

## 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 White*, Penn State University  
*Alice Reinartz*, Texas A&M University  
*Linda Chalmers*  
University of Texas-San Antonio

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.

**Presentation based on:** Models/Applications

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

### Wednesday 9:00 am–12:00 pm

#### P2. Employee Evaluations: How to Make the Gamble a Safe Bet

*Katherine Calucci, Sally Bench, Lona George, Carol Gonzalez, Patricia Gonzalez, Barbara Smith, Joan Tsacalis*  
University of Texas-San Antonio

Employee evaluations are probably the one job managers and supervisors dread the most, especially in education. Because many of the criteria we use to judge our employees are intangible and subjective, our judgments can be more quickly called into question than if our employees' performance were measured by a profit margin or a sales quota. So, how do we do it every year? Do we pad our employees evaluation scores to make them all eligible for merit; do we grade harshly so we never even have to entertain the concept of computing merit; or do we try our hardest to be fair, but never really know if we are doing it right? Advising Directors and Supervisors, ANTE UP! Come and find out how to make your evaluation process "a safe bet"!

**Presentation based on:** Personal Growth as an Advisor

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** more experience needed

**Attendee's level of advising:** experienced

#### P3. The Advisors' Spa—Rejuvenate Your Mind, Body, and Spirit

*Kathy Stockwell, Dana Zahorik*  
Fox Valley Technical College  
*Tim Champardé*  
Lansing Community College

Budgetary concerns, along with a student population that is rapidly increasing, have created an environment where stress among advisors is a growing concern. Many times advisors think of new and creative ways of helping their students but forget to take care of themselves. This presentation will address new ways of dealing with stress

during these changing times. Sit back and relax while we share new ideas on how to address stress, help you rediscover your sense of humor, and explore ways to "massage" your work environment to make it a more pleasant place to be. We'll teach you how to take care of yourself so you can, in turn, share stress management ideas with your advisees to increase their success rate. Subjects discussed will include your personal space, lighting, music, humor, exercise, and food, all of which have an effect on your stress level. In addition, learn how the art of juggling can change your perspective on dealing with daily issues.

Participants are encouraged to wear comfortable clothing. This presentation will be highly interactive with lecture, discussion, and many opportunities for audience participation.

Handouts will be provided.

Spend these three hours with us to "soak up" some unique ideas on addressing old issues. Rediscover the power of your five senses as we explore ways to help you reduce your stress level. Walk away rejuvenated!

**Presentation based on:** Personal Growth as an Advisor

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

#### P4. Advisor Training as Easy as 1, 2, 3

*Heidi Koring*, Lynchburg College  
*Marsha Miller*  
NACADA/Kansas State University

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 pre-conference 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 institutions 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.

**Presentation based on:** Models/Applications

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** minimal experience needed

**Attendee's level of advising:** level not applicable

### **P5. A Winning Pair: Integrating Academic Advising and Career Development**

*Lee Ward*, James Madison University

All of us are being asked to enhance student success, provide exemplary service, collaborate across institutional boundaries, and do more with less. And we are expected to provide programs and services that are coherent, connected and satisfying to diverse audiences. As a result, some institutions are integrating academic advising and career development functions through collaboration between departments, complete organizational mergers, or other variations. These integrated efforts are aimed at providing more effective and holistic guidance to students, increasing organizational effectiveness, reducing budget pressures, and improving learning environments and student success outcomes.

While integration may solve several problems, it is difficult to achieve because of persistent organizational, political and cultural barriers. Despite common ground between academic advising and career development, what may appear to make perfect sense is impossible to achieve without understanding organizational change and leadership practices, institutional culture, and theories of student learning.

Whether you are considering integration and don't know what to do next, are in the middle of an integration effort and need fresh ideas, are already integrated but are struggling with unanticipated problems, or are a curious novice wondering about all this talk of integration, this lively, interactive program will provide you with: 1) An in-depth, interactive opportunity to explore the rationale and implications of integrating academic advising and career development offices; 2) Opportunities to learn new mod-

els of practice using case studies, problems solving activities and analysis of personal stories of success and failure; 3) An illustration of organizational change and leadership practices that are necessary to produce integration; and 4) Assistance with developing campus-specific action plans that support integration

**Presentation based on:** Models/Applications

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

### **P6. Conducting Academic Advising Research and Writing a NACADA Research Grant Proposal**

*Joyce Buck*, Penn State University

*Peter Hagen*

*Richard Stockton College of New Jersey*

*Sharon Aiken-Wisniewski*

*University of Utah*

This workshop by members of the NACADA Research Committee serves as a primer of conducting academic advising research and of writing a NACADA research grant proposal. Research topics include identifying research questions, distinguishing between research and evaluation, selecting a research method, conducting literature reviews, and finding support for your research. Attendees will consider a research question posed by one of them and brainstorm how to approach it. Grant proposal topics include the guidelines for a NACADA grant proposal and the criteria by which they are judged. Participants will use the criteria to evaluate a sample proposal. Handouts will include the steps of the research process, resource links available on the Web, the NACADA proposal materials, and sample proposals.

**Presentation based on:** Research

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** minimal experience needed

**Attendee's level of advising:** level not applicable

### **P7. Beating the Odds: Successful Strategies for Researching Advising Literature**

*Julie Miller, Faye Vowell, Junius Logan*

*Western New Mexico University*

"Beating the Odds" will provide participants with the inside track in searching the advising literature. Whether you need to find support data for a grant proposal or to conduct a literature search for an article, this session will answer your questions.

