

Wednesday, October 18

8:00 a.m.–7:00 p.m.
Westin-2nd floor foyer
Conference Registration

8:00 a.m.–7:00 p.m.
Convention Cntr-2nd floor foyer
Hospitality/Information Desk/
Volunteer Central

4:00–7:00 p.m.
Convention Cntr-2nd floor foyer
Exhibits/Cyber Café

The views of presenters may not represent the views of NACADA.

Pre-conference Workshops

9:00 a.m.–3:00 p.m. Sessions

Pre-conference Workshop P1 9:00 a.m.–3:00 p.m.
Westin-Congress I-II

Academic Advising Administrators’ Seminar

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?

The objectives of this seminar will be met via a small group discussion, lecture, Q&A sessions, and handouts of exemplary practices.

Participants are encouraged to share their own experiences. A certificate of participation will be presented at the seminar’s completion.

Eric White, Penn State University
Alice Reinartz, Texas A&M University
Presentation based on: Models/Applications

9:00 a.m.–12:00 p.m. Sessions

Pre-conference Workshop P2 9:00 a.m.–12:00 p.m.
Convention Center-212

Enduring Images: American Indians in the Popular Imagination

This 2-hour interactive presentation will examine how American Indians are represented in the American educational system and in popular culture, the educational implications of these images, and the effects these constructions may have on interactions between Indian and non-Indian communities.

This training session will include the participants’ current understanding of American Indians as well as the use of images and excerpts from readings commonly found in preschool through higher education learning environments. Participants will engage in discussions on the imagery and interpretations of these images and how these meanings serve as implicit context for education, public policy decisions, media coverage and other issues. Participants will build skills related to identifying and constructively responding to these messages in common contexts. Special attention will be paid to the impact these images have on our everyday interactions and how to capitalize on teachable moments. The next phase of the presentation will put these matters into context in understanding national, state, and local community issues. The presentation concludes with images of contemporary Native people by highlighting prominent individuals whom the public commonly overlooks or does not recognize as Native. Their presence in the media or the national spotlight represents the modernity, complexity and diversity that is contemporary Native America.

This session should particularly benefit advisors who work with American Indian students, organizations, or communities; those who work to improve campus climate, particularly those who work to end the institutional use of racial mascots and logos; and those interested in how American Indian issues fit into social justice work.

Adrienne Thunder, University of Wisconsin
J P Leary, Wisconsin Department of Public Instruction
Presentation based on: Theory

Pre-conference Workshop P3 9:00 a.m.–12:00 p.m.
Convention Center-207

Conducting Academic Advising Research

This workshop by members of the NACADA Research Committee will introduce the basics of conducting academic advising research. The workshop does not address assessment of academic advising. Although research and assessment may use the same methods, their aims differ. Assessment most often seeks to determine how well some-

thing is being done, to justify an activity, and to meet administrative needs. Research seeks to create new knowledge and to add to scholarship in academic advising.

The presentation begins with asking participants to list topics in academic advising that interest them and then framing a question that could lead to a research study. After discussion of these topics, the presentation covers the steps of conducting research using a social science model. Qualitative and quantitative research methods will be described to show the use of each and the information gained through them. Literature reviews will be covered briefly. The procedures for subject selection and human subjects' reviews will be outlined. Steps of data collection, analysis, and conclusions will be presented.

Examples of research published in the NACADA Journal and NACADA monographs will be shared. Participants will be asked to read sections of articles and apply what they have learned to a discussion of the article. Then participants will be asked to brainstorm how to research a question posed by one of them. In this exercise, participants will begin applying the principles covered to a topic that could eventually be researched.

Joyce Buck, Penn State University
Sharon Aiken-Wisniewski, University of Utah
Kathleen Smith, Florida State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Pre-conference Workshop P4 9:00 a.m.–12:00 p.m. Westin-Chamber

Creating an Effective Advising Program

Institutions that are recognized for high quality advising programs have begun with carefully designing and implementing their plan of action. They develop a clear articulation of the purpose and goals of academic advising and intentionally create a program to fulfill that mission. This pre-conference workshop is designed for those who are 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 a successful advising program. Topics will include gaining institutional and administrative support for advising and the key elements of establishing a strong foundation based on a clear definition, mission, goals and outcomes for advising. In addition, consideration will be given to delivery models, advisor selection and development, evaluation and reward of advisors, and assessment of the advising program. The workshop will also address the connection that exists between effective academic advising and retention. Workshop participants will share best practices in advising that currently exist on their campuses that positively affect student learning and retention. They will also work to develop the initial steps they need to take when returning to their campuses to make significant changes and improvements in advising that will have an impact on student success.

