booth in the Exhibit Hall to register for the prizes.

Continuing Education Units

NACADA is recognized by the National Board for Certified Counselors to offer continuing education units (CEUs) for National Certified Counselors. It is the responsibility of the attendee to abide by NBCC Continuing Education Guidelines. Information will be available at the conference registration desk.

Conference Hotels

The official hotels are Hyatt Regency, Hilton, Sheraton Four Points, Millennium and Crowne Plaza. After September 15, rooms and rates are based on availability. NACADA's room allocation at the various hotels may sell out before this date. Look over the conference schedule and make your reservations as soon as possible. *Please note that the conference ends on a Saturday (different than prior years), so you may want to compare the cost of an additional hotel room night to a potentially higher airfare without a Saturday night stay.* Tours and post-conference workshops are offered Saturday afternoon and evening.

All five official conference hotels are within 2½ blocks of the Convention Center where conference sessions will be held. In addition to being easily accessible at street level, they are connected to the Convention Center by an elevated pedestrian Skywalk. Hotel rates and reservation instructions are at www.nacada.ksu.edu. Click on National Conference, then Hotel Information. To receive the special conference rates, all reservations must be directed to the Housing Bureau. If you have any questions about the reservation process, including changes or cancellations for an existing reservation, email housing@cincyusa.com. The hotels cannot take reservations directly from individual attendees.

When you reserve your hotel room, we ask that you stay in one of the official hotels and reserve it through the official Housing Bureau. Staying at a conference hotel and using the Housing Bureau reduces meeting expenses by strengthening NACADA's "buying power" when negotiating with hotels for future rates. If NACADA does not meet its room guarantee at each hotel, penalties are charged, which in turn raises registration fees for upcoming meetings. Please support NACADA and reserve your hotel room through the Housing Bureau. Thank you for your cooperation and support.

Ground Transportation to Cincinnati Hotels

Arriving by air: Downtown hotels are 20 minutes from the Cincinnati/Northern Kentucky International Airport, which is actually in northern Kentucky, just across the Ohio River. **Airport Executive Shuttle** shared ride van service is offering NACADA attendees a discounted \$22.00 roundtrip fare (\$2.00 savings). One-way fare is \$14.00. To make a reservation, they prefer you call in advance, at least one day prior to your arrival (advance payment is not required). **Phone (800) 990-8841**. Same day reservations can be accommodated based upon availability.

Taxi service: Currently \$24.00 flat rate to downtown Cincinnati, for up to four people. Rates are subject to change. There is a courtesy taxi desk or phone in each terminal's baggage claim area. Speak to the attendant, who will call for a taxi to meet you outside the terminal. You cannot secure a taxi by just standing outside under the taxi sign; you must have the attendant make the arrangement.

Arriving by auto: Cincinnati is located along the major north-south interstate highways 75 and 71, and at the eastern terminus of 74. Check with your individual hotel for specific instructions.

AVIS Car Rental

AVIS has arranged for special convention rates valid one week before and after the conference. Should a lower promotional rate become available, Avis will offer the lowest rate at the time of booking. You must reference the Avis Discount Number (AWD) to receive the special rates.

Call AVIS at (800) 331-1600 or your travel agent. Refer to AWD J097937. Or you can

book online at www.avis.com. Fill in the Rental Date, Time, and city section on the first page, click continue, then enter J097937 in the AWD prompt in the Rates & Discounts section.

Airline Discount Fares

- Please note that the conference ends on a Saturday (different than prior years), so you may want to check airfares with and without a Saturday night stay and compare any difference to staying in your hotel an additional night and leaving on Sunday.
- Airlines also offer Zone fares—ask for a comparison.
- All discounts are off the base fare, excluding federal taxes and fuel surcharges, and must follow all rules and restrictions for the applicable ticket class.

American: 5% off the lowest applicable restricted round trip fare for travel within the 48 states and Canada, 10% discount if booked more than 30 days in advance. Applicable unrestricted roundtrip coach fares receive 10% discount, 15% if booked more than 30 days in advance.

Delta: 5% off the lowest applicable restricted round trip fare for travel within the 48 states plus Canada, HI, AK, Caribbean. 10% discount if booked more than 60 days in advance.

Applicable unrestricted roundtrip coach fares receive 10% discount, 15% if booked more than 60 days in advance.

Northwest: 5% off the lowest applicable restricted round trip fare for travel in the United States and Canada; 10% discount if booked more than 30 days in advance. Applicable unrestricted roundtrip coach fares receive 10% discount, 15% if booked more than 30 days in advance.

Note: You or your travel agent must call these convention reservations numbers, not the general airline reservation numbers, and reference these file numbers in order to receive the discounts.

American File # 05H4AD
800-433-1790

Delta File # 201323 A
800-241-6760

Northwest WorldFile # NM4CA
800-328-1111

Keynote Speakers

Nancy L. Zimpher will open the conference on Wednesday, October 6, 7:00 pm. In October 2003, she became the twenty-fifth President of the University of Cincinnati and the first woman president. She previously was Chancellor of the University of Wisconsin-Milwaukee and held a faculty position in the School of Education. Prior to that, she served as Executive Dean of the Professional Colleges and Dean of the College of Education at The Ohio State University. Since 1991, Dr. Zimpher has served in various administrative positions while engaging in research and development efforts concerned with improving the preparation of teachers and especially teachers for urban contexts.

She is the co-author and co-editor of books on higher education (including *University Leadership in Urban School Renewal* in press and *A Time for Boldness: A Story of Institutional Change*) as well as monographs, book chapters, and academic journal articles related to academic leadership, school/university partnerships and teacher education.

Dr. Zimpher was the Project Director for a U.S. Department of Education Teacher Quality Grant, co-chair of the Milwaukee Partnership Academy: An Urban P-16 Council for Quality Teaching and Learning, and served from 1996-2001 as the President of The Holmes Partnership, a national network of schools and organiza-

tions to improve teaching and learning. Dr. Zimpher has served on the Executive Board of the National Council for Accreditation of Teacher Education. She served as a key investigator in the eight-year Research About Teacher Education (RATE) Study, served as a member of the American Council on Education's Leadership and Institutional Effectiveness Commission, and served on the Executive Committee of the NCAA Division I. She currently chairs the Commission on International Programs for NASULGC and serves on the board of NASULGC, AACTE and the Golden Key International Honor Society.

She is the recipient of numerous awards including the Distinguished Research Award, Association of Teacher Educators; the Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education, American Association of Colleges for Teacher Education; Distinguished Woman Scholar Award, Virginia Commonwealth University; YWCA Woman of Achievement Award (Ohio); YWCA of Greater Milwaukee 2000 Outstanding Women of Achievement Education Award; Public Policy Women of Influence Award (Wisconsin), Kiwanis Milwaukee Award; Wisconsin Department of Public Instruction State Superintendent's Friend of Education Award; and is in the Ohio Women's Hall of Fame.

John Wagner will deliver his address, *Humor Helps Us Build the Bridges*, Friday, October 8, 8:30 am. A well-developed sense of humor is essential for success in our high

stress, ever changing, and demanding world of higher education. John Wagner ("Wags") will show us how to use the positive power of humor to improve our attitudes and actions. John's nickname "Wags" fits him well (Webster defines "Wag" n. a witty and humorous person). Wags will demonstrate how our sense of humor can help us deal with setbacks, find balance, and lighten up so we can build better bridges for our students. His program will help us capitalize on our conference experience, and find more joy in our important work of helping students succeed in higher education and life.

John Wagner has made humor his business, his *Seriously Funny* business. He is a humorist and professional speaker who has helped thousands across the USA laugh and learn to use humor to thrive in our challenging times. John's clients include IBM, P&G, Blue cross/ Blue Shield, and Toyota as well as universities, schools, hospitals, agencies and associations. He has real world experience using the management and therapeutic value of humor as a licensed clinical counselor, reality therapist, college faculty member, and former Dean of Students at Cincinnati State College. John has not given up his real job as a counselor and faculty member at Cincinnati State College, so he has first hand understanding of how important quality advising is. John Wagner is *Seriously Funny*, and he provides FUNdamentals for our success. We will be entertained, enlightened, and empowered!

Program Topics/Tracks

There are over 300 individual presentations at the conference, including pre-conference workshops, concurrent, discussion, and poster sessions. They offer a broad range of theoretical, practical, and interactive presentations, focusing on critical issues in academic advising. To find sessions related to a particular advising topic, see the following advising tracks/topics index. Tracks were self-identified by the presenter.

★ Designates sessions selected by a NACADA Commission as being particularly representative of the interests of the Commission.

“Best of Region” at the 2004 Regional Conferences and Hot Topics are identified in blue.

ACADEMIC AFFAIRS/ STUDENT SERVICES COLLABORATION

Best of Region 1: Not So “Trivial Pursuit”: A Fun Method of Training Faculty Advisors

Gauthier, Connolly, Smith
Mass Bay Community College

Past Presidents’ Forum—Building Bridges between Academic Affairs and Student Affairs

McCalla-Wriggins, Rowan University

Education Shadowing: Shining a Light on the Teaching Profession

Delmas, Fifolt
University of Alabama-Birmingham

Polishing the Academic Prism: A Collaborative Advisement Approach for Student Success and Retention

Bloom, Roggow, Mirsky
Bronx Community College
Kreuzer, Lehman College

Helping the Next Generation of Advisors Integrate Program Development, Coursework, and Internships

Goetz, White, Penn State University

Discovering Solutions: Using Solution-Focused Strategies in Serving College Students

Kuipers, University of Nebraska

Beyond Advising: Meeting the Needs of Distance Education Students

Karafa-Guegel, Mobley
University of Houston

Advisors Building Bridges for New Students through Orientation, First Weekend, and Learning Communities

Fraker, Saul, Wallace-Stroble
Wright State University

Bridge Work: Practical Tips for Building a First-Year Experience Program

Goltra, Bleeker, Bleeker
Emporia State University

Partners in Crime, Part 2

Hones, Southern Oregon University
Sullivan-Vance, Oregon State University

Civic Engagement: At Your Service

Keltner, Mathis, Queener
Wright State University

Technology: The Building Block to Centralized Advising

Travis, Cato, Revelli
University of Florida

Strategies for Increasing Progression and Graduation Rates of Biology Students

Nelson, Burton
Southeastern Louisiana University

Creating Great Advisors from Great Faculty: Lessons from the SUNY Oswego First-Year Advisement Program

Mandel, Evans, Bandla, Morey
State University of New York-Oswego

The Bridge between Undecided and Decided: Helping Students Stay on Track

Malaski, LeBreton, Oakland University

When Support Gets Personal

Jacobson
Massachusetts Institute of Technology

Establishing a “Women’s Mentoring Network”: Creating a Caring Community

Farr, Illinois State University

Survivor: Making It Through the First-Year

Shook, University of Arkansas

Towards the Renewal of Academic Advising: A Collaborative Model between Student Affairs and Academic Affairs

Gely, Zavala, Yglesias
Universidad del Este

FOCUS on the First-Year Adjustment: Building a Collaborative Advising Effort

Nelson, Hamby
Cleveland State University

It’s All About You: Developing Effective Campus Collaboration

Ward, California Lutheran University

When Advising Turns to Counseling: Walking the Tightrope

Hardison, Swank
Southeastern Louisiana University

Successful Retention Strategies: The Role of Academic and Non-Academic Factors

Lotkowski, ACT, Inc.

Guiding the Undecided Student Toward Graduation: Collaboration as a Key Component in Undecided Student Success

Meinhart, Puszczewicz
University of Toledo

Building a Strong Foundation: A Blue Print for Advisor Development

Poisel, Sindlinger, Smilie, Priest
University of Central Florida

That’s So Punny—Creative Marketing and Outreach of Academic Services

Grube Vestal, Ghering, Denison University

Bridgework of Campus Culture: Making Connections and Strengthening Collaboration through Symbols, Values, and Rituals

Van Der Karr, Nowak, Schlicht, Thomas
State University of New York-Cortland

Bridging Student and Academic Affairs: A Holistic Approach to Supporting and Advising High Achieving Students

Brown, Powell, Miami University

Architecting a Newly Merged Advising Center

DiGregorio, Colorado State University

Beyond “The Need to Know”: FERPA, Mental Health and Other Ethical Considerations in Higher Education

Olaniyan
University of Wisconsin-Madison

Summer Bridgen’ in the Bayou

Thomas, Hicks, Maggio
Northwestern State University

ADVISING ADMINISTRATION

Hot Topic: Avoiding Burn-out

Alice Reinartz, Texas A&M University
Linda Chalmers
University of Texas-San Antonio

Commission Meeting: Advising Administration

Reinartz, Texas A&M University

Career Development Strategies for Academic Advisors and Administrators

Bloom
University of Illinois-Urbana-Champaign

Advisor Training as Easy as 1, 2, 3—Using NACADA Resources

Koring, Lynchburg College
Miller, NACADA Executive Office

Laying Down the Law: First Attempts by the U.S. Government to Regulate Transfer Practices

Holaday, McCauley
Ball State University

★**Save the Trees! Transitioning from Paper to Electronic Files**

Babcock, University of Texas-Austin

It's Not Just the Underprepared Students Who Need Special Attention

Robbins, Cornell University

The Advising Workplace: Generational Differences and Challenges

Steele, Gordon, Ohio State University

Legal Self Defense for the Academic Advisor

Robinson, University of Alabama
Epps, East Tennessee State University

Conducting Advising Research and Constructing a NACADA Research Grant Proposal

Robbins, Cornell University
Buck, Penn State University
Borns, Houston Baptist University
Aiken-Wisniewski, University of Utah

Writing for the NACADA Journal

Kuhn, Padak, Woycheck, Miller
Kent State University
Miller, NACADA Executive Office

★**Implementing a Promotion System for Professional Advisors**

Yarbrough, Pindzola, Wit
Auburn University

Modes and Models in Designing and Implementing a Successful Advising Program

Crockett, Noel Levitz

Academic Advising Administrators' Seminar

White, Penn State University
Reinarz, Texas A&M University

Motivating Advisors: No Money, No Problem

Gilbert, Mathias, Virginia Tech

Building Master Advisors

Davis, Fiedler
Southwest Missouri State University

Blueprint for Training Effective Faculty Advisors: A Campus-Wide Collaboration

Grob, Zublin, Weber State University

Using Advising Surveys for Accountability Purposes: Year 2

Quilter, Keller
Eastern Michigan University

Beyond Strangers in a Strange Land: International Faculty and Academic Advising

Schwartz, Buck, Penn State University

Avoid Putting the Cart before the Horse: Assessing Advisor Needs before Implementing Training

Edgette, Spencer
University of Minnesota-Duluth

Strategies for Developing Inclusive Environments for LGBTQA Students, Faculty and Staff

Bellcourt, University of Minnesota

The Nature of the Beast: The Work Life of the Professional Advisor

Epps, East Tennessee State University

Partners in Crime, Part 2

Hones, Southern Oregon University
Sullivan-Vance, Oregon State University

Working through the Fears of Violence on Campus: Responsibility Versus Response-Ability.

Dwyer, University of Kentucky
Ebert, Arizona State University East

Academic Success and Cultural Enrichment Project: Advising that Addresses the Needs of First-Generation and Limited English-Speaking Students

Owens, Kijanka
University of Nevada-Las Vegas

Training Academic Advising Constituencies: A Model for Initial and Ongoing Development

Summer, Eastern Kentucky University
Bowling, Purdue University

Advising in a Restricted Access Environment: A Bridge Over Troubled Waters

Hill, McNealy
University of Central Florida

LADDERS Spans the Probation Gap

Waters, Mathews, Maye
Old Dominion University

Partnership for Academic Success

Mansour, San Miguel
University of Texas-San Antonio

Creating Interactive Advisor Training Materials: An Interactive Workshop

Woolston, Ryan
University of Wisconsin-Madison

★**Advisor Appointment Management Software: Does It Deliver?**

Wilkins, Eastern Kentucky University

Bridging Student Services: A One-Stop-Shop Advising Model

Smilie, Withington
University of Central Florida

Freshman Year—Two Years Going On Three, Improved & Proven Retention Efforts

Jurvelin, Edmonds
University of Wisconsin-Whitewater

There is No "I" in Team: Strengthening Advising Team Unity

Holmes, Bippert, Chytil
McCombs School of Business

Virtual Advising—The Bridge between Admission to College and the Orientation-Advising Experience

Robert, Bucknall, Robbins, Cline, Martin
University of North Carolina-Greensboro

A Review of Academic Probation Committee Structures and Policies

Prezioso, Pace University

Breaking the Glass Ceiling for Academic Advisors

Borrelli, University of New Mexico

Academic Advisor Certification Program: From the Ground Up

Murphy, Velez, University of Houston

A Summer Reading Program: Stages of Development

Alexander-Ellis, Lesley University

Building the First-Year Infrastructure: A Foundation that Spans the University FOCUS on the First-Year Adjustment:

Building a Collaborative Advising Effort
Nelson, Hamby, Cleveland State University

It's All About You: Developing Effective Campus Collaboration

Ward, California Lutheran University

★**Automating the Appeals Process**

Kreuzer
Lehman College of the City University of New York
Roggow, Bronx Community College

Dean's List and Beyond: Designing an Honor's Program to Build Community and Student Satisfaction in a Two-Year Liberal Arts College

Thatcher, Horvath
Hillyer College-University of Hartford

Is Doing More with Less Blowing you Away?

Woycheck, Deep
Kent State University

Teaming up to Advise Pre-health Students: Sharing Advising Responsibility between Professional Advisors and Faculty Advisors

Chase, Fisher
Washington State University

Successful Retention Strategies: The Role of Academic and Non-Academic Factors

Lotkowski, ACT, Inc.

Evaluation of Academic Advising: A Procedure of Evaluation of Academic Advising through the Development of Year-End Goals

Bukowski

University of Wisconsin-Whitewater

Advisors: Assessing Our Institutional Worth

Phelps, Truett, Texas Tech University

Bridge Over Troubled Water: An Advisors' Guide to Using Fun to Build Morale

Burnett, Lindsay, University of Toledo

Building Bridges to Departments: Professional and Faculty Advisors Working Together

Cannon, Stenross

University of North Carolina-Chapel Hill

Building a Strong Foundation: A Blue Print for Advisor Development

Poisel, Sindlinger, Smilie, Priest

University of Central Florida

You're How Old? Challenges and Strategies for Young Advisors, Administrators, and Educators

Kamphoff, Austin, Martin

University of North Carolina-Greensboro

Don't Just Plan An Event, Plan Something Spectacular!

Lindsay, Nagy, University of Toledo

Bridgework of Campus Culture: Making Connections and Strengthening Collaboration through Symbols, Values, and Rituals

Van Der Karr, Nowak, Schlicht, Thomas

State University of New York-Cortland

Legal Issues in Academic Advising

Ebert, Arizona State University East

Stevens, Arizona State University

Architecting a Newly Merged Advising Center

DiGregorio, Colorado State University

Corporate Malfeasance and Academic Dishonesty: How One Business College Deals with Integrity Head On

Melendez, University of Arizona

It's Not a Problem, It's an Opportunity!

Norris, Allen

West Chester University of Pennsylvania

Building Outcomes for Your Advising Assessment: Developing and Measuring Outcomes Now to Enhance Advising in the Future

Aiken-Wisniewski, Park

University of Utah

Building Organizational Bridges Among Graduate and Professional School Advisers

Wolf, Hueske, Salaza

University of Texas-Austin

★Assessing Academic Advising

Campbell, University of Southern Maine

Grites

Richard Stockton College of New Jersey

Nutt, NACADA Executive Office

Robbins, Cornell University

ADVISING ADULT LEARNERS

Hot Topic: Advising Adult Learners

Lygrisse, Butler Community College

Peck, Western Connecticut State Univ

Reinach, Kaplan College

Commission Meeting: Advising Adult Learners

Sebera, Ohio University

★E 4 ME-Introduction to E-Learning: Creating, Teaching, and Administering a Free Statewide E-Learning Course

Steele, Ohio Learning Network

★Adult Learners: Under Construction

Klefeker, Plunkett, Murray

Miami University-Hamilton

Post-Baccalaureate Teacher Certification: Advising Implications from a National Survey

Quilter, Lancaster, Keller, Isaacs

Eastern Michigan University

Beyond Advising: Meeting the Needs of Distance Education Students

Karafa-Guegel, Mobley

University of Houston

Brain-Disabled Students: Bridging Handicaps for Academic Success

Spinella, Margolis, Rowan University

Academic Success and Cultural Enrichment Project: Advising that Addresses the Needs of First-Generation and Limited English-Speaking Students

Owens, Kijanka

University of Nevada-Las Vegas

★Adults Need Orientation, Too! The Why's, How's, and What's of an Adult Student Orientation Program

Bonnetaud, Reising

University of North Carolina-Charlotte

Establishing a "Women's Mentoring Network": Creating a Caring Community

Farr, Illinois State University

Assisting Non-Traditional Students in the Transition to Public Health Graduate Study

Stewart, Walker

University of Arkansas-Med Science

Listening to Adult Learners

Baily, Middle Tennessee State University

★Building a Framework for Advising First-Generation College Students

Dukes, FACTS.org

Spears Studdard

Western Governors University

No Adult Left Behind

Sebera, Sebera, Ohio University

Bridging the Gap between Industry and the University: Creating a Master's Degree Program Founded on Results-based Learning.