Co-presenters Dr. Julie Miller (University Librarian), Dr. Faye Vowell (Vice President for Academic Affairs), and Dr. Junius Logan (Associate Vice President for Academic

Affairs) will lead this activity-based workshop. Using a case-study approach, they will review the steps in conducting a literature search, including: finding and narrowing a topic, formulating a research question, building a search query using the appropriate vocabulary, and evaluating the results. Participants will conduct search queries using key advising tools, including the NACADA Journal Index and the Education Resources Information Center (ERIC) database. Activities will include evaluating search results and recognizing scholarly (versus popular) literature in electronic format.

**Presentation based on:** Personal Growth as an Advisor

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** minimal experience needed

**Attendee's level of advising:** level not applicable

### **P8. Developing Faculty Advisors: Creating an Effective Intersection of Training, Assessment & Reward**

*Victoria McGillin*, Texas Woman's University

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 a plan for implementing change on their own campuses.

**Presentation based on:** Models/Applications

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** more experience needed

**Attendee's level of advising:** level not applicable

### **P9. Laying Down the Law II: Timely Information for Transfer Student Advisors**

*Michael McCauley, Troy Holaday*  
Ball State University

Following their successful workshop on proposed federal legislation in regards to the regulation of transfer credit evaluation practices (conducted at last year's national conference in Cincinnati, OH), the presenters extend their analysis by updating information about federal legislature and additionally covering many of the initiatives that have been proposed and/or passed by state legislative bodies in recent years.

[Attendees need not have been present at the earlier workshop.] The goal is to quickly develop a coherent national picture of how the advising of transfer students is being impacted by rapid changes in public policy and in supporting technology.

Extrapolating some of the more provocative quotes and pervasive themes will provide the group with bullet points for a discussion

on how administrators can build practical and compliant transfer policies and/or advisors develop new in-office strategies to cope with impending changes.

Attendees will receive an extensive set of materials (comprised of more than 60 pages of collected documents, a PowerPoint presentation, and other resources) on CD-Rom, and a paper handout containing a timeline and some of the session highlights.

**Presentation based on:** Research

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

### **P10. Producing a Comprehensive Faculty Academic Advising Handbook**

*Jerry Ford, Houston Baptist University*

The utilization of an advising handbook by faculty advisors is one of the basic ingredients in the enhancement of a successful academic advising program. Although the development of a handbook for advising has been a concern on many campuses, the production of a comprehensive advising manual need not be a venture to be feared. Anxiety fighting assistance is available.

Emphases for this presentation include practical procedures, techniques, and experiences employed to produce a comprehensive academic advising handbook annually that is maximally useful, completely versatile, and inexpensive. The presentation will address

such questions as: "What is the purpose of an advising handbook?" "What method of organization should be utilized?" "What are some of the specific items that should be included in the handbook?" and "What methods should be utilized in educating users of the handbook?"

In addition to important notes, useful suggestions, and numerous handouts, the presentation will also focus on the following essential steps in handbook development: 1) Making the commitment to develop and to utilize a faculty advising handbook to enhance academic advising; 2) Assigning the responsibility of coordinating the development and maintenance of the academic advising handbook to a specific office; 3) Determining what items should be included in the handbook; 4) Utilizing the input of as many departments on campus as feasible; 5) Deciding on a format that is attractive, comprehensive, inexpensive, useful, and versatile; 6) Determining the projected cost of printing and binding; 7) Developing a method of disseminating the handbook to the faculty advisors; and 8) Updating the document regularly.

**Presentation based on:** Personal Growth as an Advisor

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

**Wednesday 10:00 am–12:00 pm**

### **P11. What Works in Student Retention**

*Wesley Habley, ACT, Inc.*

It has been more than fifteen years since a nationwide study of retention practices in American colleges and universities has been undertaken. The purpose of this workshop is to report on the results of ACT's 2004 survey *What Works in Student Retention?* The study was completed by a representative sample of 1,061 two-year public, four-year public, and four-year private colleges. The session will begin with an overview of important retention concepts, definitions, and current data on student retention and degree completion. Sections of the survey that will be presented are: student characteristics contributing to attrition, institutional characteristics contributing to attrition, and institutional intervention strategies. Additional analyses were conducted matching survey institutions with first-to-second-year retention and degree completion rates to determine if there were interventions that differentiated high retention colleges from low retention colleges. Although there were some differences among the institutional types, high retention colleges were more likely to cluster retention interventions on



*The atmosphere in Forum Shops at Caesar's simulates ancient Roman streets and is complete with replicas of Trevi and Triton Fountains, a massive reflecting pool and a sku that changes from dawn to dusk as you shop, dine or just enjoy people-watching.*

first-year transition programs, academic advising, learning support, and student assessment. Specific practices in each of these clusters will be shared. The session will conclude with eight recommendations for strengthening campus retention efforts.

**Presentation based on:** Research

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

## **P12. Staff Retreats: Working Together to Hit the Jackpot**

*Michael 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.

**Presentation based on:** Theory

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** more experienced

## **P13. BARNGA: A Simulation of Cultural Clashes**

*Thomas Brown*  
Thomas Brown & Associates

BARNGA is a powerful simulation exercise that places participants in a situation where they actually experience the "shock" of realizing that, in spite of many similarities, people of differing cultures have different ways of doing things—whether the "culture" differs in terms of ethnicity, gender, age, or

otherwise. The experience happens in a safe, time compressed setting in which participants have the opportunity to encounter, reflect, and learn. Like other simulation exercises, BARNGA uses a learning methodology that gives participants an experience they can participate in rather than just read or hear about.