Nancy King, Kennesaw State University
Casey Self, Arizona State University

Presentation based on: Models/Applications

Pre-conference Workshop P5 9:00 a.m.–12:00 p.m. Westin-Council

Academic Advising and the Learning Paradigm

This pre-conference workshop will explore an approach to academic advising based upon a learning paradigm. The focus will be on small colleges and universities.

The organizers of this workshop have authored two articles in the NACADA Journal in which they argue the advantages of using a learning paradigm to inform the practice of academic advising. Their approach leads to asking both “what should the student learn?” and “how might the learning take place?” In other words, the learning paradigm prompts consideration of the content of an advising curriculum and the pedagogies for promoting student learning. This workshop affords an opportunity to explore this idea and its practical implications in more depth.

The workshop will be highly interactive. Accordingly, participants will be provided with reading and a bibliography in advance of the conference. The first part of the workshop will include a discussion of the readings. For the second exercise, participants will be asked to bring copies of their institutions' mission statements and/or statements of curricular purposes. These documents will be used in concert with some reading from cognitive psychology to develop an understanding of the learning outcomes that should be promoted through academic advising. A third component will focus on identifying advising pedagogies and assignments. Participants will be asked to discuss and analyze case studies during this part of the workshop. During the fourth and final piece of the workshop, the organizers will share ideas for designing a faculty handbook for academic advising that is informed by a learning paradigm approach.

Martha Hemwall, Lawrence University
Kent Trachte, Franklin and Marshall College

Presentation based on: Theory

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Pre-conference Workshop P6 9:00 a.m.–12:00 p.m. Convention Center-201

Training Can Be Fun! (and Fundamental)

“Trained—defined as: Shaped or conditioned or disciplined by undergoing a course of study.” Does this sound as exciting as the advisor development sessions that you attend? Do you sometimes feel like the training sessions that you run lack a certain amount of fun? If you're looking to add some excitement to your training experiences, join us for an interactive discussion about how development sessions can be both fun and informative.

From the theory behind professional development to goals of a training meeting, this session will help participants realize that fun professional development is okay! We will not only introduce different ideas and agendas for training meetings, faculty workshops and the like, but also take participants through these activities. Time will also be given for participants to create activities of their own for use at their home institution. Participants should bring their creative ideas to share.

Participants will leave this session with a handbook of useful tools and activities that they can immediately implement. These ideas are useful for working with faculty, staff and/or

student advisors—or for any training session, anywhere. Want to add excitement to your training agendas? Looking to present materials and in a fun and exciting way? This is the session for you!

Susan Kolls, Northeastern University
Teresa Downing, Franklin Pierce College
Presentation based on: Theory

**Pre-conference Workshop P7 9:00 a.m.–12:00 p.m.
 Convention Center-203**

Creating a Blueprint for Your First Year of Advising and Beyond

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 students 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 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 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.

Pat Folsom, *Jennifer Joslin*, University of Iowa
Franklin Yoder, University of Iowa
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Level of advising experience: less experienced

**Pre-conference Workshop P8 9:00 a.m.–12:00 p.m.
 Convention Center-208**

Legal Issues in Academic Advising

Do you ever wonder what would happen if a student decided to challenge what you thought was appropriate advice or an appropriate action on your part? Would your institution cover your legal expenses or would your personal assets be at risk? When is it appropriate to provide information to parents? What information can you share under FERPA? Is it the same for all institutions and all students? What can I place in my advising notes that are for my use/eyes only? Can those notes be used against me?

This presentation will address these legal issues and concepts critical for academic advisors and the higher education community. Included will be discussions of FERPA,

negligence, and liability. Using case law as a guide, participants will walk through several factual scenarios to provide participants with a framework to spot and minimize legal risk and liability. Advisors from public and private institutions will benefit from this workshop.