Thomas, University of Texas-Austin

Building Organizational Bridges Among Graduate and Professional School Advisers

Wolf, Hueske, Salazar

University of Texas-Austin

ADVISING & CAREER PLANNING

Best of Region 7: A Road Less Traveled: Following Your Dreams toward Success

Johnson, College of New Jersey

Developmental Advising for Undergraduate Students Interested in the Health Professions

Lovegreen, Virginia Tech

Engaging Alumni in Departmental Advising Opportunities

Balog, Texas A&M University

Sacred Gifts: Using the Enneagram as a Tool for Exploring Majors and Careers

Ferrett, Humboldt State University

Leadership Skills for Success: Making the Transition to the World of Work

Ferrett, Humboldt State University

Career Development Synergy for Students: The Process, the Application

Keller, Petren, Stevenson, Yazvac

Purdue University

Education Shadowing: Shining a Light on the Teaching Profession

Delmas, Fifolt

University of Alabama-Birmingham

Managing Risk: Helping Students Create Safety Nets

Claus, Illinois State University

Involvement in NACADA: Building Your Bridge to Professional Success

Pardee, University of Arizona

Castor

Coastal Georgia Community College

Darling, University of Tennessee

Gruber, University of Minnesota

Huber, University of Texas

Mossack, Lipscomb University

Self, Arizona State University

Professional Skills (Boot-Camp) for MBA Students: A Collaborative Effort of Faculty, Student Services and Career Services

Tirrell, Lewis, DeLardge

Rochester Institute of Technology

You Mean I Have to Change My Major??

Kem, Murray State University

Avants, Arizona State University

Rouse

University of North Carolina-Greensboro

Pre-Veterinary Advising: The Next James and Jane Herriotts

Dwyer, University of Kentucky

Hellwig, Berea College

What You Should Know about the Graduate School Application/ Experience

Williams, University of Illinois-Urbana

An Award-Winning, Web-Based Assessment and Advising Tool

Gregory, Patterson

Texas Tech University

Advising Students with Unrealistic Expectations

Pollauf, University of Toledo

Strategic Futures: Increasing Retention and Student Success

DuVivier, Hocking College

McAfoos, Electronic Vision, Inc.

Nursing Curriculum Success: Novice to Experienced Student Nurse

Mollenhauer, Harding

Illinois State University

The Bridge between Undecided and Decided: Helping Students Stay on Track

Malaski, LeBreton

Oakland University

Student Athletes: Advisement Tools for NCAA Compliance Tracking

Revelli, Brown, Meachan

University of Florida

My Reality Check Got Lost in the Mail

Barnett, Bowers IV

Texas State University-San Marcos

Bridging the Gap between Counseling and Advising: A Counselor's Advice for Declaring a Major.

Rehfuss, Mentzer

Kent State University

Designing a Blueprint for Health Care Careers

Webb, Bowling Green State University

Research on Vocational Identity Status: Implications for Academic Advising

Thomas, McDaniel

Northern Kentucky University

Building the Bridge from College to Career: A Model for Advising Students on How to Get a Life!

Bush, Southeastern Louisiana University

Collage: A Kent State to Career Portfolio

Owens, Snyder, Kent State University

For Better or for Bitter?

Turman, Logan

Georgia State University

Career Exploration and Academic Planning: Building a Strong Foundation for the Future

Taylor, University of Louisville

Robertson

Jefferson Community College

A Career Planning Course Elective: Strategy for Advising the Undeclared Student

Swank, Southeastern Louisiana University

Career into Curriculum: Bridging Academic and Career Advising for Undergraduate Business Students

Oviatt, Lippert, University of Arizona

"From Major to Career" Book: A One-Stop Online Resource for Major and Career Exploration

Wilkins, Puertas

Brigham Young University

Developing a Portfolio for Career and Transfer Planning

Nucciarone, Pierce College

Think Big, Dream Big...and Create Success!

Johnson, College of New Jersey

Is Graduate School for You? What roles can Graduate Coordinators play in Recruitment?

Crouch, University of Texas-Austin

ADVISING BUSINESS MAJORS

Hot Topic: Dealing with Oversubscribed Programs

Boston, University of Arkansas

Kriska, Southern Methodist University

Stevens, University of Tennessee

Commission Meeting: Advising Business Majors

Boston

University of Arkansas-Fayetteville

★Leadership Skills for Success: Making the Transition to the World of Work

Ferrett, Humboldt State University

Building a Bridge from Admission to Graduation for Minority Business Students

Humbles, Vavra, University of Iowa

Professional Skills (Boot-Camp) for MBA Students: A Collaborative Effort of Faculty, Student Services and Career Services

Tirrell, Lewis, DeLardge

Rochester Institute of Technology

Architects of Interactive Advisement Tools

Sanchez, Weber State University

Korthank Gabaldon

University of Iowa

Advising in a Restricted Access Environment: A Bridge Over Troubled Waters

Hill, McNealy

University of Central Florida

My Reality Check Got Lost in the Mail

Barnett, Texas State

Bowers IV

Texas State University-San Marcos

★Orientation Advising as a Foundation for Assessing Freshman Learning Outcomes

Pierce, Brown, Drinnon, Trainer

University of Tennessee

★Career into Curriculum: Bridging Academic and Career Advising for Undergraduate Business Students

Oviatt, Lippert, University of Arizona

★Corporate Malfeasance and Academic Dishonesty: How One Business College Deals with Integrity Head On

Melendez, University of Arizona

ADVISING EDUCATION MAJORS

Hot Topic: A) Testing the Education Major for Admissions, and B) Advising “OUT” of Education

Edwards, Hofstra University
Kem, Murray State University

Commission Meeting: Advising Education Majors

Edwards, Hofstra University
Kem, Murray State University

★Education Shadowing: Shining a Light on the Teaching Profession

Delmas, Fifolt
University of Alabama-Birmingham

★Post-Baccalaureate Teacher Certification: Advising Implications from a National Survey

Quilter, Lancaster, Keller, Isaacs
Eastern Michigan University

★You Mean I Have to Change My Major??

Kem, Murray State University
Avants, Arizona State University
Rouse
University of North Carolina-Greensboro

Admission to the Major: A Smooth Process

Carter, Rouse
University of North Carolina-Greensboro

★A New Approach to Advising and Recruiting Transfer Education Majors: A Transfer Advisor

Rouse
University of North Carolina-Greensboro

★Selective Admission Programs in Education: Bridging a Student’s Dreams with Reality

Barber, Snyder, Froning, Liedel, Wilcox
Kent State University

ADVISING FINE ARTS STUDENTS

Interest Group Meeting: Advising Fine Arts Students

Citim-Kepic, University of Florida

ADVISING GRADUATE & PROFESSIONAL STUDENTS

Commission Meeting: Advising Graduate & Professional Students

Hueske, University of Texas-Austin

Leadership Skills for Success: Making the Transition to the World of Work

Ferrett, Humboldt State University

★ Rebuilding Our Bridges: Recruiting Minority Students to Graduate Bio-Science Programs

Markowitz
University of California-Berkeley
Bloom
University of Illinois-Urbana-Champaign

★Helping the Next Generation of Advisers Integrate Program Development, Coursework, and Internships

Goetz, White, Penn State University

★Professional Skills (Boot-Camp) for MBA Students: A Collaborative Effort of Faculty, Student Services and Career Services

Tirrell, Lewis, DeLardge
Rochester Institute of Technology

What You Should Know about the Graduate School Application/ Experience

Williams
University of Illinois-Urbana

★Assisting Non-Traditional Students in the Transition to Public Health Graduate Study

Stewart, Walker
University of Arkansas-Med Science

★Listening to Adult Learners

Baily
Middle Tennessee State University

Building a Bridge for Health Majors: Advising Students into Second-choice Majors

Sindlinger
University of Central Florida

No Adult Left Behind

Sebera, Sebera, Ohio University

Bridging the Gap between Industry and the University: Creating a Master’s Degree Program Founded on Results-based Learning.

Thomas, University of Texas-Austin

Finding your Passion

Corbin, University of Texas-Austin

Building Organizational Bridges among Graduate and Professional School Advisers

Woolf, Hueske, Salazar
University of Texas-Austin

Is Graduate School for You? What roles can Graduate Coordinators play in Recruitment?

Crouch, University of Texas-Austin

Minority Recruitment in Humanities Graduate Programs Revisited

Corbin, Hueske, Woolf
University of Texas-Austin



Optional Tour #3 includes a visit to Cathedral Basilica of the Assumption, built to resemble the exterior of Paris’ Notre Dame. It includes the world’s largest handmade stained glass window, mural-sized oil paintings and exquisite Venetian mosaics.

ADVISING HIGH ACHIEVING STUDENTS

Interest Group Meeting: Advising High Achieving Students

Schwartz, Penn State University
Black, Yale University
McGillin, Wheaton College

It's Not Just the Underprepared Students Who Need Special Attention

Robbins, Cornell University

Study Abroad Advising: Designing Blueprints for Global Education

Rojo, *Mrozinske*, *Byrnes*
University of Florida

Bridge Over Troubled Waters: Advising First-Year Pre-Med Students

Dashti-Gibso
University of Notre Dame

Dean's List and Beyond: Designing an Honor's Program to Build Community and Student Satisfaction in a Two-Year Liberal Arts College

Thatcher, *Horvath*
University of Hartford

Bridging Student and Academic Affairs: A Holistic Approach to Supporting and Advising High Achieving Students

Brown, *Powell*, Miami University

Is Graduate School for You? What roles can Graduate Coordinators play in Recruitment?

Crouch, University of Texas-Austin

ADVISING MODELS

Best of Region 3: A Question Concerning Advising

Barrow, University of Louisville

Best of Region 5: "OnStar" Advising: Employing GPS as a Metaphor for Student Guidance

Champarde
Lansing Community College

Connections Matter: The Freshman Interest Group as a Retention Tool

Minichillo, *Eynon*, *Rinn*, *Zarges*
Kent State University

Student Motivation-Applying the ARCS Model to Academic Advising

Oliver, Utah State University

Career Development Synergy for Students: The Process, the Application

Keller, *Petren*, *Stevenson*, *Yazvac*
Purdue University

Models for Change

Keller, *Graham*, Purdue University

21st Century Advising: Creating a Virtual Workshop

Roberts, *Julkes*
Arizona State University

Tips for Designing and Implementing Peer Mentor Training

Taniguchi, *Wilmeth*
University of Hawaii-Manoa

To Infinity and Beyond: Working with E-advising

Wass, *Corrales*
Florida International University

The Nuts and Bolts of Group Advising

Schrock, *Wilson*
Clark Community College

What Does An Exploratory/Undecided Student Schedule? A Systematic Approach for the First Semester

Hussey, *Lindhorst*
Penn State University

Personalized Advising Enhanced by a Web-Based Records System

Bellcourt, *Shaw*, *Broad*, *Bartholdi*
University of Minnesota

Mixing Work and Pleasure: UM's Peer Advising Program keeps Advisors and Advisees Happy and Persistent

Bates, *Hickey*, University of Montana

Advising Students in Transition

Sams, *Hussey*, Penn State University

Architects of Interactive Advisement Tools

Sanchez, Weber State University
Korthank Gabaldon
University of Iowa

"Tool Time" for Academic Advisors

Baker, *Vana*, Purdue University

Leadership Makeovers: Revitalize The Way You Advise

Middleton, Eastern Kentucky University

Building Bridges with Each Other: Sharing Advising Ideas, Materials and Techniques

Stepina, *Najarian*
University of New Hampshire

Visualizing Academic Advising in a Learning Style Context

Uhlik, Kent State University

Training Academic Advising Constituencies: A Model for Initial and Ongoing Development

Summers, Eastern Kentucky University
Bowling, Purdue University

Academic Probation: Bridging the Chasm for Student Success

Bruce, Lynchburg College

Welcome to the Sophomore Success Center: A Bridge of Student Services for the 'Forgotten Class'

Watley, *Rasmussen*
Arizona State University West

Bridging Student Services: A One-Stop-Shop Advising Model

Smilie, *Withington*
University of Central Florida

A Concise Guide to Advising Student Athletes: Bridging the Gap between Academic Advisors and Student Athletes

Nimetz, *Key*
Midwestern State University

Counseling International College Students: A Guide to Practical Interventions

Evans, *Hammock*
Brigham Young University

My Reality Check Got Lost in the Mail

Barnett, *Bowers IV*
Texas State University-San Marcos

Towards the Renewal of Academic Advising: A Collaborative Model between Student Affairs and Academic Affairs

Gely, *Zavala*, *Yglesias*
Universidad del Este

Breaking the Glass Ceiling for Academic Advisors

Borrelli, University of New Mexico

From Access to Achievement: Enhancing the Retention and Achievement of African-American Students in Higher Education

Stanley, *Tesfai*, Saint Mary's College
Brown, Tom Brown & Associates

We Built It! They Came! Group Advising, a Tool for Success

Martinez, Northwest Vista College

Bridging Problem-Based Learning to Academic Advising

Mutzeck, *Peritz*, *Schwartz*
Penn State University

Advising from a Distance: Using Electronic Student Files

Holmes, *Itule*, Rio Salado College

Building Bridges to Departments: Professional and Faculty Advisors Working Together

Cannon, *Stenross*
University of North Carolina-Chapel Hill

Assessing an Advising Program at a Small College

Verrier, Franklin & Marshall College

**Academic Advising from a Distance:
Paving the Way for Making it Work**

Dukes, University of South Florida
Spears-Studdard
Western Governor's University

**Blueprints: Building a Center for
Exploratory Studies**

Stopfel, University of Cincinnati

**Protect your Investment: Building
Program Evaluation into your At-risk
Student Program**

Hutson, Kamphoff, Amundsen
University of North Carolina-Greensboro

**Bridging Troubled Waters:
Probationary Student Interventions
from Coast to Coast**

Pionke, Kent State University
Coppernoll Farni, Iowa State University
Kamphoff
University of North Carolina-Greensboro
Pitocchi, Johnson and Wales University
Reynolds, Michigan State University

**Strengths-Based Advising and Academic
Success Training**

Anderson, Azusa Pacific University
Noel, Clemson University

**ADVISING STUDENT
ATHLETES**

**Hot Topic: How has Academic Reform
from the NCAA Affected your Advising?**

Pavlovski
University of Minnesota-Twin Cities

**Commission Meeting: Advising Student
Athletes**

Pavlovski
University of Minnesota-Twin Cities

**★Student Athletes: Advisement Tools
for NCAA Compliance Tracking**

Revelli, Brown, Meachan
University of Florida

**A Concise Guide to Advising Student
Athletes: Bridging the Gap between
Academic Advisors and Student
Athletes**

Nimetz, Key
Midwestern State University

**★Creative Strategies to Enhance
Success for Student-Athletes**

Grimes, Missouri Western State College

**ADVISING STUDENTS
WITH DISABILITIES**

**Hot Topic: Hot Topics in Disability
Advising**

Hemphill
Cloud County Community College

**Commission Meeting: Advising Students
with Disabilities**

Hemphill
Cloud County Community College

You Can't Have My Marble

Ewart
Arkansas State University Mountain Home

**★Can Advisors Build Bridges with
Students with Emotional Disabilities?**

Preece, Beecher, Roberts
Brigham Young University

**Brain-Disabled Students: Bridging
Handicaps for Academic Success**

Spinella, Margolis, Rowan University

**★Laying the Foundation for Advising
Students with Disabilities**

Hemphill
Cloud County Community College

**ADVISING TRANSFER
STUDENTS**

**Hot Topic: Facilitating the Transaction:
TriGs, Cohorts, and Other Strategies**

Holiday, Ball State University

**Commission Meeting: Advising Transfer
Students**

West, University of Wisconsin System

**Laying Down the Law: First Attempts
by the U.S. Government to Regulate
Transfer Practices**

Holiday, McCauley
Ball State University

**★Transfer Students: From Dazed and
Confused, to Dedicated and
Comfortable! Bridging the Gap in No
Time Flat**

Law, Crockett, Clemson University

**Bridging the Information Gap for First-
Semester Transfer Students**

Fiedler
Southwest Missouri State University

**Admission to the Major: A Smooth
Process**

Carter, Rouse
University of North Carolina-Greensboro

**A New Approach to Advising and
Recruiting Transfer Education Majors:
A Transfer Advisor**

Rouse
University of North Carolina-Greensboro

**Adults Need Orientation, Too! The
Why's, How's, and What's of an Adult
Student Orientation Program**

Bonnetaud, Reisig
University of North Carolina-Charlotte

**★Helping Students Transfer: A
Conversation among Two-and Four-
Year College Advisors**

Stamper-Carr, Price
St. Louis Community College-Meramec

**Today's Transfer Students-Spanning
across Generations and Ages:
Similarities and Differences**

Hanley, Johnson, DePaul University

**Building Connections between Students
and Academic Homes**

*Wietstock, Kennedy Hosek, Dowd-Higgins,
Haywood-Smith*
Indiana University

Listening to Adult Learners

Baily, Middle Tennessee State University

**Academic Advising from a Distance:
Paving the Way for Making it Work**

Dukes, University of South Florida
Spears-Studdard

Western Governor's University

**★Transfer Students: The Small
College's Lost Souls**

Williams, Peticara, Elmhurst College

**Developing a Portfolio for Career and
Transfer Planning**

Nucciarone, Pierce College

**How Do My Credits Transfer? An
Innovative Approach for Transfer
Students**

Arnest, McGovern
University of Cincinnati

**ADVISOR TRAINING AND
DEVELOPMENT**

**Best of Region 1: Not So "Trivial
Pursuit": A Fun Method of Training
Faculty Advisors**

Gauthier, Connolly, Smith
Mass Bay Community College

**Best of Region 4: Communication that
Works: Effective Ways to Build
Stronger Relationships with Students**

Brown, Mississippi State University

**Best of Region 8: Are You
"B.R.E.A.T.H.E."ing? Stress
Management for the Advisor**

Watkins, Beckendorf, Edwards
North Idaho College

**Hot Topic: Issues and Answers in
Training and Development**

Holmes, University of Texas-Austin

Commission Meeting: Advisor Training and Development

Holmes, University of Texas-Austin

Developmental Advising for Undergraduate Students Interested in the Health Professions

Lovegreen, Virginia Tech

Career Development Strategies for Academic Advisors & Administrators

Bloom

University of Illinois-Urbana-Champaign

Advisor Training as Easy as 1, 2, 3—Using NACADA Resources

Koring, Lynchburg College

Miller, NACADA Executive Office

Creating and Executing a Peer Advisor Training Program

Hall, Torno

University of Nevada-Las Vegas

The Advising Workplace: Generational Differences and Challenges

Steele, Gordon, Ohio State University

Legal Self Defense for the Academic Advisor

Robinson, University of Alabama

Epps, East Tennessee State University

Career Development Synergy for Students: The Process, the Application

Keller, Petren, Stevenson, Yazvac

Purdue University

Writing for the NACADA Journal

Kuhn, Padak, Woycheck

Kent State University

Miller, NACADA Executive Office

Voices from the Field: Building a Research Agenda for Academic Advising

Padak, Kuhn, Kent State University

Gordon, Ohio State University

Robbins, Cornell University

Steele, Ohio Learning Network

Models for Change

Keller, Graham, Purdue University

Development and Testing of a Faculty Advisor Evaluation Instrument

Sprague

University of Wisconsin-Stevens Point

The Do's and Taboos Around the World

Rugsaken, Ball State University

★Implementing a Promotion System for Professional Advisors

Yarbrough, Pindzola, Wit

Auburn University

Motivating Advisors: No Money, No Problem

Gilbert, Mathias, Virginia Tech

Helping the Next Generation of Advisors Integrate Program Development, Coursework, and Internships

Goetz, White, Penn State University

Creating Connections through The Mentor: An Online Academic Advising Journal

Hart, Leos, Penn State University

What's Your Design for Listening?

Griffin, Fort Hays State University

★Bridging the Information Gap for First-Semester Transfer Students

Fiedler

Southwest Missouri State University

Building Master Advisors

Davis, Fiedler

Southwest Missouri State University

Blueprint for Training Effective Faculty Advisors: A Campus-Wide Collaboration

Grob, Zublin, Weber State University

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Pardee, University of Arizona

Castor

Coastal Georgia Community College

Darling, University of Tennessee

Gruber, University of Minnesota

Huber, University of Texas

Mossack, Lipscomb University

Self, Arizona State University

The Nuts and Bolts of Group Advising

Schrock, Wilson

Clark Community College

Staff Retreats: Building Bridges of Communication on Your Campus

Gershe, Good, Kent State University

Beyond Strangers in a Strange Land: International Faculty and Academic Advising

Schwartz, Buck, Penn State University

Avoid Putting the Cart before the Horse: Assessing Advisor Needs before Implementing Training

Edgette, Spencer

University of Minnesota-Duluth

The Nature of the Beast: The Work Life of the Professional Advisor

Epps, East Tennessee State University

Architects of Interactive Advisement Tools

Sanchez, Weber State University

Korthank Gabaldon, University of Iowa

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Partners in Crime, Part 2

Hones, Southern Oregon University

Sullivan-Vance, Oregon State University

Building Bridges with Each Other: Sharing Advising Ideas, Materials and Techniques

Stepina, Najarian

University of New Hampshire

Working through the Fears of Violence on Campus: Responsibility Versus Response-Ability.