In addition to enabling advisors and others to respond more effectively to diverse populations, BARNGA can also be used to develop effective teams of individuals who understand that they have the capacity to make choices about their attitudes and actions that can result in more positive and rewarding student-centered individual and institutional responses.

Peter Senge (The Fifth Discipline) reminds us that institutions/organizations can only change when individuals make a commitment to change their behaviors as they work to create change in their own spheres of influence. Using theories and practices from Charles Glasser (Choice Theory), to Don Miguel Ruiz's Four Agreements, to Lessons from the Pike Place Fish Market, this session will provide participants with an opportunity to reflect on how they react to various situations in their interactions with advisees and others. The session will also provide participants with an easy-to-use and cost effective (i.e., inexpensive!!) learning resource that they can use in advisor training/development programs, classes, and in their own lives.

**Presentation based on:** Personal Growth as an Advisor

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

## **P14. A Program for Advising Undecided/Exploratory Students in Transition**

*Michael Leonard, Ruth Hussey, Weldon Sams*  
Penn State University

Research indicates that at least 50% of undergraduates change their major at least once before graduation, and some change majors multiple times. Institutions that do not provide programs and support for these "major changers" risk the likelihood that these students will choose an inappropriate alternative major, drop out, or transfer to another institution. None of these outcomes are educationally, ethically, or politically sound for any institution.

Undecided/exploratory students who are in transition from one major to another must deal with the complex issues of (1) reassessing their personal characteristics (interests, abilities, and values), (2) gaining a better understanding of the characteristics of avail-

able academic programs, and (3) learning how to use this information to develop an appropriate alternative educational plan.

To address these issues, Penn State's Division of Undergraduate Studies (DUS) developed "The DUS Navigator: A Guide for Exploratory Students in Transition." Based on an award-winning program for exploratory first-year students, this program includes a Web site, supplemental materials, and discussions with advisers to provide exploratory students in transition with the strategies they need to make an informed decision about an alternative major.

In this session, the presenters will discuss the development, objectives, application, and adaptation of the transition program for exploratory students. Participants will learn the program's step-by-step procedure which guides students to make a sound alternative decision. Case studies will be discussed to illustrate how this program can be used to advise different types of transitional exploratory students.

**Presentation based on:** Models/Applications

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

**Wednesday 1:00–3:00 pm**

## **P15. Programs, Problems & Protocol: Help for a New Advisor**

*Chuck Allen, Temple University*

You've a relatively new advisor at your school. Great! You've hit the jackpot! But you've never been an advisor before. So what do you do now? How do you keep up with all the curriculum changes? How do you begin to establish confidence and credibility with your students? How do you learn about all the campus resources available so you can properly assist students? How do you manage your advising responsibilities and "other duties as assigned?"

This session will offer insight and information on how to survive the first few years. The session will focus on the following areas: 1) Identify strategies that can be used toward becoming a successful advisor; 2) Examine relevant literature and resources available to new advisors; and 3) Discuss case studies involving typical advisement sessions, identifying the most effective methods to handle them.

This session will be extremely interactive; audience participation will be strongly encouraged! Participants will be encouraged to share problems, solutions, and stories with each other. The goal of the session is to provide participants with at least one new strategy to implement in their own advising

session; in addition, a “resource” packet will be provided to assist as a guide for those early years in advising.

**Presentation based on:** Personal Growth as an Advisor  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee’s experience in subject matter:** not applicable  
**Attendee’s level of advising:** less experienced

### **P16. Writing for the NACADA Journal**

*Terry Kuhn, Gary Padak*  
Kent State University  
*Joshua Smith*  
Indiana University-Purdue University  
Indianapolis  
*Jeffrey McClellan*, Utah Valley State College  
*Jane Pizzolato*, Michigan State University

The workshop, presented by Editorial Board members, will provide an overview of writing for the NACADA Journal. Directed at both academic advisors and researchers, topics will include scholarly writing, types of articles published in the Journal, the publication process, criteria used by reviewers, a typical production schedule, and how to engage in the writing/research process. Workshop attendees will have opportunities to discuss their questions and observations.