Ryan Hagemann has held many positions in higher education, including service at Whitman College and the University of Oregon. After serving as an Assistant Attorney General for the Oregon Department of Justice where he represented Oregon's seven public four-year institutions for nearly three years, Ryan was named Secretary to the Oregon State Board of Higher Education. He currently serves the Oregon University System as a member of the Chancellor's senior staff. Hagemann served as a key faculty member for NACADA's highly acclaimed 2006 National Ethical/Legal Seminar.

Ryan Hagemann, Oregon University System

10:00 a.m.–12:00 p.m. Sessions

**Pre-conference Workshop P9 10:00 a.m.–12:00 p.m.
 Convention Center-202**

Expanding Your Comfort Zone: Working with Diverse Students

This workshop will focus on increasing awareness concerning the needs of diverse students as well as increasing advisers effectiveness in establishing relationships with the diverse students they serve. We will discuss ways to expand our comfort zones rather than simply stepping outside of these zones. The focus will be on treating students equally by treating them differently. We will accomplish this by focusing on the subject rather than the object. In other words, we should attempt to maintain students individuality while still meeting their academic, personal, and career goals. We will explore awareness, knowledge, and skills as the three components of culturally competent advising and ways to increase our expertise in each of these areas. This will include internal (ourselves) and external (students) perspectives and interpretations. In addition, workshop attendees will discuss the concepts of privilege, culture, communication, diversity, and worldview and how they apply to their students. We will utilize a power point presentation covering the major concepts, case studies that will expand our understanding of issues our students face, group activities to share and learn from each other, and identity development theories to explore the various stages students will encounter.

Blane Harding, Colorado State University
Presentation based on: Personal Growth as an Advisor

**Pre-conference Workshop P11 10:00 a.m.–12:00 p.m.
 Convention Center-205**

Engaging First-Year Students Using Technology in a Group Advising Process

How would you advise over 2000 undergraduate students from all of the degree programs of your institution in a five-week period in preparation for early enrollment? Attend this session to learn about the theoretically-based, technically-driven, interactive group advising process developed at our institution to respond to this real-life scenario.

The presentation will focus on a demonstration of the web-based system used to facilitate the advising program. Examples of the materials and information used by students to complete the required preparatory activity will be provided. An explanation about how advisors use the information provided by students to prepare for the Group Advising sessions will be given. Examples of the materials used by the advisor to prepare the student's file and facilitate the advising session will also be provided. Woven throughout our demonstration will be references to the student development theories that are the basis for our program, and the other models and ideas regarding first-year student advising and serving students of the millennial generation that contribute to our program's design. A detailed bibliography of relative articles and texts will be provided to participants. We'll reveal our challenges and what was done to successfully overcome them and discuss how you might be able to use what we've learned to improve your advising program.

Martin Lozano, Christopher Kirsop, Maggie Carbajal, Tina Gemoets

Northern Arizona University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Pre-conference Workshop P12 10:00 a.m.–12:00 p.m. Convention Center-204

Applications of Appreciative Advising Across Campuses

Appreciative Advising (AA) is an interest group debuting at the 2006 NACADA National Conference in Indianapolis. UNC-Greensboro's Student Academic Services and Eastern Kentucky's Academic Advising and Retention Center have been among the leaders in developing the AA model, and have developed a workshop that illustrates its application in different higher education settings. AA involves the systematic and consistent employment of Appreciative Inquiry to assist students in uncovering and building upon their personal strengths to achieve persistence and academic success. Since AA frequently requires students to challenge assumptions about their academic strengths and goals, this approach is particularly useful for internal transfer and academic recovery.

AA provides the philosophical foundation for UNCG's nationally recognized SAS 100 probation student program. This mandatory, intentional, strengths-based academic recovery program has become a model for probation student programs across the country. In this workshop we will provide you with quantitative and qualitative data demonstrating the power of this program. This program has proven to be transferable and course materials will be provided.

This workshop introduces the concept of Appreciative Advising, demonstrates its practice and impact with at-risk and first generation students, and gives attendees hands-on experience in its application. Come join us for a fun, practical, and intentionally positive workshop.