Dwyer, University of Kentucky

Ebert, Arizona State University East

How the Fish Ate the Cheese: Navigating the Rough Seas of Change in an A-Mazing Way

Rasmussen, Watley

Arizona State University West

Avants, Arizona State University

★Elephants in the Living Room: Communication Skills that Work

Stende, Stende, Stende Inspirations

Training Academic Advising Constituencies: A Model for Initial and Ongoing Development

Summers, Eastern Kentucky University

Bowling, Purdue University

Bridging Gaps: Connecting Campus Groups through an Integrated Training Program

Vegter, Whitman, Farr, Almeda

Illinois State University

Basic Communication Skills for the Academic Advisor: Using the Microskills to Maximize the Advising Relationship

Barnett, Anderson

Northwestern State University

Creating Interactive Advisor Training Materials: An Interactive Workshop

Woolston, Ryan

University of Wisconsin-Madison

Building Bridges: Experience the Academic Adventure of Students of Color

Hill, Render, Washington

Indiana University-Purdue University

Indianapolis

When Support Gets Personal

Jacobson

Massachusetts Institute of Technology

Bridging Student Services: A One-Stop-Shop Advising Model

Smilie, Withington

University of Central Florida

Counseling International College Students: A Guide to Practical Interventions

Evans, Hammock
Brigham Young University

There is No “I” in Team: Strengthening Advising Team Unity

Holmes, Bippert, Chytil
McCombs School of Business

Advising Portfolios: Assessing, Developing, Reflecting

Shook, University of Arkansas

Peer Power: Developing and Improving Peer Mentoring and Advising Programs

Normyle, Bruce, Lynchburg College

An Innovative Model for Effective Professional Development of Faculty Advisors

Champerde, Lansing Community College
Stockwell, Fox Valley Technical College
Hurt, California Poly University-Pomona
Koring, Lynchburg College

Breaking the Glass Ceiling for Academic Advisors

Borrelli, University of New Mexico

Today’s Transfer Students—Spanning Across Generations and Ages: Similarities and Differences

Hanley, Johnson, DePaul University

The ACADV Network: The Listserv for Academic Advisors

Johnson, College of New Jersey

★Academic Advisor Certification Program: From the Ground Up

Murphy, Velez, University of Houston

Students in Crisis and Academic Advising: Responding Effectively to Students in Mental/Emotional Distress

Puszczewicz, University of Toledo

Advisor Training from Both Sides of the Desk

Helm, Arizona State University East

Creating a Blueprint for Your First Year of Advising and Beyond

Folsom, Joslin, Yoder, University of Iowa

Engaging vs. Enabling Students in Small College Advising

Warren Hamos, Randolph-Macon College

Over The River and Through the Woods: A First-Year Curriculum for Undecided Students

Mayes, Smith, Wright State University

Bridging Problem-Based Learning to Academic Advising

Mutzeck, Peritz, Schwartz
Penn State University

Building the Bridge from College to Career: A Model for Advising Students on How to Get a Life!

Bush, Southeastern Louisiana University

Meeting Students Needs: Measuring Student Satisfaction in the Academic Advising Process

Grant, University of Cincinnati
Shankle
Indiana University-Purdue University
Indianapolis

Automating the Appeals Process

Kreuzer
Lehman College of the City University of
New York
Roggow, Bronx Community College

Advising with Soul: Using Servant Leadership to Build Better Student Futures

Jedele
Des Moines Area Community College

When Advising Turns to Counseling: Walking the Tightrope

Hardison, Swank
Southeastern Louisiana University

Is Doing More with Less Blowing you Away?

Woycheck, Deep
Kent State University

Blooming Where You’re Planted: Managing Your Job and Your Values

Joslin, Davis-Gage
University of Iowa

Humor in Advising

Gardner

Now that You Know the Requirements!

Reese, University of Michigan
Goetz, Penn State University

Bridge Over Troubled Water: An Advisors’ Guide to Using Fun to Build Morale

Burnett, Lindsay, University of Toledo

For Better or For Bitter?

Turman, Logan
Georgia State University

Building a Strong Foundation: A Blueprint for Advisor Development

Poisel, Sindlinger, Smilie, Priest
University of Central Florida

Advising is More than Academic: Assisting LGBT Students to be Successful

Rogness, Grand Valley State University
Bryant, Cleveland State University

What Faculty Advisors and Academic Advisors Need to Know: Incoming Freshman get their Information about College Life from both Formal and Informal Sources.

Barnett, Broadway
Northwestern State University

Using University Resources and Developmental Advising to Assist Students with the Decision-making Process

Eigenbrot, Rowan University

Don’t Just Plan An Event, Plan Something Spectacular!

Lindsay, Nagy, University of Toledo

You Train Dogs, Not Faculty: Partnerships for Meaningful Faculty Advisor Development

Van Der Karr
State University of New York-Cortland

Counseling to the Beat: Advising the Hip Hop Generation

Tanner, Salt Lake Community College

Building Rapport with Student Staff Members

Miller, Ramos
University of Texas-El Paso

Legal Issues in Academic Advising

Ebert, Arizona State University East

Using a Campus Portal to Enhance Advising

Vowell, Farren, Shook
Western New Mexico University

Constructing an Individual Advising Philosophy Statement: Bridging Theory and Practice

Kincanon, Oregon State University

Bridging the Gap between Industry and the University: Creating a Master’s Degree Program Founded on Results-based Learning.

Thomas, University of Texas-Austin

Constructing Foundations of Trust: A Corner Stone for Advising

Puertas, Roberts, Thelin
Brigham Young University

It’s Not a Problem, It’s an Opportunity!

Norris, Allen
West Chester University of Pennsylvania

Building Outcomes for Your Advising Assessment: Developing and Measuring Outcomes Now to Enhance Advising in the Future

Aiken-Wisniewski, Park
University of Utah

Boundaries in Advising—How Can Advisors Establish Helpful and Appropriate Relationships with the Students They Advise?

Evans, Hammock
Brigham Young University

Understanding Diversity through Our Own Eyes

Menefee, Lansing Community College

Strengths-Based Advising and Academic Success Training

Anderson, Azusa Pacific University
Noel, Clemson University

ASSESSMENT OF ADVISING

Hot Topic: Assessment of Advising Services: Developing Process and Learning Outcomes

Robbins, Cornell University
Campbell, University of Southern Maine
Nutt, NACADA Executive Office

Commission Meeting: Assessment of Advising

Higa, Kirk-Kuwaye
University of Hawaii-Manoa

The Advising Workplace: Generational Differences and Challenges

Steele, Gordon, Ohio State University

Conducting Advising Research and Constructing a NACADA Research Grant Proposal

Robbins, Cornell University
Buck, Penn State University
Borns, Houston Baptist University
Aiken-Wisniewski, University of Utah

★Development and Testing of a Faculty Advisor Evaluation Instrument

Sprague
University of Wisconsin-Stevens Point

Using Advising Surveys for Accountability Purposes: Year 2

Quilter, Keller
Eastern Michigan University

Avoid Putting the Cart before the Horse: Assessing Advisor Needs before Implementing Training

Edgette, Spencer
University of Minnesota-Duluth

An Award-Winning, Web-Based Assessment and Advising Tool

Gregory, Patterson
Texas Tech University

★Advising Assessment: Crossing the Technology Bridge

Sugg, Jr.
University of North Carolina-Charlotte

Assessment Aftermath: Now What?
Bernard, Saint Francis University

Advisors and Researchers Working Together to Help Students Succeed in College

Smith, SUNY-Albany

Advisor Appointment Management Software: Does It Deliver?

Wilkins, Eastern Kentucky University

Towards the Renewal of Academic Advising: A Collaborative Model between Student Affairs and Academic Affairs

Gely, Zavala, Yglesias
Universidad del Este

Meeting Students Needs: Measuring Student Satisfaction in the Academic Advising Process

Grant, University of Cincinnati
Shankle
Indiana University-Purdue University
Indianapolis

Evaluation of Academic Advising: A Procedure of Evaluation of Academic Advising through the Development of Year-End Goals

Bukowski
University of Wisconsin-Whitewater

Advisors: Assessing Our Institutional Worth

Helps, Truett, Texas Tech University

Assessing an Advising Program at a Small College

Verrier, Franklin & Marshall College

★Orientation Advising as a Foundation for Assessing Freshman Learning Outcomes

Pierce, Brown, Drinnon, Trainer
University of Tennessee

★The Status of the Assessment of Advising on College and University Campuses

Macaruso, Kim
University of Wisconsin-Madison

Building Outcomes for Your Advising Assessment: Developing and Measuring Outcomes Now to Enhance Advising in the Future

Aiken-Wisniewski, Park
University of Utah

Developmental Faculty Advising: Constructing a Meaningful Program of Assessment, Training and Reward for Faculty Advisors

McGillin, Wheaton College

Assessing Academic Advising

Campbell, University of Southern Maine
Grites
Richard Stockton College of New Jersey
Nutt, NACADA Executive Office
Robbins, Cornell University

CANADA

Interest Group Meeting: Canada
Paterson, University of Manitoba



Fountain Square is in the heart of downtown. Its centerpiece is the Tyler Davidson Fountain, one of Cincinnati's major public landmarks.

DEVELOPMENTAL ADVISING

Student Motivation—Applying the ARCS Model to Academic Advising

Oliver, Utah State University

Advisor’s Spa—Rejuvenate Your Mind, Body and Spirit

Zahorik, Stockwell

Fox Valley Technical College

A Video Journey: From Undecided Freshman to Savvy Communications Senior

White, Anttonen, Millersville University

Managing Risk: Helping Students Create Safety Nets

Claus, Illinois State University

Threatened Academic Identities: Advising Academically Stumbling Students

Pizzolato, Michigan State University

An Innovative Advising System Produces Results

Fauss, O’Neill

Umpqua Community College

Personalized Advising Enhanced by a Web-Based Records System

Bellcourt, Shaw, Broad, Bartholdi

University of Minnesota

Coping with Students in Crisis

Jordan

Oklahoma City Community College

Brain-Disabled Students: Bridging Handicaps for Academic Success

Spinella, Margolis, Rowan University

Advising Students in Transition

Sams, Hussey, Penn State University

Advising as Theatre and You’re the Set Designer!

Epps, East Tennessee State University

So you Wannabe a PT, OT, MD, PA, RN, etc?

Epps, East Tennessee State University

“Tool Time” for Academic Advisors

Baker, Vana, Purdue University

Service, Community, Diversity: Win-Win for Students

Woods, University of Michigan

Strategies for Building Momentum Towards Academic Success: Developing Emotional Intelligence in Students

Wilson, Wayne State University

Components for a Successful Advising Workshop: They are in the Preparation . . . and Serendipity

Murray, Madonna University

eBridge: Online Student-Centered Advising Services

Muhovich, University of Denver

Building Connections to Families: A Well-Stocked Toolbox

Borrelli, Suazo

Isbell Tapley University of New Mexico

Building Bridges from Silence to Support: Reducing the Risk for LGBT Students

O’Sickey, University of Florida

Jedele

Des Moines Area Community College

Engaging vs. Enabling Students in Small College Advising

Warren Hamos

Randolph-Macon College

Bridging Problem-Based Learning to Academic Advising

Mutzeck, Peritz, Schwartz

Penn State University

Advising with Soul: Using Servant Leadership to Build Better Student Futures

Jedele

Des Moines Area Community College

Live, On-Line, at a Time Convenient for You, It’s?...Your Advisor!

Schmidt, Woolston, Wanserski

University of Wisconsin-Madison

The College Transition Program: Big Brother? Survivor? Fear Factor?: When Reality Hits the First Year!

Calvert, Ohio Northern University

The Millennial Connection: Advisors Creating Change for the New Generation

Jacobsen, Smith

University of Alabama-Birmingham

StrengthsQuest: Focusing on Strengths to Transform Student Success

Deming, Colvey, Hogrefe

Crafton Hills College

Using University Resources and Developmental Advising to Assist Students with the Decision-making Process

Eigenbrot, Rowan University

Career into Curriculum: Bridging Academic and Career Advising for Undergraduate Business Students

Oviatt, Lippert

Eller College-University of Arizona

Liberal Arts Advising for First-Year Students

Powers, University of Florida

Summer Bridgen’ in the Bayou

Thomas, Hicks, Maggio

Northwestern State University

Constructing Foundations of Trust: A Corner Stone for Advising

Puertas, Roberts, Thelin

Brigham Young University

How Advising Tools Can be Used to Facilitate Critical Thinking Skills

Wade, Marymount College, Palos Verdes

“Ya Gotta Play to the Crowd”: Academic Advising Expertise and Cognitive Learning Styles

Beck, Fitzgerald

University of Nevada

DISTANCE EDUCATION ADVISING

Interest Group Meeting: Distance Education Advising

Kerr, Campus Group International

E 4 ME—Introduction to E-Learning: Creating, Teaching, and Administering a Free Statewide E-Learning Course

Steele, Ohio Learning Network

Online Advising Systems

Howard, Theriault

University of Nevada-Las Vegas

Bridging the Gap: K-State Online Academic Advising System

Cunningham, Hodgson, Perry, Menke

Kansas State University

Advising 24/7

Janelle, University of Akron

Janelle

University of Akron-Wayne College

Beyond Advising: Meeting the Needs of Distance Education Students

Karafa-Guegel, Mobley

University of Houston

Promoting Student Persistence by Revolutionizing Orientation On-line

Wood, Durham

Southeastern Louisiana University

Advising from a Distance: Using Electronic Student Files

Holmes, Itule, Rio Salado College

Using a Campus Portal to Enhance Advising

Vowell, Farren, Shook

Western New Mexico University

ENGINEERING & SCIENCE ADVISORS

Hot Topic: Our Critical Needs, Current Resources, and Future Issues

Johnson, University of Guelph

Commission Meeting: Engineering & Science Advisors

Johnson, University of Guelph

★General Engineering: A Supplemental Instruction Model

Raley, University of Texas-Austin

Rebuilding Our Bridges: Graduate Bio-Science Programs Minority Recruitment Needs Undergraduate Advisors

Markowitz

University of California-Berkeley

Bloom

University of Illinois-Urbana-Champaign

Transfer Students: From Dazed and Confused, to Dedicated and Comfortable! Bridging the Gap in No Time Flat

Law, Crockett, Clemson University

Pre-Veterinary Advising the Next James and Jane Herriotts

Dwyer, University of Kentucky

Hellwig, Berea College

What You Should Know About the Graduate School Application/ Experience

Williams, University of Illinois-Urbana

Strategies for Increasing Progression and Graduation Rates of Biology Students

Nelson, Burton

Southeastern Louisiana University

Building Bridges of Success between Honors and First-Year Science Major Students

Rasmussen, Jolly, Stradleigh, Sein

Arizona State University West

Alumni Mentors as Architects in Advising

Grabiec, Western New England College

Undecided Students and Science: Building Bridges to College and Beyond

Kime, Northern Kentucky University

Teaming up to Advise Pre-health Students: Sharing Advising

Responsibility between Professional Advisors and Faculty Advisors

Chase, Fisher, Washington State University

Computer Addiction: Reality or just Virtual Reality

Marquez, Purdue University

★Engineering Survival 101: It's Not Rocket Science-A New Student Orientation Program

Sorensen, University of Nevada-Las Vegas

ESL/INTERNATIONAL STUDENT ADVISING

Hot Topic: How Can We Help ESL/International Students Make Transitions? Overcoming Culture Shock and Thriving in American Higher Education

Yamasaki

University of Minnesota-Twin Cities

Best of Region 6: Effective Cross-Cultural Communication: Challenges for Today's Advisors

Khaled, Wellington

Metropolitan State University

Commission Meeting: ESL & International Student Advising

Yamasaki

University of Minnesota-Twin Cities

Academic Success and Cultural Enrichment Project: Advising that Addresses the Needs of First-Generation and Limited English-Speaking Students

Owens, Kijanka

University of Nevada-Las Vegas

★Counseling International College Students: A Guide to Practical Interventions

Evans, Hammock

Brigham Young University

International Students' Transitions: Challenges and Recommendations for Interventions

Roberts, Chapman

Brigham Young University

ETHICAL/LEGAL ISSUES

Laying Down the Law: First Attempts by the U.S. Government to Regulate Transfer Practices

Holaday, McCauley

Ball State University

Legal Self Defense for the Academic Advisor

Robinson, University of Alabama

Epps, East Tennessee State University

Can Advisors Build Bridges with Students with Emotional Disabilities?-

Preece, Beecher, Roberts

Brigham Young University

Parents and Advisors: Ever the Two Shall Meet?

Mossack, Lipscomb University

Strategies for Developing Inclusive Environments for LGBTQ+ Students, Faculty and Staff

Bellcourt, University of Minnesota

Working through the Fears of Violence on Campus: Responsibility Versus Response-Ability.

Dwyer, University of Kentucky

Ebert, Arizona State University East

A Review of Academic Probation Committee Structures and Policies

Prezioso, Pace University

Humor in Advising

Gardner

Legal Issues in Academic Advising

Ebert, Arizona State University East

Stevens, Arizona State University

Beyond "The Need to Know": FERPA, Mental Health and other Ethical Considerations in Higher Education

Olaniyan

University of Wisconsin-Madison

Corporate Malfeasance and Academic Dishonesty: How One Business College Deals with Integrity Head On

Melendez, University of Arizona

Boundaries in Advising—How Can Advisors Establish Helpful and Appropriate Relationships with the Students They Advise?

Evans, Hammock

Brigham Young University

FACILITATING CHANGE IN ADVISING

Best of Region 8: Are You "B.R.E.A.T.H.E."ing? Stress Management for the Advisor

Watkins, Beckendorf, Edwards

North Idaho College

Engaging Alumni in Departmental Advising Opportunities

Balog, Texas A&M University

Advisor Training as Easy as 1, 2, 3—Using NACADA Resources

Koring, Lynchburg College

Miller, NACADA Executive Office

Creating and Executing a Peer Advisor Training Program

Hall, Torno

University of Nevada-Las Vegas

League For Innovation Recognizes Santa Fe Community College's Online Degree Audit with National Award...What's the Hubbub?

Johnson, Santa Fe Community College

Modes and Models in Designing and Implementing a Successful Advising Program

Crockett, Noel Levitz

Fostering Academic Success: Advising The Stressed Out College Student
Miccio, East Stroudsburg University

Cyber-O: Technology Bridges Advising and Orientation
Brown, Virginia Tech

Intrusive Advising
Murray, Klefeker, Plunkett
Miami University-Hamilton

Building Bridges of Self Care for Advisors
Preece, Chapman, Beecher
Brigham Young University

Bridging the Gap: K-State Online Academic Advising System
Cunningham, Hodgson, Perry, Menke
Kansas State University

Discovering Solutions: Using Solution-Focused Strategies in Serving College Students
Kuipers, University of Nebraska

The Nuts and Bolts of Group Advising
Schrock, Wilson
Clark Community College

A New Way of Talking and Listening: Utilizing Reflecting Teams in Advising
Kem, Murray State University

Advising as Theatre and You're the Set Designer!
Epps, East Tennessee State University

The Nature of the Beast: The Work Life of the Professional Advisor
Epps, East Tennessee State University

Advisors Building Bridges for New Students through Orientation, First Weekend, and Learning Communities
Fraker, Saul, Wallace-Stroble
Wright State University

Leadership Makeovers: Revitalize the Way You Advise
Middleton, Eastern Kentucky University

Technology: The Building Block to Centralized Advising
Traveis, Cato, Revelli
University of Florida

Building Bridges with Each Other: Sharing Advising Ideas, Materials and Techniques
Stepina, Najarian
University of New Hampshire

How the Fish Ate the Cheese: Navigating the Rough Seas of Change in an A-Mazing Way
Rasmussen, Watley
Arizona State University West
Avants, Arizona State University

Creating Interactive Advisor Training Materials: An Interactive Workshop
Woolston, Ryan
University of Wisconsin-Madison

Building Bridges: Experience the Academic Adventure of Students of Color
Hill, Render, Washington
Indiana University-Purdue University Indianapolis

Bridging the Divide Between Advising Philosophies and Technologies
McClinton
Southern Illinois University-Edwardsville

There is No "I" in Team: Strengthening Advising Team Unity
Holmes, Bippert, Chytil
McCombs School of Business

Academic Advisor Certification Program: From the Ground Up
Murphy, Velez, University of Houston

Bridging the Gap between Counseling and Advising: A Counselor's Advice for Declaring a Major
Rehfuss, Mentzer, Kent State University
Perez, East Stroudsburg University

Live, On-Line, at a Time Convenient for You, It's?...Your Advisor!
Schmidt, Woolston, Wanserski
University of Wisconsin-Madison

Advisors: Assessing Our Institutional Worth
Phelps, Truett, Texas Tech University

For Better or For Bitter?
Turman, Logan, Georgia State University

The Millennial Connection: Advisors Creating Change for the New Generation
Jacobsen, Smith
University of Alabama-Birmingham

You Train Dogs, Not Faculty: Partnerships for Meaningful Faculty Advisor Development
Van Der Karr
State University of New York-Cortland

Bridgework of Campus Culture: Making Connections and Strengthening Collaboration through Symbols, Values, and Rituals
Van Der Karr, Nowak, Schlicht, Thomas
State University of New York-Cortland

Architecting a Newly Merged Advising Center
DiGregorio, Colorado State University

Think Big, Dream Big...and Create Success!
Johnson, College of New Jersey

Developmental Faculty Advising: Constructing a Meaningful Program of Assessment, Training and Reward for Faculty Advisors
McGillin, Wheaton College

FACULTY ADVISORS

Hot Topic: Who's Who in Faculty Advising
Champarde, Lansing Community College
Stockwell, Fox Valley Technical College

Best of Region 1: Not So "Trivial Pursuit": A Fun Method of Training Faculty Advisors
Gauthier, Connolly, Smith
Mass Bay Community College

Best of Region 3: A Question Concerning Advising
Barrow, University of Louisville

Best of Region 4: Communication that Works: Effective Ways to Build Stronger Relationships with Students
Brown, Mississippi State University

Commission Meeting: Faculty Advisors
Champarde, Lansing Community College

Sacred Gifts: Using the Enneagram as a Tool for Exploring Majors and Careers
Ferrett, Humboldt State University

Advisors as Helpers; Advisors as Teachers
Koring, Lynchburg College

★**Development and Testing of a Faculty Advisor Evaluation Instrument**
Sprague
University of Wisconsin-Stevens Point

Advisor's Spa—Rejuvenate Your Mind, Body and Spirit
Zahorik, Stockwell
Fox Valley Technical College

Motivating Advisors: No Money, No Problem
Gilbert, Mathias, Virginia Tech

Walking on a Swaying Rope Bridge: Email and Advising
Claus, Whitman, Illinois State University

What's Your Design for Listening?
Griffin, Fort Hays State University

Building Master Advisors
Davis, Fiedler
Southwest Missouri State University

Components for a Successful Advising Workshop: They are in the Preparation . . . and Serendipity
Murray, Madonna University

★Blueprint for Training Effective Faculty Advisors: A Campus-Wide Collaboration

Grob, Zublin, Weber State University

You Mean I Have to Change My Major??