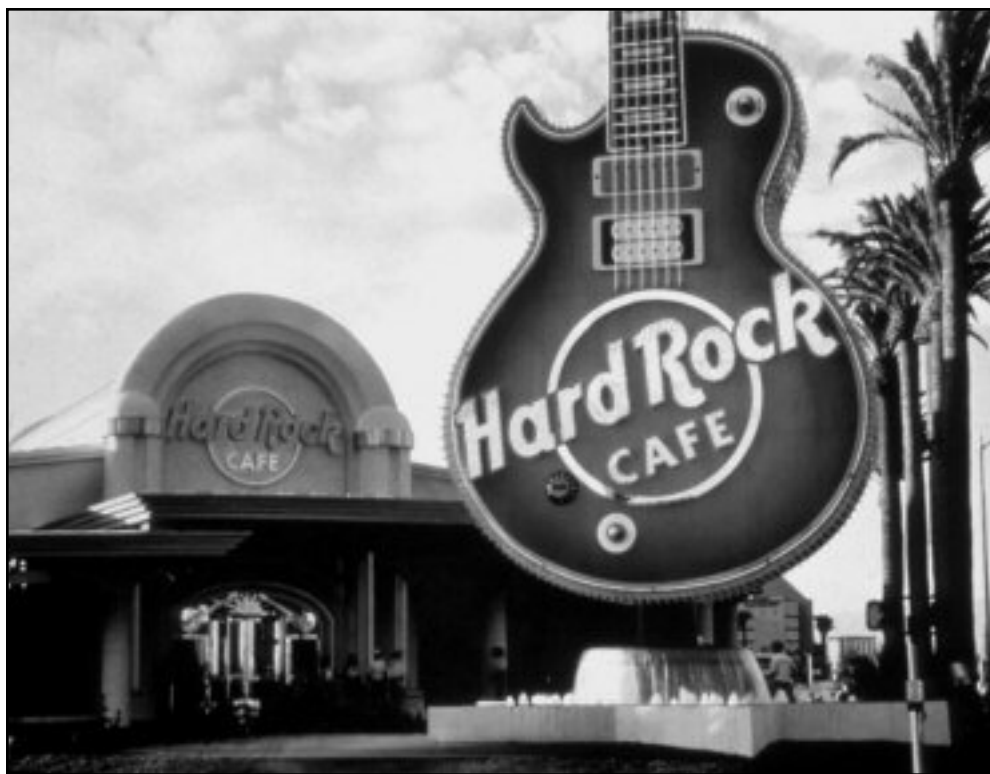
**Presentation based on:** Research  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee’s experience in subject matter:** not applicable  
**Attendee’s level of advising:** level not applicable

### **P17. ATLAS: Achieving Through Learning and Searching**

*Mark Shimota, Jason Kelly, Heidi Harlander*  
Saint John’s University

ATLAS (Achieving Through Learning and Searching) - a four-year academic and career advising guide, was developed to help students plan and integrate their in-and-out-of classroom experiences and to enhance their relationships with campus advisors and mentors. Academic advisors and career professionals partnered to design and implement ATLAS, a developmental program that involves faculty and other campus professionals. This session will expose participants to the key programming concepts behind ATLAS and provide ample opportunity for discussion with some fun (Vegas Style) activities included.

Specific Learning objectives include:  
1) Participants will learn how academic advisors and career professionals can partner to design and implement a developmental advising program that involves faculty and other campus professionals; 2) Participants will learn about assessment data that was collected to assist in the development of ATLAS as well as the revision of the first edition. Information will be shared on how the ATLAS committee evaluated the imple-



*A 45-foot neon Gibson Les Paul guitar marks the entrance to this hotel.*

mentation, use and student learning associated with ATLAS; 3) Participants will learn about strategies that were used to orient and distribute ATLAS to faculty and all first year students as well as to participate in activities that were developed for classroom presentations; and 4) Participants will learn how to create a developmental advising program that utilizes expertise from several academic and student development areas.

Time will be allotted for the participants to ask questions and discuss on how they might incorporate such a program on their campus.

**Presentation based on:** Models/Applications  
**Attendees from a specific institutional size:** 1,200–5,000 students  
**Attendee’s experience in subject matter:** minimal experience needed  
**Attendee’s level of advising:** level not applicable

### **P18. Learning Reconsidered: A Campus-Wide Focus on the Student Experience**

*Ruth A. Darling*, University of Tennessee  
*Richard P. Keeling*  
Keeling and Associates, Inc.

This workshop will focus on “Learning Reconsidered: A Campus-Wide Focus on the Student Experience,” a jointly written and published document by the National Association of Student Personnel Administrators (NASPA) and The American College Personnel Association (ACPA). Past NACADA President Ruth Darling and

NACADA Executive Associate Director Charlie Nutt met with the editor and authors of “Learning Reconsidered” (LR) and discussed how the three professional associations could build collaborative partnerships that would focus on the LR document and provide the diverse memberships the opportunity to consider learning and student development as they apply to the various campus constituencies. During this session, we are focusing on the learning and development that takes place specifically within the purview of academic advising. Participants will learn about the development of LR and the principles on which it is based, how LR is currently being used on university and college campuses, as well as plans for writing a second initiative referred to as Learning Reconsidered: Part II. In addition, NACADA members will consider how these ideas relate to the learning and teaching that takes place in academic advising and in the implementation of advising programs across our campuses. The workshop will be a mixture of presentations by the facilitators and active participation. Participants are encouraged to access the document at: [www.naspa.org/membership/leader\\_ex\\_pdf/lr\\_long.pdf](http://www.naspa.org/membership/leader_ex_pdf/lr_long.pdf) and read it prior to the workshop.

**Presentation based on:** Theory  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee’s experience in subject matter:** not applicable  
**Attendee’s level of advising:** level not applicable

### P19. The Financial Worth of Advising: Assessing Your Worth to Your Institution

*Thomas Grites*

Richard Stockton College of New Jersey

In times of shrinking budgets and growing accountability in higher education we must be prepared to articulate the value of our advising programs and services—in economic terms. Most advising administrators, however, have not prepared themselves to do this, simply because they have not perceived their roles and functions in such stark and strict economic terms.

This workshop will provide a functional analysis and strategy for determining the value of an advising unit - in economic terms. The outcome of the workshop will result in participants realizing methods by which they can assess an actual dollar value for each and every function they perform. These results can be used to preserve existing programs and resources and/or to build a rationale for securing new ones.

The results will demonstrate that academic advising programs actually pay for themselves and can, in some cases, generate revenues. Data from one advising unit will be shared to exemplify how an effective advising program makes dollars as well as good sense.

