

## 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/](http://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.