*Kem, Murray State University
Avants, Arizona State University
Rouse*

University of North Carolina-Greensboro

Beyond Strangers in a Strange Land: International Faculty and Academic Advising

Schwartz, Buck, Penn State

★Creating Great Advisors from Great Faculty: Lessons from the SUNY Oswego First-Year Advisement Program

*Mandel, Evans, Bandla, Morey
State University of New York-Oswego*

Visualizing Academic Advising in a Learning Style Context

Uhlik, Kent State University

Building Bridges between Teaching and Advising with Course Management Software

Crafts, Haberle, Providence College

A Concise Guide to Advising Student Athletes: Bridging the Gap between Academic Advisors and Student Athletes

Nimetz, Key, Midwestern State University

★Advising Portfolios: Assessing, Developing, Reflecting

Shook, University of Arkansas

An Innovative Model for Effective Professional Development of Faculty Advisors

*Champarde, Lansing Community College
Stockwell, Fox Valley Technical College
Hurt, California Poly University-Pomona
Koring, Lynchburg College*

★Bracing the Bridge: Research-Based Retention Strategies for Faculty Advisors

Pecor, Macon State College

Creating a Blueprint for Your First Year of Advising and Beyond

Folsom, Joslin, Yoder, University of Iowa

It's All About You: Developing Effective Campus Collaboration

Ward, California Lutheran University

Intervention Strategies with Students in Academic Difficulty at Small Colleges

*Verrier, Franklin & Marshall College
Hemwall, Lawrence University*

Advising with Soul: Using Servant Leadership to Build Better Student Futures

*Jedele
Des Moines Area Community College*

When Advising Turns to Counseling: Walking the Tightrope

*Hardison, Swank
Southeastern Louisiana University*

Building Bridges to Departments: Professional and Faculty Advisors Working Together

*Cannon, Stenross
University of North Carolina-Chapel Hill*

You're How Old? Challenges and Strategies for Young Advisors, Administrators, and Educators

*Kamphoff, Austin, Martin
University of North Carolina-Greensboro*

You Train Dogs, Not Faculty: Partnerships for Meaningful Faculty Advisor Development

*Van Der Karr
State University of New York-Cortland*

No Adult Left Behind

Sebera, Sebera, Ohio University

It's Not a Problem, It's an Opportunity!

*Norris, Allen
West Chester University of Pennsylvania*

How Advising Tools can be Used to Facilitate Critical Thinking Skills

Wade, Marymount College, Palos Verdes

Developmental Faculty Advising: Constructing a Meaningful Program of Assessment, Training and Reward for Faculty Advisors

McGillin, Wheaton College

FIRST-GENERATION COLLEGE STUDENT ADVISING

Best of Region 6: Effective Cross-Cultural Communication: Challenges for Today's Advisors

*Khaled, Wellington
Metropolitan State University*

Interest Group Meeting: First-Generation College Student Advising

Schauer, Prairie View A&M University

Parents and Advisors: Ever the Two Shall Meet?

Mossack, Lipscomb University

Adult Learners: Under Construction

*Klefeker, Plunkett, Murray
Miami University-Hamilton*

Intrusive Advising

*Murray, Klefeker, Plunkett
Miami University-Hamilton*

Academic Success is Not an Oxymoron: Strategies for Advising First-Generation/Low-Income Students on Probation or Reinstatement Status

*Maroldo, Dupree
Indiana University-Purdue University
Indianapolis*

Building First-Year Bridges for First Generation College Students

*Teagan, Niziol, Scheckel, Soliz
Texas Tech University*

Building a Framework for Advising First-Generation College Students Dukes, FACTS.org

*Spears Studdard
Western Governors University*

Advising Rural Students: Overcoming Barriers to Achieve Success

Goan, Bryan, University of Kentucky

Helping Students Know Where to Begin: Assessment, Placement, and Advisement of Academically Underprepared Students

*McGregor, Cain
Eastern Kentucky University*

FIRST-YEAR STUDENTS

Best of Region 2: Help! I Think That My Professor is an Alien

Mayo, Carter, Rider University

Best of Region 7: A Road Less Traveled: Following Your Dreams toward Success

Johnson, College of New Jersey

Best of Region 7: Off Road Ventures: Teaching Strategies for Struggling Students

Clark, Key, Midwestern State University

Connections Matter: The Freshman Interest Group as a Retention Tool

*Minichillo, Eynon, Rinn, Zarges
Kent State University*

Come Here, Go FAR! A Comprehensive Advising/Retention Model for Freshmen with Declared Majors

Hopwood, University of Texas-San Antonio

Tips for Designing and Implementing Peer Mentor Training

*Taniguchi, Wilmeth
University of Hawaii-Manoa*

Parents and Advisors: Ever the Two Shall Meet?

Mossack, Lipscomb University

Learning Communities: Enhancing the First-Year Experience

Donahoe, Purdue University

Internal Transfers—A Realism Roundtable

Kolls, Northeastern University

Advisor Training Games—Persistence and the First Year

Kolls, Northeastern University

The Wild Adventures in Co-Teaching a Freshman Success Class with an Academic Peer Mentor Component

Petrucci-Effinite, Jones, Thiel College

Building a Better Freshman

Allen, University of Louisville

Advising 24/7

Janelle, University of Akron

Janelle

University of Akron-Wayne College

Collaborative Mentoring Program: Bridging the Gap between High School and University

Niewitecka, Salinitri

University of Windsor

What Does an Exploratory/Undecided Student Schedule? A Systematic Approach for the First Semester

Hussey, Lindhorst, Penn State University

RITA: An Intervention for First-year Students on Probation or Academic Warning

Rhine, Wittenberg University

Advisors Building Bridges for New Students through Orientation, First Weekend, and Learning Communities

Fraker, Saul, Wallace-Stroble

Wright State University

Bridge Work: Practical Tips for Building a First-Year Experience Program

Goltra, Bleeker, Bleeker

Emporia State University

Service, Community, Diversity: Win-Win for Students

Woods, University of Michigan

Civic Engagement: At Your Service

Keltner, Mathis, Henderson, Queener

Wright State University

Creating Great Advisors from Great Faculty: Lessons from the SUNY Oswego First-Year Advisement Program

Mandel, Evans, Bandla, Morey

State University of New York-Oswego

Building a Bridge with Drama

Kem, Murray State University

Strategies for Building Momentum towards Academic Success: Developing Emotional Intelligence in Students

Wilson, Wayne State University

Assessment Aftermath: Now What?

Bernard, Saint Francis University

Advisors and Researchers Working Together to Help Students Succeed in College

Smith, University at Albany

Building Bridges of Success between Honors and First-Year Science Major Students

Rasmussen, Jolly, Stradleigh, Sein

Arizona State University West

Freshman Year—Two Years Going On Three, Improved and Proven Retention Efforts

Jurvelin, Edmonds

University of Wisconsin-Whitewater

A Proactive Approach for Advising Freshmen in Academic Jeopardy

Asleson, Dahn, Ohio University

Bridge Over Troubled Waters: Advising First-Year Pre-Med Students

Dashti-Gibson, University of Notre Dame

Virtual Advising—The Bridge between Admission to College and the Orientation-Advising Experience

Robert, Bucknall, Robbins, Cline, Martin

University of North Carolina-Greensboro

Survivor: Making It through the First Year

Shook, University of Arkansas

Building an Advising Structure for a Large Freshman Population

Snow, Poisel, University of Central Florida

Building Connections to Families: A Well-Stocked Toolbox

Borrelli, Suazo, Isbell Tapley

University of New Mexico

We Built It! They Came! Group Advising, a Tool for Success

Martinez, Northwest Vista College

A Summer Reading Program: Stages of Development

Alexander-Ellis, Lesley University

Building the First-Year Infrastructure: A Foundation that Spans the University

Quiros, Avalos, Texas Lutheran University

FOCUS on the First-Year Adjustment: Building a Collaborative Advising Effort

Nelson, Hamby, Cleveland State University

Alumni Mentors as Architects in Advising

Grabiec, Western New England College

Undecided Students and Science: Building Bridges to College and Beyond

Kime, Northern Kentucky University

Successful Transition to University Life: The Experiences of Historically Underrepresented Students of Color in Notre Dame's Balfour-Hesburgh Scholars Program

Lucero, Tardy, University of Notre Dame

Over the River and Through the Woods: A First-Year Curriculum for Undecided Students

Mayes, Smith, Wright State University

Building First-Year Bridges for First-Generation College Students

Teagan, Niziol, Scheckel, Soliz

Texas Tech University

Reinforcement: A Foundation for Student Retention

Bradley, Baylor University

The College Transition Program: Big Brother? Survivor? Fear Factor?: When Reality Hits the First Year!

Calvert, Ohio Northern University

Computer Addiction: Reality or just Virtual Reality

Marquez, Purdue University

The Millennial Connection: Advisors Creating Change for the New Generation

Jacobsen, Smith

University of Alabama-Birmingham

A Model for Predicting and Addressing Academic Difficulty

Di Stefano, Kling, Bell

Truman State University

StrengthsQuest: Focusing on Strengths to Transform Student Success

Deming, Colvey, Hogrefe

Crafton Hills College

The ABC's of Academic Recovery: Attitude, Behavior, Consistency

Corkery, Folsom, McGreevey, Yoder

University of Iowa

What Faculty Advisors and Academic Advisors Need to Know: Incoming Freshman get their Information about College Life from both Formal and Informal Sources.

Barnett, Broadway

Northwestern State University

Majors Fair: Giving Students a Design Tool for the Future

Schauer, Bragg, Whiting

Prairie View A&M University

Orientation Advising as a Foundation for Assessing Freshman Learning Outcomes

Pierce, Brown, Drinnon, Trainer

University of Tennessee

A Career Planning Course Elective: Strategy for Advising the Undeclared Student

Swank, Southeastern Louisiana University

S.T.A.R.S.: A Bridge to Retention for Students of Color

Vander Kinter, Bilgi, DePaul University

ACCESS: An Educational Bridge to College

Schauer, Sippio

Prairie View A&M University

Bridging Student and Academic Affairs: A Holistic Approach to Supporting and Advising High Achieving Students

Brown, Powell, Miami University

A Blueprint for Academic Success: The First-Year Probation Student Intervention at Ohio University

Kahrig, Welch, Tucker, Ohio University

Liberal Arts Advising for First-Year Students

Powers, University of Florida

What Really Matters for Students' Success?

Vowell, Farren

Western New Mexico University

Helping Students Know Where to Begin: Assessment, Placement, and Advisement of Academically Underprepared Students

McGregor, Cain

Eastern Kentucky University

Engineering Survival 101: It's Not Rocket Science-A New Student Orientation Program

Sorensen, University of Nevada-Las Vegas

Summer Bridgen' in the Bayou

Thomas, Hicks, Maggio

Northwestern State University

HEALTH PROFESSIONS ADVISING

Interest Group Meeting: Health Professions Advising

Mason, Stanford University

Developmental Advising for Undergraduate Students Interested in the Health Professions

Lovegreen, Virginia Tech

Pre-Veterinary Advising the Next James and Jane Herriotts

Dwyer, University of Kentucky

Hellwig, Berea College

Pre-Health 101: A Session for General and New Pre-Health Advisors

Cullaty, Richmond, Kwong

University of Florida

So you wannabe a PT, OT, MD, PA, RN, etc?

Epps, East Tennessee State University

Nursing Curriculum Success: Novice to Experienced Student Nurse

Mollenhauer, Harding

Illinois State University

"Help Me, I'm Drowning in a Sea of Students!" Group Advising for Pre-Health Students

Chase, Washington State University

Bridge Over Troubled Waters: Advising First-Year Pre-Med Students

Dashti-Gibson, University of Notre Dame

Assisting Non-Traditional Students in the Transition to Public Health Graduate Study

Stewart, Walker

University of Arkansas-Med Science

Designing a Blueprint for Health Care Careers

Webb, Bowling Green State University

Teaming up to Advise Pre-health Students: Sharing Advising Responsibility between Professional Advisors and Faculty Advisors

Chase, Fisher

Washington State University

Building a Bridge for Health Majors: Advising Students into Second-choice Majors

Sindlinger, University of Central Florida

HIGH-SCHOOL TO COLLEGE ADVISING

Best of Region 2: Help! I Think that My Professor is an Alien

Mayo, Carter, Rider University

Best of Region 4: Communication that Works: Effective Ways to Build Stronger Relationships with Students

Brown, Mississippi State University

Interest Group Meeting: High School to College Advising

Bothel, Ohio University-Chillicothe

Learning Communities: Enhancing the First-Year Experience

Donahoe, Purdue University

Building a Bridge with Drama

Kem, Murray State University

Building an Advising Structure for a Large Freshman Population

Snow, Poisel, University of Central Florida

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Schauer, Sippio

Prairie View A&M University

Developing a Portfolio for Career and Transfer Planning

Nucciarone, Pierce College

LESBIAN, GAY, BISEXUAL, TRANSGENDERED, & ALLIES CONCERNS

Hot Topic: Supporting Gay, Bisexual, Transgendered and Allies Concerns

Self, Arizona State University

Carlson, University of South Florida

Commission Meeting: Lesbian, Gay, Bisexual, Transgendered, & Allies Concerns

Carlson, University of South Florida

★Strategies for Developing Inclusive Environments for LGBT+ Students, Faculty and Staff

Bellcourt, University of Minnesota

Queer Eye for the Straight Advisor: Building Bridges to Gay, Lesbian, Bisexual, and Transgendered Students

Boyd, University of Washington

★Building Bridges from Silence to Support: Reducing the Risk for LGBT Students

O'Sickey, University of Florida

Jedele

Des Moines Area Community College

★Blooming Where You're Planted: Managing Your Job and Your Values

Joslin, Davis-Gage, University of Iowa

★Advising is More Than Academic: Assisting LGBT Students to be Successful

Rogness, Grand Valley State University

Bryant, Cleveland State University

LIBERAL ARTS ADVISORS

Interest Group Meeting: Liberal Arts Advisors

Sullivan-Vance, Oregon State University

Hones, Southern Oregon University

Engaging Alumni in Departmental Advising Opportunities

Balog, Texas A&M University

Is there Life after Liberal Arts?

Sullivan-Vance, Oregon State University
Hones, Southern Oregon University

Building Connections between Students and Academic Homes

Wietstock, *Kennedy Hosek*, *Dowd-Higgins*,
Haywood-Smith
Indiana University

Research on Vocational Identity Status: Implications for Academic Advising

Thomas, *McDaniel*
Northern Kentucky University

Intervention Strategies with Students in Academic Difficulty at Small Colleges

Verrier, Franklin & Marshall College
Hemwall, Lawrence University

Get Out of Your Box! Advising Workshops Outside of the Advising Office

Frazier, Dominican University
Davidson, Bailey, DePaul University

Liberal Arts Advising for First-Year Students

Powers, University of Florida

MULTICULTURAL CONCERNS

Best of Region 6: Effective Cross-Cultural Communication: Challenges for Today's Advisors

Khaled, *Wellington*
Metropolitan State University

Commission Meeting: Multicultural Concerns

Stanley, Saint Mary's College

You Can't Have My Marble

Ewart
Arkansas State University Mountain Home

The Do's and Taboos Around the World

Rugsaken, Ball State University

Rebuilding Our Bridges: Recruiting Minority Students to Graduate Bio-Science Programs

Markowitz
University of California-Berkeley
Bloom
University of Illinois-Urbana-Champaign

★Building a Bridge from Admission to Graduation for Minority Business Students

Humbles, *Vavra*, University of Iowa

★Study Abroad Advising: Designing Blueprints for Global Education

Rojo, *Mrozinske*, *Byrnes*
University of Florida

Queer Eye for the Straight Advisor: Building Bridges to Gay, Lesbian, Bisexual, and Transgendered Students

Boyd, University of Washington

Building Bridges: Experience the Academic Adventure of Students of Color

Hill, *Render*, *Washington*
Indiana University-Purdue University
Indianapolis

From Access to Achievement: Enhancing the Retention and Achievement of African-American Students in Higher Education

Stanley, *Tesfat*, Saint Mary's College
Brown, Tom Brown & Associates

International Students' Transitions: Challenges and Recommendations for Interventions

Roberts, *Chapman*
Brigham Young University

Successful Transition to University Life: The Experiences of Historically Underrepresented Students of Color in Notre Dame's Balfour-Hesburgh Scholars Program

Lucero, *Tardy*, University of Notre Dame

Blooming Where You're Planted: Managing Your Job and Your Values

Joslin, *Davis-Gage*, University of Iowa

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Rogness, Grand Valley State University
Bryant, Cleveland State University

S.T.A.R.S.: A Bridge to Retention for Students of Color

Vander Kinter, *Bilgi*, DePaul University

Advising Rural Students: Overcoming Barriers to Achieve Success

Goan, *Bryan*, University of Kentucky

Counseling to the Beat: Advising the Hip Hop Generation

Tanner, Salt Lake Community College

★White Students as a Minority Group in a Predominantly Black University: Implications for Academic Advising

Sesay, Shaw University

★What Really Matters for Students' Success?

Vowell, *Farren*
Western New Mexico University

Minority Recruitment in Humanities Graduate Programs Revisited

Corbin, *Hueske*, *Woolf*
University of Texas-Austin

★Understanding Diversity through Our Own Eyes

Menefee, Lansing Community College

NATIVE AMERICAN & TRIBAL COLLEGE

Interest Group Meeting: Native American & Tribal College

Bellcourt
University of Minnesota-Twin Cities
Thunder
University of Wisconsin-Madison

Advising American Indian Students

Bellcourt, University of Minnesota
Black, Yale University

Understanding Diversity through Our Own Eyes

Menefee, Lansing Community College

PEER ADVISING AND MENTORING

Interest Group Meeting: Peer Advising and Mentoring

Koring, Lynchburg College
Freeman, University of Wisconsin
Campbell, University of Southern Maine

Creating and Executing a Peer Advisor Training Program

Hall, *Torno*
University of Nevada-Las Vegas

Tips for Designing and Implementing Peer Mentor Training

Taniguchi, *Wilmeth*
University of Hawaii-Manoa

The Wild Adventures in Co-Teaching a Freshman Success Class with an Academic Peer Mentor Component

Petrucci-Effinite, *Jones*, Thiel College

A New Way of Talking and Listening: Utilizing Reflecting Teams in Advising

Kem, Murray State University

Collaborative Mentoring Program: Bridging the Gap between High School and University

Niewitecka, *Salinitri*, University of Windsor

Mixing Work and Pleasure: UM's Peer Advising Program Keeps Advisors and Advisees Happy and Persistent

Bates, *Hickey*, University of Montana

Service, Community, Diversity: Win-Win for Students

Woods, University of Michigan

Building Bridges of Success between Honors and First-Year Science Major Students

Rasmussen, *Jolly*, *Stradleigh*, *Sein*
Arizona State University West

Establishing a "Women's Mentoring Network": Creating a Caring Community

Farr, Illinois State University

Peer Power: Developing and Improving Peer Mentoring and Advising Programs
Normyle, Bruce, Lynchburg College

Building Rapport with Student Staff Members

Miller, Ramos

University of Texas-El Paso

PRE-LAW ADVISING

Interest Group Meeting: Pre-Law Advising- Models for Pre-Law Advising
Givans, Voller, Arizona State University

PROBATION/DISMISSAL/REINSTATEMENT ISSUES

Best of Region 7: Off Road Ventures: Teaching Strategies for Struggling Students

Clark, Key, Midwestern State University

Best of Region 10: Conflict Management and Academic Advising
McClellan, Utah Valley State University

Interest Group Meeting: Probation/Dismissal/Reinstatement Issues

Pionke, Kent State University

Come Here, Go FAR! A Comprehensive Advising/Retention Model for Freshmen with Declared Majors

Hopwood, University of Texas-San Antonio

Advising for Change: Building on Student Competencies

Wlazelek

Kutztown University of Pennsylvania

Boosting Student Retention and Lifting Students' Morale

Fleming, Boyd

Sam Houston State University

Threatened Academic Identities: Advising Academically Stumbling Students

Pizzolato, Michigan State University

Intrusive Advising

Murray, Klefeker, Plunkett

Miami University-Hamilton

Academic Passport: Helping Students Travel Across an Academic Suspension Bridge

Hamington, Dempsey

Oregon State University

Academic Success is Not an Oxymoron: Strategies for Advising First Generation/Low-Income Students on Probation or Reinstatement Status