The workshop presenter will lead the participants through an exercise that identifies their advising services, analyzes the impact of those services (or loss of them), and uses various methods of determining the cost (and cost-benefit) of such services. The use of student retention data, where appropriate, will be applied. Overheads (and handouts of same) will be used throughout. Small group interaction will be used depending on the makeup of the participants (primarily according to institutional types or advising unit structures).

**Presentation based on:** Models/Applications

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** more experience needed

**Attendee's level of advising:** more experienced

### P20. Cultivating Scholarship in Academic Advising

*Terry Kuhn, Gary Padak*

Kent State University

This workshop, sponsored by the NACADA Journal, will stimulate scholarly thinking among those engaged in academic advising research (current doctoral students, masters degree students, and practicing profession-

als conducting a research study at their institution). Note: participants who need a research methodology refresher are encouraged to register for the Research Committee pre-conference workshop (#xx) prior to attending this session.

Presenters will focus on the ability to logically analyze, criticize, and choose alternatives consistent with some research methodology. Woven through basic research concepts, the workshop will be conducted as a discussion of current scholarship and participants' research interests. Following the pre-conference workshop, informal/voluntary discussions will continue throughout the conference.

**Presentation based on:** Research

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** minimal experience needed

**Attendee's level of advising:** level not applicable

### P21. Using a Dynamic E-Learning Technology Tool to Provide Advisement Resources and Improve Communications to Ensure Academic Success for Students

*Cathy Brinjak, Connie Laughner, April Longwell, Christophas Walker*  
Slippery Rock University

Good advising is key to student satisfaction and student retention. The biggest stumbling block to providing professional development for faculty is time. Slippery Rock University's advisors are using a dynamic electronic learning tool for professional development and communications. The online format, the Academic Advisement Resource Site, is a Blackboard site. It has been created to complement, not to replace, the in-person professional development workshops. It is a dynamic e-learning tool that provides immediate advisement resources for the faculty advisors across campus and improves communication with them through discussion boards and e-mail.

The Academic Advisement Resource Site was piloted with advisors who comprise four groups: FYRST Seminar instructors and FYRST, exploratory, and orientation advisors. These advisors can access this site at any time. With technology at their fingertips, this site serves as an excellent replacement for the real person when unavailable.

The goal of the workshop is to provide information related to academic advisor training programs and how the development of this blackboard resource site has enhanced the skills of advisors. Participants will have the opportunity to: 1) understand the three components of advising; 2) apply the three components to advisement training at their respective institutions; 3) learn how

to develop a resource site; and 4) discuss the pros and cons of technology training sites. Materials will be provided and the site demonstrated and used. Participants will receive a password to sign-on and view SRU's Academic Advisement Resource Site during the week following the conference.

**Presentation based on:** Models/Applications

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

### P22. Advising Portfolios: Incorporating CAS Standards

*Carole Shook*, University of Arkansas

This pre-conference workshop is designed to advance the topic of the advising portfolio to a higher level by incorporating CAS standards and guidelines into the framework of the portfolio. An advising portfolio is an effective tool to help increase an advisor's skills by promoting reflection, assessment, and goal setting.

The Council for Standards (CAS) is composed of representatives from over thirty 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, units, and individuals on campus to ensure quality. Standards for thirteen functional areas, including academic advising, have been created as well as self-assessment guides for these standards. The incorporation of these standards will allow advisors to better reflect on desired good advising skills and prepare for accreditation visits.

The workshop will consist of short presentation segments of the different parts of the advising portfolio. After each segment attendees will be given an opportunity to begin writing or outlining their personal portfolio and sharing ideas with others. Materials will be provided to enable the attendee to complete the portfolio after the presentation. Ideas will be shared on how to present the portfolio project to others, including those unfamiliar with NACADA or CAS standards.

**Presentation based on:** Models/Applications

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

## Wednesday 3:15–4:15 pm

### P23. Orientation for First-Time Attendees and New NACADA Members

#### NACADA Leaders

The purpose of this workshop is to provide the participants with an opportunity to meet and network with other first-time conference attendees as well as members of the NACADA leadership. The workshop will be interactive with opportunities to make connections with each other and the association. In addition, the workshop will provide an overview of NACADA as well as the benefits of membership, including professional development opportunities, quality publications, and professional development opportunities. The workshop will also provide the participants with a “roadmap” for getting the most of out of the national conference. Participants are encouraged to bring their conference program and spiral bound academic year planner from their conference portfolio with them to the session.

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** not applicable

**Attendee's level of advising:** level not applicable

## Wednesday 1:00–4:00 pm

### P24. Creating a Blueprint for Your First Year of Advising and Beyond

*Patricia Folsom, Jennifer Joslin, Frank 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 advisers. Our goal is to provide you with tools and strategies to help you cope with information overload and handle unexpected student situations more effectively.

The workshop includes three major components. We will outline realistic expectations for first-year adviser 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 adviser 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 solv-

ing. 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 advisers from all types of advising settings (centralized center, college offices, departments) who work with undergraduates. The University of Iowa Academic Advising Center has a comprehensive, year-long training program and session facilitators are experienced trainers.