Maroldo, Dupree

Indiana University-Purdue University

Indianapolis

RITA: An Intervention for First-year Students on Probation or Academic Warning

Rhine, Wittenberg University

LADDERS Spans the Probation Gap

Waters, Mathews, Mayes

Old Dominion University

Academic Probation: Bridging the Chasm for Student Success

Bruce, Lynchburg College

Partnership for Academic Success

Mansour, San Miguel

University of Texas-San Antonio

Dismissal and Reinstatement: Research, Practice, and Outcomes

Kyriakis

California State University-Sacramento

Brevik, University of California-Davis

A Review of Academic Probation Committee Structures and Policies

Prezioso, Pace University

International Students' Transitions: Challenges and Recommendations for Interventions

Roberts, Chapman

Brigham Young University

Semester Option Seminars: An Alternative to Dismissal for High-promise Under-performing Students

Ranahan, Abrunzo

Sherman University of Tampa

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Bradley, Baylor University

Computer Addiction: Reality or just Virtual Reality

Marquez, Purdue University

Back on Track—Engineering a Support System for Students in Academic Difficulty

Grube Vestal, Ghering, Denison University

Time and Again: Update of a Longitudinal Study of Academic Reinstatement After Dismissal

Mason-Browne, Graff

University of Iowa

A Model for Predicting and Addressing Academic Difficulty

Di Stefano, Kling, Bell

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The ABC's of Academic Recovery: Attitude, Behavior, Consistency

Corkery, Folsom, McGreevey, Yoder

University of Iowa

Why Johnny/Susie Failed College-Students' Reported Obstacles to Academic Success

Roberts, Chapman

Brigham Young University

Protect your Investment: Building Program Evaluation into your At-risk Student Program

Hutson, Kamphoff, Amundsen

University of North Carolina-Greensboro

A Blueprint for Academic Success: The First-Year Probation Student

Intervention at Ohio University

Kahrig, Welch, Tucker, Ohio University

Academic Contracts: The Bridge Between Schools and At-Risk Students

Deschamps, Utah State University

Beyond "The Need to Know": FERPA, Mental Health and Other Ethical Considerations in Higher Education

Olaniyan

University of Wisconsin-Madison

Bridging Troubled Waters: Probationary Student Interventions from Coast to Coast

Pionke, Kent State University

Coppernoll Farni, Iowa State University

Kamphoff

University of North Carolina-Greensboro

Pitocchi, Johnson and Wales University

Reynolds, Michigan State University

I Know What You Did Last Semester: The Sequel

Lockhart, Wilson

University of West Florida

RESEARCH

Conducting Advising Research and Constructing a NACADA Research Grant

Robbins, Cornell University

Buck, Penn State University

Borns, Houston Baptist University

Aiken-Wisniewski, University of Utah

Writing for the NACADA Journal

Kuhn, Padak, Woycheck

Kent State University

Miller, NACADA Executive Office

Voices from the Field: Building a Research Agenda for Academic Advising

Padak Kuhn, Kent State University

Gordon, Ohio State University

Robbins, West Virginia State University

Steele, Ohio Learning Network

Advisors and Researchers Working Together to Help Students Succeed in College

Smith, University of Albany

Research on Vocational Identity Status: Implications for Academic Advising

Thomas, McDaniel

Northern Kentucky University

Development and Testing of a Faculty Advisor Evaluation Instrument

Sprague

University of Wisconsin-Stevens Point

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RETENTION

Best of Region 2: Help! I Think That My Professor Is An Alien

Mayo, Carter, Rider University

Best of Region 7: A Road Less Traveled: Following Your Dreams toward Success

Johnson, College of New Jersey

Best of Region 7: Off Road Ventures: Teaching Strategies for Struggling Students

Clark, Key, Midwestern State University

General Engineering: A Supplemental Instruction Model

Raley, University of Texas-Austin

Connections Matter: The Freshman Interest Group as a Retention Tool

Minichillo, Eynon, Rinn, Zarges

Kent State University

Sacred Gifts: Using the Enneagram as a Tool for Exploring Majors and Careers

Ferrett, Humboldt State University

It's Not Just the Underprepared Students Who Need Special Attention

Robbins, Cornell University

Come Here, Go FAR! A Comprehensive Advising/Retention Model for Freshmen with Declared Majors

Hopwood, University of Texas-San Antonio

21st Century Advising: Creating a Virtual Workshop

Roberts, Julkes, Arizona State University

Polishing the Academic Prism: A Collaborative Advisement Approach for Student Success and Retention

Bloom, Roggow, Mirsky

Bronx Community College

Kreuzer, Lehman College

Learning Communities: Enhancing the First-Year Experience

Donahoe, Purdue University

Internal Transfers—A Realism Roundtable

Kolls, Northeastern University

An Innovative Advising System Produces Results

Fauss, O'Neill

Umpqua Community College

Advisor Training Games—Persistence and the First Year

Kolls, Northeastern University

Boosting Student Retention and Lifting Students' Morale

Fleming, Boyd

Sam Houston State University

Adult Learners: Under Construction

Klefeker, Plunkett, Murray

Miami University-Hamilton

Building a Bridge from Admission to Graduation for Minority Business Students

Humbles, Vavra, University of Iowa

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Building a Better Freshman

Allen, University of Louisville

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Mixing Work and Pleasure: UM's Peer Advising Program Keeps Advisors and Advisees Happy and Persistent

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Academic Success is Not an Oxymoron: Strategies for Advising First Generation/Low-Income Students on Probation or Reinstatement Status

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RITA: An Intervention for First-year Students on Probation or Academic Warning

Rhine, Wittenberg University

Advising Students with Unrealistic Expectations

Pollauf, University of Toledo

Bridge Work: Practical Tips for Building a First-Year Experience Program

Gotra, Bleeker, Bleeker

Emporia State University

Strategic Futures: Increasing Retention and Student Success

DuVivier, Hocking College

McAfoos, Electronic Vision, Inc.

Strategies for Increasing Progression and Graduation Rates of Biology Students

Nelson, Burton

Southeastern Louisiana University

Admission to the Major: A Smooth Process

Carter, Rouse

University of North Carolina-Greensboro

Nursing Curriculum Success: Novice to Experienced Student Nurse

Mollenhauer, Harding

Illinois State University

Strategies for Building Momentum Towards Academic Success: Developing Emotional Intelligence in Students

Wilson, Wayne State University

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Mansour, San Miguel

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Advisors and Researchers Working Together to Help Students Succeed in College

Smith, University at Albany

Adults Need Orientation, Too! The Why's, How's, and What's of an Adult Student Orientation Program

Bonnetaud, Reisig

University of North Carolina-Charlotte

Freshman Year—Two Years Going On Three, Improved and Proven Retention Efforts

Jurvelin, Edmonds

University of Wisconsin-Whitewater

A Proactive Approach for Advising Freshmen in Academic Jeopardy

Asleson, Dahn, Ohio University

Survivor: Making It Through the First Year

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Building Connections to Families: A Well-Stocked Toolbox

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Bracing the Bridge: Research-Based Retention Strategies for Faculty Advisors

Pecor, Macon State College

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Indiana University*

Students in Crisis and Academic Advising: Responding Effectively to Students in Mental/Emotional Distress

Puszczewicz, University of Toledo

Building Bridges from Silence to Support: Reducing the Risk for LGBT Students

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Successful Transition to University Life: The Experiences of Historically Underrepresented Students of Color in Notre Dame's Balfour-Hesburgh Scholars Program

Lucero, Tardy, University of Notre Dame

Promoting Student Persistence by Revolutionizing Orientation On-line

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Southeastern Louisiana University

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Teagan, Niziol, Scheckel, Soliz

Texas Tech University

Successful Retention Strategies: The Role of Academic and Non-Academic Factors

Lotkowski, ACT, Inc.

Perez, East Stroudsburg University

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Stopfel, University of Cincinnati

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University of North Carolina-Greensboro

Pitocchi, Johnson and Wales University

Reynolds, Michigan State University

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Lockhart, Wilson

University of West Florida

Should I Stay or Should I Go?

Markovcy, Fread

Lehigh Carbon Community College

SMALL COLLEGES AND UNIVERSITIES

Hot Topic: Small Wonders

Reynolds, Hope College

Commission Meeting: Small Colleges and Universities

Reynolds, Hope College

The Wild Adventures in Co-Teaching a Freshman Success Class with an Academic Peer Mentor Component

Petrucci-Effinite, Jones, Thiel College

Assessment Aftermath: Now What?

Bernard, Saint Francis University

★Building Bridges between Teaching and Advising with Course Management Software

Crafts, Haberle, Providence College

Building the First-Year Infrastructure: A Foundation that Spans the University
Quiros, Avalos, Texas Lutheran University

★**Engaging vs. Enabling Students in Small College Advising**
Warren Hamos, Randolph-Macon College

Intervention Strategies with Students in Academic Difficulty at Small Colleges
Verrier, Franklin & Marshall College
Hemwall, Lawrence University

You're the One: Supporting Faculty Advisors at Small Colleges
Reynolds, Hope College

Focus on the Family: Working Collaboratively at Small Colleges toward Student Success
Reynolds, Hope College

★**Assessing an Advising Program at a Small College**
Verrier, Franklin & Marshall College

★**Back on Track—Engineering a Support System for Students in Academic Difficulty**
Grube Vestal, Ghering, Denison University

That's So Punny—Creative Marketing and Outreach of Academic Services
Grube Vestal, Ghering, Denison University

Components for a Successful Advising Workshop: They are in the Preparation . . . and Serendipity
Murray, Madonna University

★**Transfer Students: The Small College's Lost Souls**
Williams, Peticara, Elmhurst College

STUDY ABROAD ADVISING

Interest Group Meeting: Study Abroad Advising
Conrad
Edge Hill College of Higher Education

Study Abroad Advising: Designing Blueprints for Global Education
Rojo, Mrozinske, Byrnes
University of Florida

TECHNOLOGY IN ADVISING

Commission Meeting: Technology in Advising
Irby, North Carolina State University

Save the Trees! Transitioning from Paper to Electronic Files
Babcock, University of Texas-Austin

League For Innovation recognizes Santa Fe Community College's Online Degree Audit with National Award...What's the Hubbub?
Johnson, Santa Fe Community College

21st Century Advising: Creating a Virtual Workshop
Roberts, Julkes, Arizona State University

Online Advising Systems
Howard, Theriault
University of Nevada-Las Vegas

To Infinity and Beyond: Working with E-advising
Wass, Corrales
Florida International University

Walking on a Swaying Rope Bridge: Email and Advising
Claus, Whitman, Illinois State University

Cyber-O: Technology Bridges Advising and Orientation
Brown, Virginia Tech

Creating Connections through The Mentor: An Online Academic Advising Journal
Hart, Leos, Penn State

Bridging the Gap: K-State Online Academic Advising System
Cunningham, Hodgson, Perry, Menke
Kansas State University

Advising 24/7
Janelle, University of Akron
Janelle
University of Akron-Wayne College

Personalized Advising Enhanced By Web-Based Records System
Bellcourt, Shaw, Broad, Bartholdi
University of Minnesota

An Award-Winning, Web-Based Assessment and Advising Tool
Gregory, Patterson, Texas Tech University

Strategic Futures: Increasing Retention and Student Success
DuVivier, Hocking College
McAfoos, Electronic Vision, Inc.

Technology: The Building Block to Centralized Advising
Traveis, Cato, Revelli
University of Florida

Visualizing Academic Advising in a Learning Style Context
Uhlik, Kent State University

Advising Assessment: Crossing the Technology Bridge
Sugg, Jr.
University of North Carolina-Charlotte

★**Collage: A Kent State to Career Portfolio**
Owens, Snyder, Kent State University

Alumni Mentors as Architects in Advising
Grabiec, Western New England College

Advisor Appointment Management Software: Does It Deliver?
Wilkins, Eastern Kentucky University

Proactive Uses of Technology in Advising
Lipschultz, Goetz, Musser
Penn State University

★**Designing an Interactive Web Site for Undecided Students**
Dollarhide
Richard Stockton College of New Jersey

Building Bridges between Teaching and Advising with Course Management Software
Crafts, Haberle, Providence College

Bridging the Divide Between Advising Philosophies and Technologies
McClinton
Southern Illinois University-Edwardsville

eBridge: Online Student-Centered Advising Services
Muhovich, University of Denver

★**Virtual Advising—The Bridge between Admission to College and the Orientation-Advising Experience**
Robert, Bucknall, Robbins, Cline, Martin
University of North Carolina-Greensboro

Promoting Student Persistence by Revolutionizing Orientation On-line
Wood, Durham
Southeastern Louisiana University

Automating the Appeals Process
Kreuzer
Lehman College of the City University of New York
Roggow, Bronx Community College

★**Live, On-Line, at a Time Convenient for You, It's?...Your Advisor!**
Schmidt, Woolston, Wanserski
University of Wisconsin-Madison

Using Learning Theories to Guide the Design of Web-Based Materials
Musser, Lipschultz, Penn State University

Academic Advising from a Distance: Paving the Way for Making it Work
Dukes, University of South Florida
Spears-Studdard
Western Governor's University

Advising in a Restricted Access Environment: A Bridge Over Troubled Waters
Hill, McNealy
University of Central Florida

From Major to Career Book: A One-Stop Online Resource for Major and Career Exploration
Wilkins, Puertas
Brigham Young University

★Using a Campus Portal to Enhance Advising

Vowell, Farren, Shook
Western New Mexico University

THEORY & PHILOSOPHY OF ADVISING

Best of Region 3: A Question Concerning Advising

Barrow, University of Louisville

Best of Region 5: “OnStar” Advising: Employing GPS as a Metaphor for Student Guidance

Champarde, Lansing Community College

Best of Region 8: Are You “B.R.E.A.T.H.E.”ing? Stress Management for the Advisor

Watkins, Beckendorf, Edwards
North Idaho College

Best of Region 10: Conflict Management and Academic Advising

McClellan, Utah Valley State University

Interest Group Meeting: Theory and Philosophy of Advising

Hagen
Richard Stockton College of New Jersey

Student Motivation—Applying the ARCS Model to Academic Advising

Oliver, Utah State University

Writing for the NACADA Journal

Kuhn, Padak, Woycheck
Kent State University
Miller, NACADA Executive Office

Voices from the Field: Building a Research Agenda for Academic Advising

Padak, Kuhn, Kent State University
Gordon, Ohio State University
Robbins, Cornell University
Steele, Ohio Learning Network

Advisors as Helpers; Advisors as Teachers

Koring, Lynchburg College

Models for Change

Keller, Graham, Purdue University

The Do’s and Taboos Around the World

Rugsaken, Ball State University

Modes and Models in Designing and Implementing a Successful Advising Program

Crockett, Noel Levitz

Advising for Change: Building on Student Competencies

Wlazelek
Kutztown University of Pennsylvania

Peer Power: Developing and Improving Peer Mentoring and Advising Programs

Normyle, Bruce, Lynchburg College

Boosting Student Retention and Lifting Students’ Morale

Fleming, Boyd
Sam Houston State University

Building Bridges of Self Care for Advisors

Preece, Chapman, Beecher
Brigham Young University

Discovering Solutions: Using Solution-Focused Strategies in Serving College Students

Kuipers, University of Nebraska

Student Athletes: Advisement Tools for NCAA Compliance Tracking

Revelli, Brown, Meachan
University of Florida

Bridging the Divide Between Advising Philosophies and Technologies

McClinton
Southern Illinois University-Edwardsville

Humor in Advising

Gardner

Using Learning Theories to Guide the Design of Web-Based Materials

Musser, Lipschultz
Penn State University

You’re How Old? Challenges and Strategies for Young Advisors, Administrators, and Educators

Kamphoff, Austin, Martin
University of North Carolina-Greensboro

Building Rapport with Student Staff Members

Miller, Ramos
University of Texas-El Paso

Constructing An Individual Advising Philosophy Statement: Bridging Theory and Practice

Kincanon, Oregon State University

Boundaries in Advising-How Can Advisors Establish Helpful and Appropriate Relationships with the Students They Advise?

Evans, Hammock
Brigham Young University

How Advising Tools Can Be Used to Facilitate Critical Thinking Skills

Wade, Marymount College, Palos Verdes

**“Ya Gotta Play to the Crowd”:
Academic Advising Expertise and Cognitive Learning Styles**

Beck, Fitzgerald, University of Nevada

Strengths-Based Advising and Academic Success Training

Anderson, Azusa Pacific University
Noel, Clemson University

TWO-YEAR COLLEGES

Hot Topic: Hot Topics for Two-Year Colleges

Castor
Coastal Georgia Community College

Commission Meeting: Two-Year Colleges

Castor
Coastal Georgia Community College

★League For Innovation recognizes Santa Fe Community College’s Online Degree Audit with National Award...What’s the Hubbub?

Johnson, Santa Fe Community College

★Advisor’s Spa—Rejuvenate Your Mind, Body and Spirit

Zahorik, Stockwell
Fox Valley Technical College

Polishing the Academic Prism: A Collaborative Advisement Approach for Student Success and Retention

Bloom, Roggow, Mirsky
Bronx Community College
Kreuzer, Lehman College

An Innovative Advising System Produces Results

Fauss, O’Neill
Umpqua Community College

★Coping with Students in Crisis

Jordan
Oklahoma City Community College

★Helping Students Transfer: A Conversation among Two-and Four-Year College Advisors

Stamper-Carr, Price
St Louis Community College-Meramec

Bracing the Bridge: Research-Based Retention Strategies for Faculty Advisors

Pecor, Macon State College

Today’s Transfer Students—Spanning Across Generations and Ages: Similarities and Differences

Hanley, Johnson, DePaul University

We Built It! They Came! Group Advising, a Tool for Success

Martinez, Northwest Vista College

★Dean’s List and Beyond: Designing an Honor’s Program to Build Community and Student Satisfaction in a Two-Year Liberal Arts College

Thatcher, Horvath, Hillyer
College-University of Hartford

Advising from a Distance: Using Electronic Student Files

Holmes, Itule, Rio Salado College

Should I Stay or Should I Go?*Markovcy, Fread*

Lehigh Carbon Community College

How Do My Credits Transfer? An Innovative Approach for Transfer Students*Arnest, McGovern, University of Cincinnati***UNDECIDED & EXPLORATORY STUDENTS****Hot Topic: CUES Discussion with Your Colleagues: Two Hot Topics in Advising Undecided/Exploratory Students***Kenyon, Indiana University***Commission Meeting: Undecided & Exploratory Students***Kenyon, Indiana University***A Video Journey: From Undecided Freshman to Savvy Communications Senior***White, Anttonen, Millersville University***An Exploratory Program—Eighteen Years in the Building***White, Anttonen, Millersville University***Internal Transfers—A Realism Roundtable***Kolls, Northeastern University***Advising for Change: Building on Student Competencies***Wlazelek*

Kutztown University of Pennsylvania

Managing Risk: Helping Students Create Safety Nets*Claus, Illinois State University***Cyber-O: Technology Bridges Advising and Orientation***Brown, Virginia Tech***Bridging the Information Gap for First-Semester Transfer Students***Fiedler*

Southwest Missouri State University

So you wannabe a PT, OT, MD, PA, RN, etc?*Epps, East Tennessee State University***Research on Vocational Identity Status: Implications for Academic Advising***Thomas, McDaniel*

Northern Kentucky University

What Does An Exploratory/Undecided Student Schedule? A Systematic Approach for the First Semester*Hussey, Lindhorst*

Penn State University

Advising Students in Transition*Sams, Hussey, Penn State University***Advising Students with Unrealistic Expectations***Pollauf, University of Toledo***The Bridge between Undecided and Decided: Helping Students Stay on Track***Malaski, LeBreton, Oakland University***Building a Bridge with Drama***Kem, Murray State University***Is There Life After Liberal Arts?***Kvidt, Oregon State University**Hones, Southern Oregon University***Welcome to the Sophomore Success Center: A Bridge of Student Services for the ‘Forgotten Class’***Watley, Rasmussen*

Arizona State University West

★Designing an Interactive Web Site for Undecided Students*Dollarhide*

Richard Stockton College of New Jersey

Building an Advising Structure for a Large Freshman Population*Snow, Poisel, University of Central Florida***★Do You Have All the Answers for Your Exploratory Students’ Questions? A Forum for Discussion of Exploratory Questions... and Answers!***Kenyon, Indiana University***★Bridging the Gap between Counseling and Advising: A Counselor’s Advice for Declaring a Major.***Rehfuss, Mentzer, Kent State University***Designing a Blueprint for Health Care Careers***Webb, Bowling Green State University***Undecided Students and Science: Building Bridges to College and Beyond***Kime, Northern Kentucky University***Over The River and Through the Woods: A First-Year Curriculum for Undecided Students***Mayer, Smith, Wright State University***Collage: A Kent State to Career Portfolio***Owens, Snyder, Kent State University***Building the Bridge from College to Career: A Model for Advising Students on How to Get a Life!***Bush, Southeastern Louisiana University***Guiding the Undecided Student Toward Graduation: Collaboration as a Key Component in Undecided Student Success***Meinhart, Puszczewicz*

University of Toledo

Career Exploration and Academic Planning: Building a Strong Foundation for the Future*Taylor, University of Louisville**Robertson, Jefferson Community College***Get Out of Your Box! Advising Workshops Outside of the Advising Office***Frazier, Dominican University**Davidson, Bailey, DePaul University***★Blueprints: Building a Center for Exploratory Studies***Stopfel, University of Cincinnati***★Majors Fair: Giving Students a Design Tool for the Future***Schauer, Bragg, Whiting*

Prairie View A&M University

Using University Resources and Developmental Advising to Assist Students with the Decision-making Process*Eigenbrot, Rowan University***A Career Planning Course Elective: Strategy for Advising the Undeclared Student***Swank, Southeastern Louisiana University***From Major to Career Book: A One-Stop Online Resource for Major and Career Exploration***Wilkins, Puertas*

Brigham Young University

Constructing Foundations of Trust: A Corner Stone for Advising*Puertas, Roberts, Thelin*

Brigham Young University

“Ya Gotta Play to the Crowd”: Academic Advising Expertise and Cognitive Learning Styles*Beck, Fitzgerald, University of Nevada***OTHER****Orientation for New Attendees: Wednesday***Nutt, NACADA Executive Office**Martin, University of Alaska-Fairbanks***Orientation for New Attendees: Thursday***Parker, University of Tennessee-Knoxville*

NACADA Board Member

NACADA Annual Business Meeting*Darling, University of Tennessee***Past Presidents’ Forum: Building Bridges between Academic Affairs and Student Affairs***McCalla-Wriggins, Rowan University*

Pre-conference and Post-conference Workshops

The workshops are intended to be participatory sessions where you will interact with others. Enrollment will be limited so that interaction can be maximized (enroll early). The variety of sessions will provide both new and experienced advisors with an opportunity to continue professional growth.

Wednesday 9:00 am–3:00 pm

(lunch is included with session P1)

P1. Academic Advising Administrators' Seminar

Eric R. White, Penn State University
Alice G. Reinartz, Texas A&M University

This seminar is for assistant/associate deans who have advising responsibilities, new advising administrators, administrators returning for professional development, and those who have a desire to move into an administrator's role. It is intended for individuals who work in all types of higher education institutions.

Each of these groups has special needs for this seminar. For example, the roles of assistant/associate deans may include responsibilities for the delivery of academic advising programs and services. These individuals may be asked to develop new advising programs when none existed or alter existing programs that have become ineffective. However, such individuals may have little or no experience with academic advising administration. This seminar is to serve as an introduction/overview to advising administration.

Likewise, new advising administrators, experienced administrators, and those who want to be administrators can benefit from the networking opportunities. This is a time to share what you have learned with those who wish to learn more and to enhance one's own administrative skills and knowledge.

Topics for discussion: What are the appropriate student/advisor ratios? Should advisors become specialists in certain fields of study or work only with students such as athletes or the under-prepared? What advisor hiring practices should be implemented? How can morale be promoted among advising staff? What technologies should be employed? What are appropriate budgetary priorities? What methodologies might be used to assess programs and advisors? What campus "politics" should administrators be aware of? How do gender, managerial style,

and years of experience play a role in advising administration leadership?

Participants are encouraged to share their own experiences. A certificate of participation will be presented at the seminar's completion. The objectives of this seminar will be met via a small group discussion, lecture, Q&A sessions, and handouts of exemplary practices.

Wednesday 9:00 am–12:00 pm

P2. Peer Power: Developing and Improving Peer Mentoring and Advising Programs

Mari K. Normyle, Herbert Bruce Lynchburg College

To advise students with limited resources, many institutions enhance advising programs with peer mentors. In addition to extending scarce resources, peer mentors offer a "peer's-eye view" of the institution, bridging the gap between students and advisors. Peer mentors learn communication and helping skills while becoming institutional ambassadors. In this workshop for administrators planning to implement or improve peer-mentoring programs participants will 1) survey peer program formats; 2) discuss selection criteria, application and interview formats; 3) differentiate between standards for peer mentors and faculty advisors and discuss ethical considerations; 4) consider training programs and practice training activities; and 5) discuss evaluation criteria.

Participants will depart with plans for program development or improvement and with applications, contracts, training schedules and evaluation forms to adapt for their use.

P3. Creating a Blueprint for Your First Year of Advising and Beyond

Patricia J Folsom, Jennifer E. Joslin, Frank L. Yoder
University of Iowa

If you are in your first year of advising, this workshop is specifically designed for you! The first year can seem overwhelming to advisors. Our goal is to provide you with tools and strategies to help you deal with information overload and handle unexpected student situations more effectively.

The workshop includes three major components. We will outline realistic expectations for first-year advisor development (e.g. just how much information can you absorb in one year, what's an effective way to learn about campus resources), address common first-year advisor concerns (drawn from our experience as trainers as well as solicitations from participants) and help you set goals and develop concrete plans for reaching them.

Our session will be very interactive and includes discussion, case studies of specific advising dilemmas and group problem solving. We will contact you prior to the conference to learn more about your particular advising situation and concerns to better target our information and exercises. By the end of the session you will have a toolbox of ideas and strategies and be better prepared to practice the art of advising in your first year and beyond.

This workshop is appropriate for new advisors of all types (professional or faculty advisors), from all types of advising settings (centralized center, college offices, departments). The University of Iowa Academic Advising Center has a comprehensive, year-long training program and session facilitators are experienced trainers.

P4. From Access to Achievement: Enhancing the Retention and Achievement of African-American Students in Higher Education

Brian M. Stanley, Asmeret Tesfai
Saint Mary's College
Tom Brown, Tom Brown & Associates

The good news is more African-Americans are going to college than ever before. The bad news is half of the African-American students starting college at non-historically Black four year institutions this fall will not graduate. The increasing importance of a college degree and the dearth of economic opportunities for non-college educated Black Americans make the retention and graduation of African-American students in higher education a moral issue. Successful retention of this "at-risk" population in college require the development of adaptive, specific and focused interventions and support structures which are culturally validating and designed with the needs of the student (not the institution) in mind (Tierney, 2000).

The goal of this workshop is three-fold: 1) Enhance advisor competence on the needs of African-American students. 2) Using case studies, provide an in-depth and interactive exploration of models and theories designed to enhance the quality and quantity of contact between advisors and African-American students. 3) Increase advisor skill in the area of program development by using program development models to integrate theory and practice in developing hypothetical retention and achievement interventions targeted at African-American students.

P5. Advisor Training Games—Persistence and the First Year

Susan M. Kolls, Northeastern University
Many challenges face incoming first-year students. Some are home-grown: high

school size, SATs, first-generation student, financial status, etc. Some are college-born: second-choice school, didn't qualify for major, roommate issues, finances, etc. Some are both: homesickness, divorce, grandparent dies, etc. There are certainly positive experiences that offset these challenges, but how does the combination impact persistence? What is in a student's background that makes them better able to cope, or less able? How do you get faculty, peer mentors and advisors to think about factors that impact first-year students?

This workshop will begin with a training exercise where participants first determine their student's level of persistence, then walk a student through a year of positive and negative impacts until finally, they determine their student's level of success. Following the training game workshop participants will work together in small groups to create their own training game—a useful tool that they will be able to bring back to their campus after the conference.

Participants will be given all original game materials, text and outcomes, as well as all materials necessary to create a game of their own. There will be lively discussion, debate and laughs as participants assume a student role and play a game of chance to see what can happen during a student's first year of college.

P6. Building Master Advisors

Kathy J. Davis, Cynthia M. Fiedler
Southwest Missouri State University

Are academic advisors on your campus receiving the training, evaluation, and recognition they need to do their jobs effectively? At Southwest Missouri State University, a Master Advisor Program was created to improve the quality of advising by meeting those needs. This session will focus on key aspects of the program, such as a comprehensive advisor handbook, an intensive advisor training program, and an annual awards program and reception. Practical issues such as funding, evaluating, and developing support for the program as well as benefits of the program and applicability to other institutions will be highlighted.

Since this program began at SMSU in March 1996, over 700 advisors from across campus have voluntarily participated in one of thirty-three intensive twelve-hour advising workshops. Participants earn the designation "Master Advisor," receive a framed certificate, are commended to their deans and department heads, and become eligible for "Excellence in Advising" awards.

All indicators show the success of the Master Advisor program. Demand for the

workshop remains strong; most of the three workshops offered each year have waiting lists. Over 90% of participants indicate they would recommend the workshop to others. In 2003, the Master Advisor Program was selected for inclusion in the NACADA monograph "Advisor Training: Exemplary Practices in the Development of Advisor Skills."

Participants will receive a detailed handout with sample workshop schedules, a guide for starting an awards program, and an outline for the Master Advisor Handbook. Questions and discussion will be encouraged throughout the presentation.

Wednesday 10:00 am–12:00 pm

P7. Writing for the NACADA Journal

*Terry L. Kuhn, Gary M. Padak,
Stacy Woycheck, Barbara Miller*
Kent State University
Marsha A. Miller
NACADA Executive Office

The *NACADA Journal* is seeking authors! If you are interested in writing for the Journal, this session is for you. Presenters will provide suggestions for writing articles for both practitioners and researchers, describe publication policies and review procedures, share insights about reading the *Journal*, and explain the manuscript submission and publication schedule. Authors will offer personal insights into the writing process. Presenters will present, discuss ideas, and answer questions during the session, and they will be willing to talk individually with participants after the session.

Participants are encouraged to bring their research ideas to the session and to attend other research-related conference sessions—check the Research track listings in this brochure.

P8. Staff Retreats: Building Bridges of Communication on Your Campus

Michael S. Gershe, Curtis Good
Kent State University

A staff development retreat is a perfect way to achieve success through various team-building exercises. Building a strong bridge of communication is vital for a department's success. A retreat can be a fun and useful way to learn more about yourself, your team, and the students you serve.

The purpose of this workshop is to identify strategies that will assist you in organizing an effective and enjoyable retreat. You will experience team-building exercises which promote group cohesion; engage in a discussion regarding the importance and benefits of a retreat; share topics and information that could be covered in a retreat; and

examine some follow-up strategies. We will discuss all aspects of building the retreat, from the pre-planning stage to developing the agenda. Participants will interact in activities, which may include: Personal Bingo, The Band, and the Birthday Line Up.

Participants will receive a packet full of information they can immediately apply, and will be given an opportunity to brainstorm on developing their own staff retreat. This session will provide you with the necessary tools needed to plan and implement a successful staff retreat that will leave you refreshed and ready to focus on your student's success.

P9. Architects of Interactive Advisement Tools

*Patricia A. Sanchez, Weber State University
Amy A. Korihank Gabaldon*
University of Iowa

Would you like to build a bridge for your students and become an architect of an Interactive Advisement Tool? We can help! Patricia and Amy first met at the NACADA National Conference 2003, and quickly discovered they each had created an interactive advisement tool on their respective campuses.

This session will provide the specific information for building a web site from start to finish. You will learn how to develop your own interactive web site and be given examples of interactive web sites at the John B. Goddard School of Business and Economics at Weber State University, and the College of Biological Sciences at the University of Iowa.

Each presenter will provide the details on the design, development, implementation, and assessment of the interactive web site at their institution. The presentation will be delivered through PowerPoint and Web-based media. You may investigate the websites at the following URLs:
<http://departments.weber.edu/goddardadvise/main.aspx> and
<http://upas1.biology.uiowa.edu>

Both advisement tools have been in place long enough to gather statistical data and prove the effectiveness of the web sites. This information will be included in the presentation. We will conclude the pre-conference with our suggestions to help you become an architect of an interactive web site which can be tailored to meet the needs at your institution.

Please join us, we will have a great time "showing off our wares" and helping you become an "architect"!

P10. Queer Eye for the Straight Advisor: Building Bridges to Gay, Lesbian, Bisexual, and Transgendered Students

Jason Boyd, University of Washington

The college or university campus can be a daunting place for members of non-majority populations such as Gay, Lesbian, Bisexual, and Transgender (GLBT) students. While the legal status of GLBT persons appears to be improving, and institutions of higher education are often more welcoming of GLBT persons than society at large, GLBT students still often feel marginalized on their campuses. In this program, we will examine the climate and challenges faced by many GLBT students on our campuses, and how advisors—particularly non-GLBT, or “straight” advisors—can partner and ally with GLBT students to make the campus a better and more inclusive/affirming environment.

The presentation will include both research done on GLBT Developmental Theory, such as the Cass Model, as well as qualitative research from discussions with GLBT students at the University of Washington. The research done with students is particularly important as seeing the campus through the eyes of GLBT students is necessary to understand GLBT student issues and gain credibility with GLBT students. Attendees will also learn of programs at the University of Washington such as Safe Zone, the development of GLBT content-specific Freshman Seminars, and the creation of a GLBT Freshman Interest Group (FIG) in the University of Washington’s FIG Program.

Queer Eye for the Straight Advisor will include formal presentation, interactive discussion, and “question and answer.” Attendees will also be strongly encouraged to share programs and ideas from their campuses, in order that we may adapt and incorporate the best practices of our colleagues and their institutions.

P11. Working through the Fears of Violence on Campus: Responsibility Versus Response-Ability

*Roberta Dwyer, University of Kentucky
Mark Ebert, Arizona State University East*

We all hope it won’t happen to us: the suspended or dismissed student who decides to take their rage out on us; the student declined from professional school who is going to “take it up with the administrator”; the domestic violence involving a co-worker that occurs right outside your office; the robber in the parking lot. You can have a proactive plan in case violence spills into your lap. Recognition of danger signs; prevention techniques, de-escalation of dangerous situations, distraction tactics and innovative ideas

for co-workers will be covered. By seeing real-life scenarios acted out, participants will learn many options available in dangerous situations with students, co-workers and others. Audience discussion of choices the “advisor” makes during these scenarios will be strongly encouraged, and small groups will work on their solutions to difficult and dangerous situations in an advising environment. Is your work area/office arranged for safety or convenience? Tips for arranging your office furniture and communication systems with colleagues will give you many ideas to take home and implement. What is your response-ability to dangerous campus situations? What is your responsibility to your safety, and those around you on campus? This session will be taught by a self-defense instructor/advisor and an attorney/advisor who know how to teach this subject with humor.

P12. Developmental Faculty Advising: Constructing a Meaningful Program of Assessment, Training and Reward for Faculty Advisors

Victoria McGillin, Wheaton College

While there has been considerable philosophical debate concerning the meaning of “developmental advising,” how often do we consider the fact that our advisors develop as well. How do junior, mid-career and senior faculties differ in needs versus concerns?

In exploring the careers of non-tenured, pre-tenured and tenured faculty, the field of higher education has begun to understand the developmental issues emergent at each level. To what extent has the field of academic advising begun to explore these themes? How and why might a faculty member, as advisor, differ across stages in his or her career? And, on how many campuses do we see developmentally sensitive variations in the professional development, assessment, and reward of faculty advisors?

While faculty are drawn to the “meaning-making” interactions with students that define advising, few seek to “develop” as advisors, given redundant workshop opportunities and less-than-meaningful assessment and reward structures.

Drawing upon research, theory and best-practices, this workshop will guide attendees through a reassessment of their current campus practices. Beginning with their institutional mission/value statements and/or faculty contracts, participants shall assess the meaning of faculty advising within their institutions and the developmental needs of their faculty. Participants shall explore a range in models for faculty advisor development, including training, assessment and reward, to best build workable model within their own systems. We will explore criteria

for meaningful development, assessment and recognition of advisor and student input, interactions, and outcomes for advising. Attendees should leave with an “architectural plan” for implementing change on their own campuses.

P13. You Can’t Have My Marble

*Sherry Ewart
Arkansas State University Mountain Home*

This unique and creative workshop uses marbles to demonstrate the importance of accepting the unique differences in yourself and others while explaining why some individuals choose to physically or emotionally hurt or abuse those they perceive as weaker or different than them.

The “Marble” symbolizes the traits and qualities an individual is born with. It represents the key to an individual’s self-esteem and self-awareness. Once these traits are identified, the marble is a constant reminder that the individual is a special person with distinctive looks, personality, likes and dislikes, values, interests and talents and that no one should have the power to make you ashamed of being you, in retrospect, that you do not have the right to purposely and with malicious intent emotionally or physically hurt (Bully) someone else because of their distinctive differences either. Once this is understood, the “Marble” will help the individual recognize and appreciate the physical differences and emotional perspectives in him/herself and others. The individual learns to embrace diversity, while recognizing and detesting discrimination, racism, prejudices, cruelty and violence in their environment thus improving the quality of life for every individual touched by them.

Objectives include 1) Self-awareness and self-image building; 2) Diversity awareness; 3) Understanding and managing physical and emotional abuse (bullying); 4) Identifying, understanding and managing discrimination, racism, favoritism, sexual harassment, negativity and violence in educational institutions, workplace and domestic environments; 5) Developing a positive attitude; and 6) Acceptance of others in the workplace, at home and at school.

Sherry uses humor, real life examples and demonstrations to remind individuals that they are indeed very special.

**P14. Advisor Training as Easy as 1, 2, 3—
Using NACADA Resources**

Heidi Koring, Lynchburg College
Marsha A. Miller
NACADA Executive Office

Experts recommend that advisor training contain three components: conceptual, informational, and relational. In *Academic Advising: A Comprehensive Handbook* (San Francisco: Jossey Bass, 2000) Wesley R. Habley states: “without understanding (conceptual elements), there is no context for the delivery of service. Without information, there is no substance to advising. And, without interpersonal skills (relational), the quality of the advisee/advisor interaction is left to chance.” (pp. 301-302) Including all three components in a comprehensive advisor development program helps trainers create well-organized, exciting, relevant training for new and experienced faculty or staff advisors.

This workshop will illustrate how trainers can include these components into a lively training program based upon NACADA resources. It will offer concrete examples of training challenges and explain how model institutions address these issues. Participants will be divided into small groups where, assisted by experienced trainers, they will develop and present plans for a training session. For example, participants will view a vignette from the NACADA Faculty Advising Training video and learn how the video is used in training programs at model institutions. Participants will discuss how they could use that training technique at their institution and be encouraged to share training experiences to learn from each other. Participants will leave the workshop with concrete ideas for training exercises and approaches that can be used as the foundation for a new training program or the revitalization of a continuing advisor training series.

P15. Basic Communication Skills for the Academic Advisor: Using the Microskills to Maximize the Advising Relationship

Susan Barnett, *Christie Anderson*
Northwestern State University

People enter the advising profession intending to help others. Perhaps you have been told that you are a good listener. You may have had friends or family who come to you for information. Although this is not advising it is nevertheless helping. In this light, the goal of this workshop is to expand your current level of interpersonal effectiveness. This workshop is about clarifying the advis-

ing process so you can enter the professional advising field with specific skills, competencies, and concepts. You will be able to take the skills you learn from this workshop and use them in your advising sessions. These skills will provide you with a bases upon which to build your own natural style of advising.

The format of the workshop will be an interactive discussion that will include both theory and practice. The information included in this workshop will be based on Ivey and Ivey (2002) Microskills Pyramid. We will be discussing the two basic attending skills which are the foundation of the helping process. These two skills are: 1) Attending Behavior and 2) the Basic Listening Sequence. Used effectively, these skills will increase level of trust, genuineness, and empathy in the advising relationship. Handouts, role play, and both individual and group activities to illustrate these two skills will be utilized. A PowerPoint summary of these two basic Microskills will be given to each participant.

P16. Laying Down the Law: First Attempts by the U.S. Government to Regulate Transfer Practices

Troy A. Holaday, *Michael McCauley*
Ball State University

In October 2003, House Subcommittee Chair Buck McKeon introduced the “Affordability in Higher Education Act” to address the “college cost crisis.” The bill’s criteria dictate how colleges may accept and apply transfer credit, and require detailed annual reports summarizing the results. Non-compliance or unsatisfactory results is threatened with the removal of financial aid privileges. Though far from becoming law, the McKeon bill may herald future attempts by individuals without working experience in higher education to regulate transfer practices.

This presentation summarizes the events leading up to the McKeon proposal, the subsequent analyses by organizations such as CHEA, and formal replies made by institutions to the bill. The presentation raises the question “What comes next?” and makes recommendations for action on the part of transfer student advisors, administrators, and their colleges.

The workshop portion of this session focuses on reviewing comparative transfer policies from the institutions of the participants, and some from other colleges that typify either sound or unsound practices. Small group discussion will be aimed at arming applicants with suggestions for transfer policy revision and/or teaching them strategies for enacting change at their own institutions.



The Museum Center (optional Tour #7) is in Union Terminal, a nationally acclaimed landmark restored to its original grandeur. It houses four outstanding museums and an Omnimax Theatre.

Troy Holaday and Mike McCauley have been involved in a statewide transfer articulation initiative in Indiana and have consulted with other states involved in such initiatives. They have authored a chapter in an upcoming NACADA monograph on transfer credit and have presented numerous times on transfer policies, practices, and the technology of automated transfer credit evaluation. Finally, the presenters built and manage the ACTS system, which was the first online interactive automated transfer credit evaluation tool in the nation.

Wednesday 1:00–2:00 pm

P17. Using the CAS Standards for Assessment and Self-Evaluation

Charlie Nutt, NACADA Executive Office

The Council for Advancement of Standards is made up of representatives from over 35 higher educational associations and organizations in the United States and Canada. CAS's mission is to develop standards which can be utilized in the assessment and evaluation of programs and units on campuses to ensure quality. Standards for 13 functional areas, including academic advising, have been created as well as self-assessment guides for these standards.

This session will provide participants with an analysis of the standards for academic advising as well as a discussion of the self-assessment which can be utilized in evaluating advising programs and services. The presenters will provide recommendations and suggestions on using the standard and guide in assessment, in self-evaluation projects, or in preparation for accreditation visits.