**Presentation based on:** Models/Applications

**Attendees from a specific institutional size:** not relevant to topic

**Attendee's experience in subject matter:** minimal experience needed

**Attendee's level of advising:** less experienced



## **P25. Activate Your Advisor Training Program!**

*Harry Cook, AmyMarie Aufdenbrink, Kathy Davis, Cynthia Fiedler, Susan Martindale*  
Missouri State University

Are your advisor training and development programs heavy on lecture? Do participants yawn at the next “talking head” to be introduced? While lecture is probably the easiest format to use, research shows it may not be the most effective for learning and retention. Come to this session to gather ideas you can use to make your advisor training sessions more interactive and participatory. Learn how to incorporate concepts about advising and relationship-building skills into advisor training, in addition to the standard academic information. The presenters will share ideas for incorporating these and other techniques into your training repertoire: case studies, games, pre- and post-tests, ice-breakers with a purpose, video vignettes, role playing, panel discussions, small group work, and hands-on use of resource materials. You will also experience several of these techniques and receive a resource packet filled with sample training materials.

The presenters of this session have worked together on an award-winning advisor training series for eight years. In creating each new workshop, we assess need and gather support, then use what we learn to create our best first effort. Evaluations of each workshop are compiled and used to improve the session for the future. Participants consistently enjoy interactive sessions more than lecture sessions and report that they learn more and get to know other participants better, creating more collegiality among advisors across campus.

**Presentation based on:** Models/Applications  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** not applicable  
**Attendee's level of advising:** level not applicable

## **P26. Using New Technologies to Improve Your Academic Advising Services**

*George Steele, Ohio Learning Network*

Technology is now firmly integrated in the delivery of academic advising services. This workshop will address several specific communication technologies that can improve the delivery of participants' advising services. Special focus will be directed toward adapting the following technologies to participants' campus environments: 1) Integrating FAQs and template responses for e-mail advising; 2) using Web based forms for collecting and presenting information to students from your Web site; 3) using video clips on your Web site; 4) using Wiki tech-

nology for development of a training manual; and 5) using collaborative software for advising and administration.

The technologies addressed are selected based on the presenter's experience working at The Ohio Learning Network ([www.olin.org](http://www.olin.org)). We have been experimenting for a number of years with these technologies to improve our delivery of advising services. While the OLN model is unique, many of the technologies we use are applicable to any advising office seeking to incorporate technology to its delivery of services.

The focus of the workshop will be on gaining a conceptual understanding of these technologies so that the advisor/advisor administrator can return to campus and work better with their technical staffs to implement changes. Those seeking a workshop providing detailed “how to” technical steps should not attend this session. Participants will develop action plans to address those steps they plan to take upon returning to campus.

**Presentation based on:** Models/Applications  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** minimal experience needed  
**Attendee's level of advising:** level not applicable

## **P27. How to Establish a Mentoring Program**

*Wayne Jackson, Rowan University*  
*Maurice Davis*  
Montgomery County Community College

One of the fastest growing ways to help retain students in higher education is mentoring. Many colleges are beginning to look closer at this phenomenon called mentoring as a way to help their students feel comfortable in their new environment. Mentoring has been documented as a way to enhance the retention rates by matching an experienced person with someone who is new to the college.

Many people think that mentoring is easy. You just match one person with another and that is all it takes. Unfortunately, it is not that easy. It is precisely that attitude that leads to a bad mentoring experience and program. In order to establish a productive and successful mentoring program, it takes time to train mentors and protégés. Both groups need to know the ground rules of the relationship in order to assure it will be productive.

In this interactive workshop we will discuss what it takes to actually begin a mentoring program. The workshop participants will begin the tedious process of how to demonstrate and provide statistical data regarding why mentoring is needed on your campus.

Participants will work on statements of purpose, long-range goals, recruitment plans, orientation and training for both mentors and protégés. When the participants leave this workshop they will be well prepared to return to their place of employment and begin the process of establishing and running a productive mentoring program.

**Presentation based on:** Models/Applications  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** not applicable  
**Attendee's level of advising:** level not applicable

## **P28. Breaking the Ice—Theory, Practice, Fun**

*Susan Kolls, Gail Stubbs*  
Northeastern University

Icebreakers motivate, invigorate, encourage - or frighten - new students, seasoned faculty, advisors and can work with any group. Successful icebreakers help students to talk to each other, communicate and form important teams that can lead them to academic success. In this active workshop we will introduce participants to a variety of icebreakers. We will discuss their value, from peer-recognition to comfort in the classroom and beyond. We will share ice-breaking stories, and situations in which ice-breakers can be valuable, from faculty instruction to the first day of orientation. We'll talk about what works where, and, equally important, what doesn't. We'll create new icebreakers and put a fresh spin on some you may already know. Come join us for some ice-breaking theory, practice and plain old fun!

Multiple icebreaker activities will be provided, with opportunities for participants to observe and/or participate. We will also create icebreaker activities. Participants will receive all materials necessary to participate in the activities. A complete set of activity guidelines will be given to each participant. After the conference we will email newly created activities to participants.

This will be an active workshop, but will also appreciate that not everyone embraces the icebreaker. We will discuss strategies for hesitant participants and allow for audience members to view activities, but not actively participate. There will be minimally invasive activities and highly interactive activities.

Participants in this workshop will get to know each other very well and will form friendships that will last the length of this conference and beyond!

**Presentation based on:** Personal Growth as an Advisor  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** not applicable  
**Attendee's level of advising:** level not applicable

## P29. An Inner Journey: The Skin I'm In

*Eva Menefee, Valerie Smith*  
Lansing Community College

Find out what is diverse about You! Not work, not family, not appearances, just you and your inner spirit. This workshop will create an open dialogue among participants as we begin to look at our own views of diversity. Sample activities will be provided that begin to look into one's life, values, and cultural traditions as learned from families, communities, and environments. These discussions will allow the group to begin to understand how our background has impacted our lives; how these influences play a role in our adult lives, and impact the students we advise on a daily basis.

Each participant will leave with a new awareness of what will be different in our life as the result from the experience at this workshop. The entire group will develop a collective action plan that we can implement on our own campuses to change our views of diversity.

Dirt symbolizes our Mother Earth. As a way of connecting the participants and keeping that connection after we leave this conference, each participant is asked to bring 1 cup of dirt from our home state. This earth will be mixed together and returned to all participants as a remembrance of our inner journey.

**Presentation based on:** Personal Growth as an Advisor  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** minimal experience needed  
**Attendee's level of advising:** level not applicable

## P30. Creating an Effective Advising Program

*Nancy King, Kennesaw State University*  
*Charlie Nutt*  
NACADA/Kansas State University

Institutions that are recognized for high quality and effective advising programs and experiences have begun with carefully designing and implementing their plan of action. This preconference workshop is geared for those interested in or charged with the implementation of new or enhanced advising programs on their campuses.

The workshop will provide an overview of the major challenges and issues that must be focused on in the review, development and implementation of an advising program. These will include gaining institutional and administrative support, the key elements of establishing a foundation for advising based on a clear definition, mission, and goals for advising, and establishing clear outcomes for the advising. An overview of the major issues to be considered, such as delivery

models and systems, advisor selection, advisor loads, development, evaluation, and reward of advisors, and assessment of advising, will be discussed.

Participants will work to develop the initial steps they need to focus on when they return to their campuses to make significant changes in advising programs and experiences at their institutions.

**Presentation based on:** Models/Applications  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** not applicable  
**Attendee's level of advising:** level not applicable

## Wednesday 1:00–5:00 pm

### P31. The Assessment Cycle—Identifying what to Assess, Developing Tools, and Implementing Change

*Sharon Aiken-Wisniewski, Leslie Park*  
University of Utah

What can a student do, know or value after an interaction with an advisor on your campus? How are you assessing these learning outcomes? Once you assess, what are you doing with the information? These are pivotal questions that this presentation will utilize in developing an outcome assessment plan. You will roll-up your sleeves, sharpen your pencils and dive into outcome assessment. Here are the key elements: discuss why we do assessment, discuss the importance of process and staff inclusion, discuss tools that augment an assessment plan, ask the “do, know, value” question to identify outcomes that are relevant, discuss how to measure outcomes once they are identified. What are tools that are used for measurement? How do you extract the data?, and How can this data be utilized to implement change that positively impacts students.

Process and collaboration are key factors. The facilitators will organize work teams to simulate the process of outcome assessment. Two key goals will be for participants to work as a team to develop actual outcomes and determine means for measurement. Reporting out will stimulate thinking and increase ideas on how to develop and implement your outcome assessment plan. Once you have gathered data, what changes can be made and how do you communicate this with the campus?

The facilitators are starting the 4th year of their assessment. They will share their experiences at a central advising center.

**Presentation based on:** Models/Applications  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** minimal experience needed  
**Attendee's level of advising:** level not applicable

## P32. Designing and Implementing Faculty and Professional Learning Communities: Enhancing Advising, Teaching, and Learning

*Milton Cox, Miami University*  
*Todd Carter*  
Seward County Community College

Community is often missing in higher education, where connections between faculty and advising can be neglected. Faculty and professional learning communities (FPLCs) establish these connections and achieve most of the outcomes of student learning communities, including increased interest in learning, retention, and civic contributions. The FIPSE-funded and Hesburgh Award-winning FPLC approach provides evidence that FPLCs provide effective “deep learning” that encourages and supports faculty to investigate, attempt, assess, and adopt new methods of advising and teaching. This workshop will guide faculty and administrators interested in FPLCs through issues and examples of design, implementation, and leadership of FPLCs, with the Advising FPLC at Seward County Community College as a primary example. We will show that the safety and support engendered in a FPLC enables risk taking and the achievement of both individual and team objectives. Participants will consider implementation strategies including assessment of outcomes and development of the scholarship of advising.

**Presentation based on:** Models/Applications  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** not applicable  
**Attendee's level of advising:** level not applicable

## P33. Legal Issues With Levity

*Mark Ebert*  
Arizona State University-East Campus  
*Mary Stevens, Arizona State University*

Do these questions keep you awake at night? When can I be held personally liable for my conduct?

Will the university protect me when I make a mistake? Since I work at a public university, must I tolerate difficult, irate, or rude students? Exactly what information does FERPA permit me to release? How can I prove the accuracy of my oral advice?

Our increasingly litigious society compels academic advisors to be aware of the legal implications of their actions. A university attorney and university-attorney-turned-academic-advisor will discuss legal issues typically faced by advisors. To engage the audience, the presenters will perform skits based on the facts of actual court cases. Participants will work in groups to guess the outcomes of the cases.

Topics the attorneys will cover include the impact of the Patriot Act on FERPA, breach of contract claims, negligent advisement, and claims of defamation. Attendees will receive a handout containing safeguards against negligent advisement, tips on handling disruptive students, clues for understanding FERPA, and comments on the most frequent legal claims and ways to avoid them. Time will be allotted for questions and answers.