Wednesday 3:15–5:15 pm

P18. Using Learning Theories to Guide the Design of Web-Based Materials

*Terry K. Musser, Wesley Lipschultz
Penn State University*

While we all use the Internet, as educators we may have thought little about how its unique hypertext and multimedia capabilities can add value to the teaching role we serve. This workshop is designed to interactively demonstrate how to use theory to design Web sites that enhance student learning rather than replicate paper documents. Specifically, you will: 1) receive an overview of the context in which we applied theory to Web design - our on-campus academic orientation program, 2) discover how some of the learning theories of Ausubel, Gagne, Bruner, Vygotsky and others can apply to teaching/advising curricula 3) practice using the tenets of these theories to

develop specific ideas for the design of a Web site, and 4) view a demonstration of the theories in action on a live Web tutorial we have incorporated into our academic orientation program: (www.psu.edu/ftcap/tutorial/)

P19. Focus on the Family: Working Collaboratively at Small Colleges toward Student Success

Maura M. Reynolds, Hope College

All of us can tell horror stories about families inappropriately involved in their students' lives. Let's leave those stories at the door for a few hours, while we consider ways to work collaboratively with families of our students. Often families encourage their students to choose small colleges because they value the personal attention their students will receive. Often families expect the same attention to their own concerns and may think (and voice), "I'm paying \$20,000+ a year, and I expect...."

Small colleges appreciate the financial investment families have made in their students' education, as well as the trust they've given by leaving their student with us. How can we honor those commitments and recognize families' often-valid concerns, while acknowledging that students are our primary focus? Constituencies also have a stake in our responses—alumni, admissions, and development offices sometimes talk with families and forward concerns to us. How do we deal with these concerns?

Drawing on our wisdom and experience, we will consider diverse ways colleges (especially small colleges) can collaborate in a constructive manner with the families of their students. Since each college/university has its own institutional ethos and every family is unique, we'll explore a variety of possibilities—rather than offer a one-approach-fits-all "solution."

While much has been written for families of college students, the focus has been on larger schools. I believe small colleges have much to contribute to the discussion about family involvement and hope to share with colleagues...as well as learn from them.

P20. Collaborative Mentoring Program: Bridging the Gap between High School and University

*Barbara Niewitecka, Geri Salinitri
University of Windsor*

Mentoring programs have been tried on many campuses in response to an overwhelming scope of needs expressed by students making the transition from high school to university. Freshmen must undergo a variety of adjustments within the

first few weeks of classes which take its toll on new students and on advising/teaching faculty and staff trying to assist them.

Research (Astin) and our own anecdotal evidence show that many of our students, not only first-year (freshmen) thrive in a new environment only if they manage to connect personally with the institution. As an illustration of these issues, we are planning to show a short video that documents interviews with first-year students who completed their first semester.

We are planning to discuss a peer advising model and a mentoring model used at the University of Windsor and assess their effectiveness. We would like to propose to the group another model: a collaborative mentoring program where one mentor closely supervises and guides a group of senior students who serve as direct mentors to first-year mentees. We have documented interviews with student mentors in another short video, which we will share with an audience. In our joint discussion we will examine possible ways to further develop such a program and to make it applicable in different educational settings.

Wednesday 3:15–4:15 pm

P21. Orientation for New Attendees: Wednesday

*Charlie Nutt, NACADA Executive Office
Wanda Martin
University of Alaska-Fairbanks*

This workshop is offered on Wednesday, 3:15–4:15 pm and repeated Thursday, 8:45–9:45 am The purpose of this workshop is to provide the participants with an overview of NACADA as well as the benefits of their membership including the professional development opportunities, quality publications, and professional networking opportunities. In addition, the workshop also provides new conference attendees with a "road map" for getting the most out of this national conference and understanding the special and unique aspects of this conference. The workshop will be interactive with opportunities to meet other participants, ask questions, make connections, and gain some first hand advice from long-time NACADA members and board members. Participants are encouraged to bring their conference program and spiral bound academic year planner from their conference portfolio to the session.

Wednesday 1:00–4:00 pm

P22. Conducting Advising Research and Constructing a NACADA Research Grant Proposal

Rich Robbins, Cornell University
Joyce Buck, Penn State University
Renee Borns, Houston Baptist University
Sharon Aiken-Wisniewski, University of Utah

This workshop presented by members of the NACADA Research Committee and Grants Review Subcommittee will serve as a primer for conducting advising research and writing a NACADA research grant. Topics addressed include the fundamentals of conducting research, research versus program evaluation, finding support for your research, which areas related to advising are researchable, theoretical models that can be used in conducting research and authoring a proposal, the specific guidelines for a NACADA grant proposal, and the strengths and weaknesses of a proposal.

Participants will review the NACADA Research Call for Proposals as well as the two-step NACADA grant application process. Participants are encouraged to attend other research-related conference sessions—check the Research track listings in this brochure.

P23. StrengthsQuest: Focusing on Strengths to Transform Student Success

Merrill Deming, *Kirsten Colvey*,
Rick Hogrefe
Crafton Hills College

Are you interested in an advising program that students recommend to each other? Would you like students who aren't required to take the "orientation" class asking if they can? Join us in the activities that resulted in these two gratifying outcomes in addition to increased student success measures.

Using StrengthsQuest, a revolutionary new program, the faculty at our California community college completely transformed what was a dreaded requirement into an extraordinary teaching/learning encounter. This program is based on the research expertise of the Gallup Organization, which has interviewed over two million people over the last 30 years. 34 recurring "themes of talent" emerged: the raw materials for building excellence into one's life. The powerful student-focused strategies link the classroom, counseling/advising, and service functions in a seamless collaboration based on the strengths of each student.

Focusing on an individual's "Signature Themes" rather than deficits leads to a transformation in the engagement level of every

individual. This highly interactive session introduces specific advising, learning, and leadership strategies that allow institutions to activate such a transformation in both students and staff.

Each participant will receive the StrengthsFinder® assessment (which will identify specific personal strengths that impact professional performance), the textbook, and other useful materials allowing participants to: 1) Explore the strategies and related tools for counseling/advising, student learning, professional development, and institutional effectiveness; 2) Describe personal strengths that impact professional performance; 3) Recognize and acknowledge specific strengths when others exhibit them; and 4) Begin to facilitate the integration of strengths theory into educational decision-making.

Wednesday 1:00–5:00 pm

P24. Modes and Models in Designing and Implementing a Successful Advising Program

David S. Crockett, *Noel Levitz*

Successful academic advising programs do not simply happen but are the result of carefully developed institutional plans and commitment to improve the organization and delivery of advising services.

This highly acclaimed pre-conference session, which has been presented at twenty-seven NACADA national conferences, provides a systematic and comprehensive planning model to address the seventeen components that are associated with effective advising programs. The presentation and discussions will include a definition of advising, establishing advising goals, gaining administrative support, selection of those who advise (e.g., faculty, professional advisors, peers), advisor/advisee load, information/technology, advisor development, advisor evaluation, advisor recognition and reward strategies, coordination of advising institutionwide, special advising needs of sub-populations (e.g., undeclared, academically under-prepared, students in transition, distant/electronic students), and voluntary versus mandatory advisor/advisee contact policy.

This pre-conference workshop is designed for those new to advising, those with responsibilities for directing or coordinating the institution's advising program, and those who are currently reviewing their advising program. Participants will receive a copy of a 162-page academic advising resource document.

P25. Career Development Strategies for Academic Advisors and Administrators

Jennifer L. Bloom
University of Illinois-Urbana-Champaign

What is the next step in your career? Earl Nightingale once said, "The biggest mistake you can make is to believe that you are working for somebody else....The driving force of your career must come from the individual. Remember: Jobs are owned by the company, you own your career!" This workshop will prepare you to expertly maneuver through the search process by developing an arsenal of tools, including strategies to create a winning cover letter and CV, to navigate the complexities of the interview process, to take control of the negotiation process, and to establish a successful transition.

The objectives of the presentation are to give participants the knowledge and confidence they need to successfully take control of their careers. We will utilize both individual and small group activities to engage

participants. In addition, participants will be provided with helpful handouts to utilize during their own search process.

P26. Advisors: Assessing Our Institutional Worth

DaNay Phelps, *Jane Truett*
Texas Tech University

The goal of this workshop is to assist advisors in providing the information their institution needs to justify support for developmental advising practices by developing an assessment plan.

Administrators want to know the bottom line. They have a responsibility to ensure the university's resources are utilized in the most efficient and effective manner possible. Administrators decide which departments and programs have the greatest need at the moment. Administrators need our help to determine what percent of the institution's budget is best utilized for advising services. An assessment plan analyzes how a program is achieving student learning outcomes, thereby verifying the program's effectiveness and efficient use of available resources as well as providing information for improve advising services.

Administrators need information showing bottom line effectiveness in terms of costs or even costs per student. Program directors want to know effectiveness in terms of numbers of students served. Advising colleagues will be interested in details on how your program works so they can duplicate your results on their own campuses. The needs of each group differ, thereby raising

questions of how to write reports meeting the needs of each.

ACTT will provide an overview of common assessment practices, show you best assessment practices, outline the process for developing an assessment plan, and wrap-up with strategies for writing reports reflecting the needs of the intended audience. Please join the Advising Center at Texas Tech in discovering best assessment practices.

P27. Building Bridges with Each Other: Sharing Advising Ideas, Materials and Techniques

Gail Stepina, Pamela Najarian
University of New Hampshire

This workshop will provide participants with the opportunity to gain numerous ideas and techniques about advising while also presenting their own materials. Often at conferences there isn't enough time to get together with others just to share materials and ideas. This is your chance!

After an introduction by workshop leaders, each participant will turn into a presenter and give a 4 minute overhead or PowerPoint presentation (equipment provided) or lead an activity, on the topic of your choice. The idea is for each participant to present one advising concept or tool (bring more in case time allows) that works well for you. Examples are: diversity awareness activity; time management tool; form for recording major requirements; letter to new students; process to gain administrator support; method to help students remember deadlines; means to increase faculty involvement; activity to train peer advisors...the possibilities are endless! At various points, we'll break into groups for discussion and to determine applicability to our own institutions. This workshop is planned to provide a sharing, non-judgmental, interactive experience. In order to benefit all, participants must come prepared with a brief presentation and 35 copies of their handout.

Wouldn't you find value in learning what works for other advisors? Each participant/presenter will leave with a folder full of handouts, with ideas and techniques learned from new colleagues, with the experience of giving a brief presentation, and with a relaxed, fun way to begin the conference.

P28. Career Development Synergy for Students: The Process, the Application

*Muriel S. Keller, Linden M. Petren,
Diane Stevenson, Cherieta W. Yazvac*
Purdue University

Advising and teaching exploring and major-changing students is a challenge and an opportunity. Because meaningful career-related exchange with students is important, this workshop is intended for faculty and professional academic advisors. The components of self-awareness, occupational information and professional development will be taught and analyzed. The presentation will meld, that is, synergize, career development, student development, and learning theory. A most-useful model, including the dynamics of the ever-changing student and world, anchors the process. Over-arching goals are to become well-versed in career development, promote clarity, and to manage and utilize the career development process efficiently and effectively.

Sectors taught will be:

Self Awareness: How do students figure out who they are in order to make a major/career decision? We will discuss various techniques and tools academic advisors can use to help students explore who they are in relation to the world of work.

Occupational Information: The next portion will focus on teaching students to use career information resources. Besides providing

many resources, suggestions will be given for assessing what career resources are appropriate, as well as ideas for getting those resources into students' hands.

Professional development, as viewed in its relationship to career development, is an avenue for promoting integrated and developmental academic advising and classroom teaching. This sector will define, teach and explore the facets of professional development.

Application will be emphasized. 'Workshop-developed' strategies to empower advisors and students in their own career development process will be generated and shared.

P29. Creating Interactive Advisor Training Materials: An Interactive Workshop

Donald C. Woolston, Rebecca J. Ryan
University of Wisconsin-Madison

While training is widely recognized as being critical to building effective academic advising programs, how to provide that training remains a vexing question for many. This workshop will help those charged with providing advising training to overcome common barriers so they can develop engaging, fun, motivational, and of course informative materials and activities.

The presenters will first give a theoretical framework for advisor training, developed over the past five years through NACADA



A state-of-the-art facility, Newport Aquarium uses advanced, creative interactive technology to take you around the globe. See an Amazon Rainforest, a coral reef, and sharks in underwater tunnels, included in Optional Tour #8.

presentations and consulting work. In addition, we will demonstrate several interactive training techniques: games, role playing (with video analysis) and case histories. Participants will then be divided into groups of four or five based on institutional types, advising delivery models, and experience, and will brainstorm activities to help advisors be more effective in an area of their choice (e.g., increased awareness of ethical dilemmas in advising).

During the last two hours, individual participants will create an action plan for developing interactive advising activities for their institution. The plan will be critiqued, refined, and polished through lively discussions with the presenters and other participants.

This workshop is not for those who are happy doing training from a notebook; it is for those who are willing to collaborate creatively to develop new formats and techniques. The workshop presenters, developers of the “Seven Habits of Highly Ineffective Advisors,” “Advising Chutes and Career Ladders,” and “The Faculty Advising Game” look forward to having fun and working hard to develop new training approaches.

P30. An Innovative Model for Effective Professional Development of Faculty Advisors

Tim A. Champardé
Lansing Community College
Kathy Stockwell
Fox Valley Technical College
Robert Hurt
California Poly University-Pomona
Heidi Koring, Lynchburg College

Increasingly, the winds of change are forcing faculty across North America to meet with students in roles as advisor. Yet training for faculty to excel in this role is minimal at best. This interactive workshop is designed for those who provide professional development for faculty advisors. This energizing and dynamic presentation will boost the confidence of faculty to successfully advise their students.

The workshop atmosphere will serve as an arena to hone and apply advising skills, custom fit to meet the needs of those who attend. Leaders in the Faculty Advisor Commission, the presenters have many years of teaching and advising experience, and promise that every workshop participant will leave satisfied and prepared to adapt ideas to their new or mature professional development program.

Thursday 8:45–9:45 am

P31. Orientation for New Attendees: Thursday (repeat of P21. on Wednesday)

Post-conference Workshops

Saturday 1:00–3:00 pm

P32. Legal Self Defense for the Academic Advisor

Steve Robinson, University of Alabama
Susan Epps, East Tennessee State University

The increasing complexity of the modern university confronts students on numerous fronts. The prudent student seeks assistance from a knowledgeable source. This source is usually an academic advisor. Advisors in turn face the challenge of what can be a dual role: 1) responsibility to the student to provide accurate information as well as appropriate support and 2) responsibility to the institution to follow policies and procedures in working with students. This dual role can prove to be challenging in their practice as advisors juggle the demands of all constituents. Representing the institution to the students and the students to the institution often places the advisor in a precarious position. This tension can lead the advisor into difficult circumstances as he or she attempts to meet the needs of their student clientele. While the responsibility of assisting students with academic concerns is nothing new to the academic advisor, the contemporary students inhabiting college campuses today are different. They have grown up in an increasingly litigious society and consequently are more apt to seek redress from the judicial system for damages real or perceived.

This presentation will prepare academic advisors to operate effectively while protecting themselves from becoming embroiled in controversy and potential litigation. The presenters will offer preventive strategies for the academic advisor’s use in avoiding these types of situations. Topics to be covered include: 1) Due process rights; 2) Law of contracts/agency; 3) FERPA; and 4) Recent court cases

The presenters are practitioners in the field of academic advising, not attorneys.

Saturday 1:00–5:00 pm

P33. Building Outcomes for Your Advising Assessment: Developing and Measuring Outcomes Now to Enhance Advising in the Future

Sharon A. Aiken-Wisniewski, Leslie Park University of Utah

What can a student do, know or value after an interaction with an academic advisor on your campus? This is the pivotal question that this presentation will utilize in developing an outcome assessment plan. This is a workshop that will require you to roll-up your sleeves, sharpen your pencils and dive into outcome assessment. How will we do this? Here are the key elements: Discuss why we do assessment especially thinking about the conference theme of Building Bridges to the Future; Discuss the importance of process and staff inclusion; Discuss the importance of a mission statement in developing an assessment plan; Discuss the identification of key service areas within various advising entities; Ask the “do, know, value” question to identify outcomes that are relevant for your advising entity and discuss how to measure outcomes once they are identified. What are tools that are used for measurement? How do you extract the data?

Process and collaboration is a key factor in an assessment process. Thus, the facilitators will organize work teams to simulate the process of outcome assessment in an advising organization. Two key goals will be for

participants to work as a team to develop actual advising outcomes and determine means for measuring these outcomes that use quantitative and qualitative methods. Reporting out to the entire group will stimulate thinking and increase ideas on how to develop and implement your outcome assessment plan. The facilitators will share their experiences at a research intensive, central advising center.

Outcome assessment is one method that can guarantee a future for academic advising on your campus. It is important to not lose sight of the ultimate reason why it is vital-student success.

Important Registration Information/Policies

Register early—payment must be received by the conference date, but it need not accompany your registration form. Before you give the registration form to your institution's Business Office for processing, please send NACADA a copy of the conference registration first. This is for your protection—many registrations are delayed for weeks at the institution before we receive them. Be sure to send us an actual copy of the Agency Purchase Order (APO) as soon as it is available. An APO number without the actual form will not suffice. NACADA's Federal Employment ID number (FEIN) is 48-1114759.

Registrations and/or payments received on/after September 30th will need to register on-site. Registrations and payments will not be processed at the Executive Office after September 30th. Registrations on site must be guaranteed with an actual purchase order or credit card.

Payment not received by the conference date—payment must be made before receiving conference materials on-site. Cash, check, or credit card authorization will be accepted on-site. Credit cards will be processed if other payment has not been received by November 8, 2004.

Registration transfers—Paid registrations may be transferred to another individual at your institution if you notify NACADA in advance.

Refund policy—Membership dues are not refundable. To receive a refund of conference fees, less \$50.00, send a written request to the Executive office by September 3rd, 2004. After this date, 50% will be refunded with written notification. No refund requests can be granted after October 1st. Refund checks will be issued after the conference

Registrants who fail to cancel their registrations through the executive office will still be billed for the total conference registration fee even if they do not attend the conference.

Questions regarding the conference, your membership status, or NACADA can be directed to the Executive Office via email to nacada@ksu.edu, phone (785) 532-5717, or fax (785) 532-7732. Information is available at www.nacada.ksu.edu

Use of Information:

A list of each conference participant's name, institution, and email will be available to all participants. To exclude your information, email a request to nacada@ksu.edu, specifying this conference.

NACADA may provide directory information on members. To withhold your information, email a request to nacada@ksu.edu.

Pre-conference and Post-conference Workshops—use this list to register for Pre/Post-conference Workshops on the next page (additional fees apply). Full descriptions of each workshop begin on page 29

WEDNESDAY, OCTOBER 6

9:00 a.m.-3:00 p.m. (lunch is included with P1)

P1. Academic Advising Administrators' Seminar

9:00 a.m.-12:00 p.m.

P2. Peer Power: Developing and Improving Peer Mentoring and Advising Programs

P3. Creating a Blueprint for Your First Year of Advising and Beyond

P4. From Access to Achievement: Enhancing the Retention and Achievement of African-American Students in Higher Education

P5. Advisor Training Games-Persistence and the First Year

P6. Building Master Advisors

10:00 a.m.-12:00 p.m.

P7. Writing for the *NACADA Journal* (free)

P8. Staff Retreats: Building Bridges of Communication on Your Campus

P9. Architects of Interactive Advisement Tools

P10. Queer Eye for the Straight Advisor: Building Bridges to Gay, Lesbian, Bisexual, and Transgendered Students

P11. Working through the Fears of Violence on Campus: Responsibility Versus Response-Ability.

P12. Developmental Faculty Advising: Constructing a Meaningful Program of Assessment, Training and Reward for Faculty Advisors

P13. You Can't Have My Marble

1:00-3:00 p.m.

P14. Advisor Training as Easy as 1, 2, 3—Using NACADA Resources (free)

P15. Basic Communication Skills for the Academic Advisor: Using the Microskills to Maximize the Advising Relationship

P16. Laying Down the Law: First Attempts by the U.S. Government to Regulate Transfer Practices

1:00-2:00 p.m.

P17. Using the CAS Standards for Assessment and Self-Evaluation (free)

3:15-5:15 p.m.

P18. Using Learning Theories to Guide the Design of Web-Based Materials

P19. Focus on the Family: Working Collaboratively at Small Colleges toward Student Success

P20. Collaborative Mentoring Program: Bridging the Gap between High School and University

3:15-4:15 p.m.

P21. Orientation for New Attendees: Wednesday (free)

1:00-4:00 p.m.

P22. Conducting Advising Research and Constructing a NACADA Research Grant Proposal (free)

P23. StrengthsQuest: Focusing on Strengths to Transform Student Success

1:00-5:00 p.m.

P24. Modes and Models in Designing and Implementing a Successful Advising Program

P25. Career Development Strategies for Academic Advisors & Administrators (free)

P26. Advisors: Assessing Our Institutional Worth

P27. Building Bridges with Each Other: Sharing Advising Ideas, Materials and Techniques

P28. Career Development Synergy for Students: The Process, the Application

P29. Creating Interactive Advisor Training Materials: An Interactive Workshop

P30. An Innovative Model for Effective Professional Development of Faculty Advisors

THURSDAY, OCTOBER 7

8:45-9:45 a.m.

P31. Orientation for New Attendees: Thursday (repeat of Wednesday session)

SATURDAY, OCTOBER 9

1:00 p.m.-3:00 p.m.

P32. Legal Self Defense for the Academic Advisor

1:00 p.m.-5:00 p.m.