Mr. Ebert was assistant general counsel for Arizona State University and university attorney for the University of Arizona. His practice emphasized student affairs. Ms. Stevens has worked in the Arizona State University General Counsel's Office for twenty years. She has experience in all areas of college and university law and specializes in faculty and academic employment, personnel matters, and civil rights matters.

**Presentation based on:** Research  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** not applicable  
**Attendee's level of advising:** level not applicable

## Saturday 1:00–3:00 pm

### P35. Comprehensive Advisor Development: It Will Not Happen by Chance

*Kathy Davis, Cynthia Fiedler, Susan Martindale, Harry Cook, AmyMarie Aufdenbrink*  
 Missouri State University

Successful advisor training and development programs are the result of careful planning, implementation and evaluation. The perfect time to begin planning such a program is immediately following the NACADA conference, when ideas are fresh and inspiration abounds. This workshop will allow post-conference attendees to discuss and synthesize thoughts and return home with action plans.

The conference presenters coordinate the Master Advisor Program, which has been

recognized as a NACADA "Outstanding Institutional Advising Program" and was included as an "Exemplary Program" in the NACADA Advisor Training Monograph. Participants will experience an active process of sharing ideas, learning about common characteristics of effective programs, and receiving a resource packet of sample programs. Presenters will highlight the importance of including conceptual and relational topics as well as informational ones. Come ready to discuss logistical issues, effective training techniques, building high-level institutional support, developing training materials, and incorporating research into training sessions. Each participant will complete a planning worksheet with ideas and implementation strategies.

**Presentation based on:** Models/Applications  
**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** minimal experience needed  
**Attendee's level of advising:** level not applicable

**Additional Post-Conference Workshop on the next page** →

## Thursday 8:45–9:45 am

### P34. Orientation for First-Time Attendees and New NACADA Members

NACADA Leaders

The purpose of this workshop is to provide the participants with an opportunity to meet and network with other first-time conference attendees as well as members of the NACADA leadership. The workshop will be interactive with opportunities to make connections with each other and the association. In addition, the workshop will provide an overview of NACADA as well as the benefits of membership, including professional development opportunities, quality publications, and professional development opportunities. The workshop will also provide the participants with a "roadmap" for getting the most of out of the national conference. Participants are encouraged to bring their conference program and spiral bound academic year planner from their conference portfolio with them to the session.

**Attendees from a specific institutional size:** not relevant to topic  
**Attendee's experience in subject matter:** not applicable  
**Attendee's level of advising:** level not applicable



*Bally's Las Vegas Hotel is conveniently located in the center of the Strip.*



*Bally's oversized, outdoor swimming pool features palm trees, private cabanas and a separate whirlpool spa.*



*Le Promenade, lined with boutiques, restaurants and a Business Center, connects Bally's and Paris hotels without going outside.*

**Saturday 1:00–4:00 pm**

**P36. Legal Self Defense for the Academic Advisor**

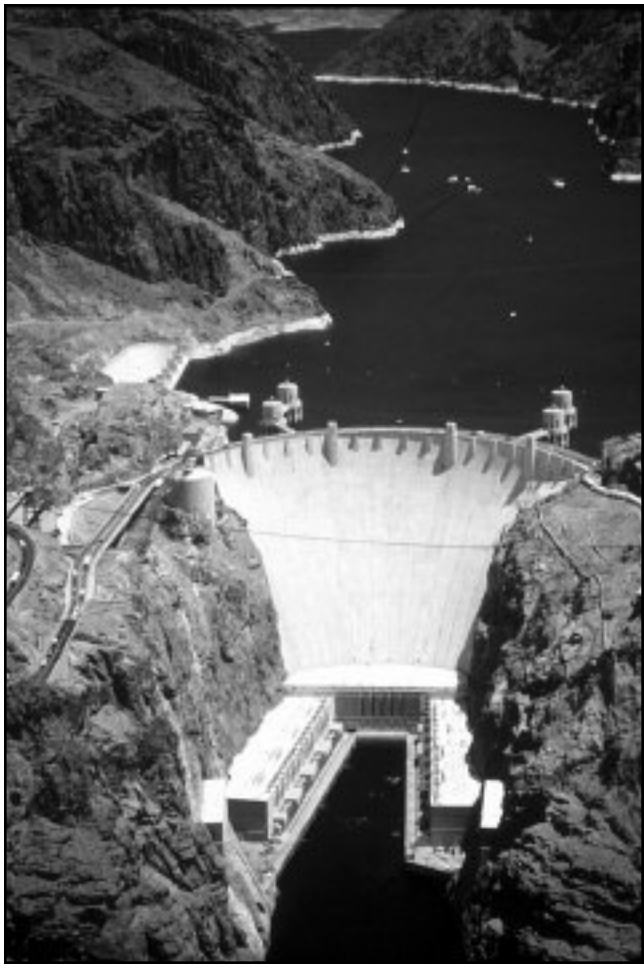
*Steve Robinson, University of Alabama*  
*Susan Epps, East Tennessee State University*

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.

- Presentation based on:** Research
- Attendees from a specific institutional size:** not relevant to topic
- Attendee's experience in subject matter:** not applicable
- Attendee's level of advising:** level not applicable



*Fascinating tours of Hoover Dam are available—its only 30 miles away. See [www.casinotravel.com](http://www.casinotravel.com) for many tour choices.*



*Visit the Shark Reef at Mandalay Bay Hotel. Several initiatives are taken by Shark Reef to encourage the message of conservation and preservation.*