P33. Building Outcomes for Your Advising Assessment: Developing and Measuring Outcomes Now to Enhance Advising in the Future

Registration Fees Explanation

If you have any questions about your NACADA membership status, please email nacada@ksu.edu or call the Executive Office at (785) 532-5717 before choosing a Registration Fee.

NACADA Combo Fee Annual membership dues (\$55) cover either 9/1/04–8/31/05 OR 3/1/04–2/28/05. The combo fee includes your annual membership dues plus the member conference registration fee. Both new and renewing members can take advantage of this fee.

Member of NACADA 2004–2005 Fee is available only to individuals who have already paid their 3/1/04–2/28/05 OR 9/1/04–8/31/05 NACADA membership dues *prior* to registering for the conference, via either renewal forms sent annually from the Executive Office to current members, or an individual application to the Executive Office. Individuals employed by member *institutions* must be *individual* members of NACADA to be eligible for the “member rate” for the 2004 National Conference.

Student Fee is available to full-time students only. Individuals employed full-time and taking college courses are ineligible.

1 Registration NACADA 2004 Nat'l Conference

Early registration deadline is **September 17, 2004**. Registrations received after that date will be accepted on a space-available basis and should be made by FAX only, with APO # or credit card #. Type or print neatly.

Last Name First M.I.

(nickname for name badge, if different)

Title

Institution

Address

Address

City State/Province ZIP/Postal Code+4

() ()

Work Phone Emergency Phone

E-mail FAX

Exclude me from mailing lists distributed by NACADA to approved select groups.

2 Pre-conference & Post-conference Workshops (additional fees apply)

Please check the times—do not register for overlapping workshops.

Wednesday, October 6

All-day Seminar

9:00 am–3:00 pm
 P1 \$ 80 (lunch included)

Morning Sessions

9:00 am–12:00 pm
 P2 \$ 35
 P3 \$ 35
 P4 \$ 35
 P5 \$ 35
 P6 \$ 35
10:00 am–12:00 pm
 P7 FREE
 P8 \$ 35
 P9 \$ 35
 P10 \$ 35
 P11 \$ 35
 P12 \$ 35
 P13 \$ 35

Afternoon Sessions

1:00–3:00 pm
 P14 FREE
 P15 \$ 35
 P16 \$ 35
 P17 FREE (1:00–2:00 pm)
1:00–4:00 pm
 P22 FREE
 P23 \$ 35
3:15–5:15 pm
 P18
 P19 \$ 35
 P20 \$ 35
 P21 FREE (3:15–4:15 pm)
1:00–5:00 pm
 P24 \$ 35
 P25 FREE
 P26 \$ 35
 P27 \$ 35
 P28 \$ 35
 P29 \$ 35
 P30 \$ 35

Thursday, October 7

8:45–9:45 am
 P31 FREE (repeat of P21)

Saturday, October 9 (Post-conference)

1:00–3:00 pm
 P32 \$ 35
1:00–5:00 pm
 P33 \$ 35

3 Computer Software Users Review

Wednesday 4:00–5:00 pm, free. See page 4.

DARS Datatel PeopleSoft SCT/Banner DegreeWorks

Office Use Only

Initials: _____ Date: _____

Check # _____ Deposit #: _____

4 Registration Fees (choose one)

(See previous page for fee explanations)

	Received On/Before 9/17	Received After 9/17
• NACADA Combo (includes 1 year membership) <i>Submit membership application if using this fee</i>	<input type="checkbox"/> \$310	<input type="checkbox"/> \$365
• Member of NACADA: (2004–2005 dues already paid)	<input type="checkbox"/> \$255	<input type="checkbox"/> \$310
• Non-member of NACADA	<input type="checkbox"/> \$345	<input type="checkbox"/> \$400
• Student: not full-time employee	<input type="checkbox"/> \$150	<input type="checkbox"/> \$160
• One-day Fee: NACADA Member Circle date: OCT. 7 8 9	<input type="checkbox"/> \$155	<input type="checkbox"/> \$165
• One-day Fee: Non-Member Circle date: OCT. 7 8 9	<input type="checkbox"/> \$210	<input type="checkbox"/> \$230

5 Registration Fee Summary—please total:

Conference Registration Fee	\$ _____
Preconference Workshops (optional)	+\$ _____
Total Due (U.S. dollars on U.S. bank)	\$ _____
Signature required	

I certify that I will secure payment for the total amount due.

Fees include 1 reception, 1 lunch, 3 cont. brkfst (excluding 1-day fees). NACADA Federal Employer ID Number (FEIN) # 48-1114759

Services/Accommodations for attendees with disabilities:

Contact Executive Office by 9/1/04 if you need services or accommodations to participate in the conference.

6 Method of Payment (choose one):

(Checks payable to NACADA)

- Personal Check. # _____
- Institutional Check # _____
- Agency Purchase Order # _____
Attach APO form, or send copy by Sept. 17th, if not available now.
- VISA MASTERCARD AMERICAN EXPRESS
- Card # _____
- Exp Date ____ / ____

Print Cardholder's Name _____ Cardholder's signature _____

7 Send NACADA a copy of this conference registration form before giving it to your institution's Business Office—this will ensure your receipt of additional conference information in a timely manner

To register by Fax:
(785) 532-7732

To register by Mail:
NACADA Registration
2323 Anderson Ave, Ste 225
Manhattan, KS 66502–2912

QUESTIONS? Email: nacada@ksu.edu Phone: (785) 532-5717

REFUND POLICY: Prior to Sept. 3, refund of conference fees, less \$50, will be made with a written request. Membership not refundable. After Sept. 3, 50% refunded with written request. No refund if requested after October 1st. Expanded refund policy on prior page.

2004 National Conference: Membership Application
New or Renewing Members Using NACADA Combo Fee

Last Name: _____

First Name: _____ Initial: _____

Title: _____

Institution: _____

ROLE: (Choose only one)

- Faculty Advisor (FA)
- Academic Advisor/Counselor (PA)
- Advising Administrator (AA)
- Counselor (CN)
- Other (OT)

DEMOGRAPHIC INFORMATION: (Optional)

- | | | |
|--|---------------------------------|-----------------------------------|
| Ethnic Background: | Gender: | Age: |
| <input type="checkbox"/> African American/Black | <input type="checkbox"/> Female | <input type="checkbox"/> Under 22 |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Male | <input type="checkbox"/> 22–30 |
| <input type="checkbox"/> Hispanic/Latino | | <input type="checkbox"/> 31–40 |
| <input type="checkbox"/> Asian American | | <input type="checkbox"/> 41–50 |
| <input type="checkbox"/> European American/White | | <input type="checkbox"/> 51–60 |
| <input type="checkbox"/> Other | | <input type="checkbox"/> 61–70 |
| | | <input type="checkbox"/> Over 70 |

***COMMISSIONS:** (Choose up to 2)

- C05 Advising Administration
- C01 Advising Adult Learners
- C11 Advising Business Majors
- C22 Advising Education Majors
- C06 Advising Graduate and Professional Students
- C12 Advising Student Athletes
- C16 Advising Students with Disabilities
- C19 Advising Transfer Students
- C13 Advising Undecided and Exploratory
- C17 Advisor Training and Development
- C32 Assessment of Advising
- C21 Engineering & Science Advisors
- C26 ESL/International Student Advising
- C15 Faculty Advisors
- C18 LGBTQA Concerns
- C03 Multicultural Concerns
- C08 Small Colleges and University
- C14 Technology in Advising
- C07 Two-Year Institutions

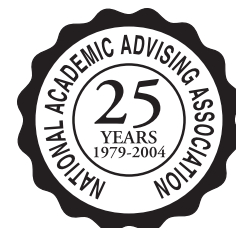
***INTEREST GROUPS:** (Choose up to 2)

- C33 Advising Fine Arts Students
- C28 Advising High Achieving Students
- C35 Canada
- C23 Distance Education Advising
- C31 First-Generation College Student Advising
- C20 Health Professions Advising
- C24 High School to College Advising
- C30 Liberal Arts Advising
- C36 Native American and Tribal College
- C37 Peer Advising & Mentoring
- C34 Pre-Law Advising
- C25 Probation/Dismissal/Reinstatement Issues
- C38 Study Abroad Advising
- C27 Theory and Philosophy of Advising

**Refer to the web for details on commissions and interest groups at: www.nacada.ksu.edu*

ACADEMIC AREA: Curriculum in which you primarily advise (Choose only one)

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Education | <input type="checkbox"/> Home Ec. /Human Ecology | <input type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Allied Health/Medicine | <input type="checkbox"/> Engineering | <input type="checkbox"/> Humanities | <input type="checkbox"/> Undecided Students |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Law | <input type="checkbox"/> Multiple Areas |
| <input type="checkbox"/> Business | <input type="checkbox"/> General Arts & Sciences | <input type="checkbox"/> Natural/Computer Sciences | <input type="checkbox"/> Other |



Optional Tours during NACADA Conference presented by **Accent on Cincinnati, Inc.**

For Tour Registration Form and extended descriptions of each tour, visit www.nacada.ksu.edu

Tour #1 **\$85.00 (minimum 35 people)**
Wednesday, October 6 **9:30 am–5:00 pm**

Kentucky Bluegrass Tour with Lunch at Holly Hill Inn. Enjoy a charming Southern lunch atop a grassy knoll at the **Holly Hill Inn**. Listed on the National Register of Historic Places, it has been in continuous operation as a restaurant since 1979. This historic building dates back to the early 1800's, once existing as a tavern. In 1903, local farmer Issac Parrish purchased the Inn. The Parrish Family was well known for hospitality, and the Inn was the center for many festive gatherings for family and friends. In 1979, Issac Rouse's grandson converted it into a modern country inn. After lunch horses, history, and hospitality await you at the beautiful **Kentucky Horse Park**, located in the heart of the famous Bluegrass Region of Kentucky. World-renowned for its majestic plank-fenced horse farms, beautiful countrysides, and million-dollar horses, the Horse Park is everything you would expect it to be. Delight in a leisurely tour of the grounds by tram, stroll through the Hall of Champions, visit exciting equine exhibits, and browse the gift shop for equestrian objects and handmade Kentucky crafts.

Tour #2 **\$55.00 (minimum 35 people)**
Wednesday, October 6 **9:00 am–4:00 pm**

Historic Lebanon & Lunch at the Golden Lamb Travel with us a short distance into the historic past of **Lebanon, Ohio**. Located on an early state route, this city is home to the **Golden Lamb**, Ohio's oldest operating inn. Since 1803, the inn has been a natural stopping place for travelers, and has played host to ten United States Presidents in addition to Mark Twain, Charles Dickens, Henry Clay, and many other distinguished guests. Each of the Golden Lamb's rooms is distinctively furnished in period antiques. The inn is also recognized as a Shaker museum and contains one of the finest collections of Shaker furniture and artifacts in this part of the country. There will be ample time for browsing the numerous downtown gift shops, galleries, and antique stores, as well as the **Warren County Historical Museum**. This museum offers a host of exhibits on early Americana ranging from prehistoric times through the Victorian age and beyond. Most notable is the Village Green, a charming arrangement of storefront exhibits and antiques. You will have a chance to eat lunch at The Golden Lamb. It is the focal point of Historic Downtown Lebanon and the hub of stagecoach activity in the early 1800's. It was in this legendary hostelry that prominent statesmen contemplated Ohio's statehood, designed Ohio's canals and railroads, and planned battles for the War of 1812.

Tour #3 **\$27.00 (minimum 35 people)**
Wednesday, October 6 **9:00 am–2:00 pm**

Highlights of Cincinnati & Northern Kentucky From the heart of the city at Fountain Square you will pass the **Contemporary Arts Center**, **Procter and Gamble's International Headquarters**, and the **Taft Museum** in beautiful Lytle Park. Become familiar with many of Cincinnati's most well-known landmarks including **Union Terminal/Museum Center**, **Music Hall**, **City Hall**, **Plum Street Temple**, and **Paul Brown Stadium/Great American Ball Parks**. View the Art Deco rotunda at **Cincinnati's Union Terminal**, a nationally acclaimed landmark and home to four museums and an Omnimax Theater. The motor coach will climb some of Cincinnati's famous hills, allowing a glimpse of the spectacular views. Enjoy the old world charm of **Mount Adams** with its 'shot-gun' row homes and drive by **Eden Park's mirror lake**, the **Cincinnati Art Museum**, **Playhouse in the Park**, and **Krohn Conservatory**. Cross the

river to Kentucky's historic **Riverside Drive** and its antebellum homes for a breathtaking view of the Cincinnati skyline. Visit the French Gothic **Cathedral Basilica of the Assumption**, built to resemble the exterior of Paris' Notre Dame. It includes the largest stained glass window in the world. The next stop is at historic **MainStrasse Village**, a restored 19th century German neighborhood with shops and restaurants housed in renovated buildings and a brewery joined by cobblestone walkways. You will select one of several restaurants to have **lunch on your own**. Choices include an English Pub, German fare, a Cajun restaurant and home cooked meals at Chez Nora. While in MainStrasse, you will want to visit the glockenspiel **Carroll Chimes Bell Tower**.

Tour #4 **\$36.00 (minimum 35 people)**
Wednesday, October 6 **1:00–5:00 pm**

Go Wild at the Cincinnati Zoo! Nestled among the hills north of the city are the **Cincinnati Zoo and Botanical Gardens**. The botanical collection, ranging from hardy bamboo to rare shrubs and wildflowers and 200-year-old trees, enhance the zoo's naturalistic outdoor animal enclosures. Explore the lush tropical home of two lowland gorilla families, each lead by a magnificent silverback male or discover the *African Veldt* filled with bongos, vultures, herds of zebras, elands and kudus. Journey through *Jungle Trails*, two acres of hillside and valley terrain transformed into a lush, tropical Asian/African forest landscape. Travel to *Wildlife Canyon* for a glimpse of endangered Sumatran rhinos and the delicate Mhorh gazelles, extinct in the wild. **Enjoy a private tour of the Cincinnati Zoo's nationally acclaimed on-site breeding program of rare species, CREW (Center for Reproduction of Endangered Wildlife).** CREW researchers are dedicated to preserving wildlife through the use of assisted reproduction techniques. Take a peek at the animal babies in the zoo's nursery and see educational demonstrations of the zoo's ambassador animals at the *Discovery Center*.

Tour #5 **\$46.00 (minimum 35 people)**
Thursday, October 7 **6:30–11:30 pm**

Argosy Casino & Dinner Take a short trip to **Argosy Casino** in Lawrenceburg, Indiana for hours of fun at the area's hottest gaming facility. First, enjoy a **delicious buffet dinner** at the Pavilion Café. This dinner is above-and-beyond your everyday buffet, featuring a fresh and infinitely fantastic selection of traditional favorites and international dishes, along with a decadent dessert station. The casino has a wide variety of games on three action-packed decks. You will enjoy: Slots, Caribbean Stud Poker, Blackjack, Roulette, Craps, Video Poker and Video Keno. Whatever your game is, you'll find excitement on one of the largest riverboat casinos in the country.

Tour #6 **\$79.00 (minimum 35 people)**
Friday, October 8 **6:15 pm–10:30 pm**

BB Riverboat's Tropical Luau Dinner Cruise Get a taste of the islands (literally) and enjoy the spirit of Hawaii on BB Riverboat's Tropical Luau Dinner Cruise. Cruising on a BB Riverboat is more than just a remarkable view of the city; it's a unique experience with quality entertainment and the best in casual dining. Enjoy the island's culinary specialties from Hawaii-born Chef Don. After dinner, dance to the island themed music, partake in fun games, and enjoy tropical drink specials along with some surprises. Soak in the sights, sounds, and ever-changing scenery as you cruise, relax and enjoy the feeling aboard a historical and beautiful boat with elegant décor and open-air decks.

Tour #7 **\$35.00 (minimum 35 people)**
Saturday, October 9 **1:30–5:30 pm**

The Cincinnati Museum Center Spend your afternoon with a visit to **Cincinnati's Union Terminal**, a nationally acclaimed landmark and a monument to Art Deco architecture with a magnificent 110-foot high mural filled rotunda. Now restored to its original grandeur and revitalized as **The Museum Center**, this former train terminal is home to the Cincinnati Historical Society, the Cincinnati Museum of Natural History, the Children's Discovery Center, the Cinergy Children's Museum and the Robert D. Lindner Family Omnimax Theater. You will have the opportunity to visit one of the Museum Center's exciting exhibits. At the Cincinnati History Museum, witness wartime contributions on the home front in the nation's largest World War II retrospective. Another option is the Museum of Natural History and Science. You will be enthralled during a tour of a Kentucky limestone cavern. Step back 19,000 years, walk through a glacier, and experience the most comprehensive Ice Age exhibit in North America. The highlight of the tour will be a visit to the **Omnimax Theater**, to see "Forces of Nature." This spectacular facility contains a 72-foot domed screen that provides the sensation of being in the picture, so you experience every scene and each motion.

Tour #8 **\$36.00 (minimum 35 people)**
Saturday, October 9 **2:00–6:00 pm**

Newport Aquarium & Newport on the Levee Explore the majesty of the **Newport Aquarium**, showcasing both freshwater and saltwater aquatic life. Visit over 11,000 marine animals in 16 themed galleries including the *Amazon Rain Forest*, *Gator Bayou*, *Kingdom of Penguins*, *Jellyfish Gallery* and the newest permanent exhibit, *Hidden Treasures of the Rainforest Islands*, an interactive "immersion" exhibit about the rainforests of Indonesia. From the Bizarre and Beautiful to the Dangerous and Deadly, the Newport Aquarium travels from the deepest depths to the shallowest shorelines highlighting aquatic animals around our globe. After your visit "under the sea," take some time to enjoy **Newport on the Levee** shopping, dining and entertainment district. There's something for everyone, including live music and entertainment, theaters, charming bistros and ice cream parlors, shopping, and much more. And it's all here in a colorful setting overlooking the Ohio River and the Cincinnati skyline.

Tour #9 **\$85.00 (minimum 35 people)**
Saturday, October 9 **4:30–11:30 pm**

La Comedia Dinner Theatre—A Taste of Broadway La Comedia Dinner Theater features Broadway-style shows along with its famous mouth-watering buffet. For each production, talent is cast from auditions in New York City as well as locally, ensuring that the performers are the absolute best available. Accordingly, La Comedia takes great pride in the quality of its food. Included in the scrumptious buffet is a featured desert created specifically for each show. The sounds of Motown take center stage in the R&B musical, *Dreamgirls*. Dreamgirls follows the journey of the Dreamettes, a trio of talented young singers from Chicago with dreams of making it big. The story of their rise from nowhere to superstardom and their behind-the-scenes struggles portray the reality of show business and the "American Dream." The musical blends a story of love, betrayal, integrity and glamour with outstanding music that will take you back to the era when the Supremes and Temptations topped the charts.

Join us on the Beach February 2005!

TradeWinds Island Grand Hotel
St. Pete Beach, Florida



Academic Advising Administrators' Institute: January 30–February 1, 2005

The Academic Advising Administrators' Institute will be an intensive working experience focused on the knowledge base required for effective advising administrators. The Institute will also provide extensive opportunities for seeking solutions to current administrative concerns, expanding your network of colleagues, and providing hands-on strategies for improving the advising program on your campus.

Topics

- Advising Delivery Systems
- Assessment Programs
- Budget Management
- Evaluation and Reward
- Components of Successful Advising Programs
- Legal and Ethical Issues
- Successful Planning Strategies
- Technology in Advising
- Advisor Training/Development

“Outstanding experience! It helped me clarify a path for affecting a change on my campus.”—*Carol Doris, Georgia Perimeter College*

Assessment of Academic Advising Institute: February 2–4, 2005

This working institute will be an intensive two and a half days focused on the components of a successful assessment program as well as specific strategies and tools for developing and implementing assessment programs on your campus.

Topics

- Engaging in Assessment: What is it?
- Utilizing Assessment Results
- Gathering Evidence
- Understanding Assessment as a Collective Process
- Mapping the Learning Experience
- Developing Rubrics
- Identifying Resources
- Identifying and Developing Student Learning Outcomes

“I came with very little understanding of assessment. I am leaving empowered to help launch an assessment initiative in our college.”

Jane Jacobson, Iowa State University

A Sample of NACADA Publications



Advising and Learning: Academic Advising from the Perspective of Small Colleges and Universities

This monograph studies advising as learning from the unique perspective of small colleges. Lessons learned are applicable across higher education.



Advisor Training: Exemplary Practices in the Development of Advisor Skills

All New! This monograph focuses on the structure and content of exemplary practices in advisor training and development.



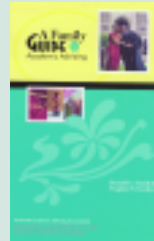
The Status of Academic Advising: Findings from the ACT Sixth National Survey

Want the most up-to-date statistics regarding delivery of advising services? Need the average advisee load for institutions like yours? Required to have comparable data for an accreditation visit? This new monograph provides details that illuminate current advising practice throughout the academy.



Academic Advising: A Comprehensive Handbook

This comprehensive guide to academic advising examines the advising issues facing colleges and universities today.



Family support and involvement are key ingredients in college student success. Unfortunately, families often know very little about the most important campus contributions to learning, persistence, and academic success.

A Family Guide to Academic Advising

is an easy-to-read overview of one of the most important educational programs colleges and universities provide their students—academic advising.

For more information on these and many other NACADA publications and promotions, visit

www.nacada.ksu.edu/Monographs/index.htm

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Building Bridges: Advisors as Architects for the Future

28th National Conference on Academic Advising

Annual Association Business Meeting

October 6–9, 2004
Cincinnati, Ohio
Cincinnati Convention Center

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