Scott Amundsen, Eastern Kentucky University

Bryant Hutson, University of North Carolina

Presentation based on: Models/Applications

Pre-conference Workshop P13 10:00 a.m.–12:00 p.m. Convention Center-209

Family and Higher Education: How Does Family Influence the College Experience?

What do parents want to know that will impact student success? What do students need? This workshop is designed to assist advisors in understanding today's college student and their parents. By gaining an understanding of generational characteristics driving students' and parents' actions, advisors can develop more effective programs to serve the needs of both. This session blends feedback gathered from students and parents during "Aiming for Success: Parents, Family and Students Hitting the Target" sessions. The feedback reveals valuable information families desire to better support the academic careers of their students and uncover student's self-confessed needs. Participants will receive the "Aiming for Success" program notebook, a guide toward quality academic support, and the Student Folder during this session.

Stacy Woycheck, University of Maryland

Martha Deep, Pamela Jones, Kent State University

Presentation based on: Models/Applications

Pre-conference Workshop P14 10:00 a.m.–12:00 p.m. Convention Center-210

Converting Conference Presentations into Articles for the NACADA Journal

The workshop, presented by the Co-Editors of the NACADA Journal, will provide insights about converting conference presentations into journal articles. The session will be directed to academic advisors, faculty, and administrators who are interested in scholarly writing and active in conference presentations. The session will address the types of articles published in the NACADA Journal as well as differences between conference presentations and journal articles. Specific topics will include voice, audience, context, style, focus, communication, and titles. Workshop attendees will have opportunities to discuss their questions and observations.

Terry Kuhn, Gary Padak, Kent State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience

Pre-conference Workshop P15 10:00 a.m.–12:00 p.m. Convention Center-206

No More "Nobody Told Me." Using Technology to Create a Student-Centered Advising System

Students are advised everywhere - meeting with professional advisors, faculty advisors, Honors Program advisors, pre-med advisors, and peer advisors in various offices and even on different campuses. How to bridge the great divide? Temple University has found a solution. A group of advisors and computing specialists joined forces in designing a client-server advising database that works in tandem with the existing mainframe student records system. The database facilitates electronic sharing of advising records amongst advisors in different locales. A full collection of advising notes and history of advising transactions all in one

place! From both the advisor and student perspectives, advising is less bureaucratic, more consistent, and, best of all, more personalized. Now the database has been taken to the next level—through a direct connection to our students. Based on the belief that all students should have an e-history of their advising sessions for reference, Advising Session Reports are being created and sent directly into students' web-based records. The report contains a synopsis of the advising session as well as prescriptive notes for students (i.e., recommendations, referrals, etc.). Instead of presuming that students leave advising sessions with the desired imprint, we are creating a permanent electronic impression. In addition to a “live” demonstration of the advising database, the presenters will describe a two-year study of the implementation of the Student Advising Session Reports—from inception through execution. Attendees will have the opportunity to discuss how a similar system may be created and utilized at their institution.

Stephanie Smith, Ruby Singh, Kristen diNovi
Temple University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Pre-conference Workshop P35 10:00 a.m.–12:00 p.m.
Convention Center-211

STOMP: On-line “Edu-tainment” Modules Focused on Student Learning Outcomes for Campus-wide Advising Practice

It is nearly impossible to consistently deliver comprehensive academic advising information across all academic units of the university. Likewise, academic advisors are so pressed for time it is difficult to impart the necessary information and also engage each student in learning. Often academic advising appointments result in information overload for new students. We as advisors feel the need to cram four years worth of information in one advising appointment or orientation session. We don't know when we will have the next opportunity to teach the student the information essential to student success. How do you deliver consistent information in a way that is both engaging and memorable? At the University of Louisville we “STOMP” it into them.

STOMP (Student Tutorial On-line Module Program) is interactive, on-line “edu-tainment” which provides new students with essential information and allows our institution to assess academic advising student learning outcomes. These modules allow our advisors to personalize each advising session as opposed to a rote review of basic university information. In this workshop we will discuss how and why the STOMP modules were created and how they are addressing and assessing student learning outcomes. Through live demonstration of the modules and discussion of our own trials and tribulations you will learn how your institution could develop an on-line delivery system for your advising learning outcomes.

Janet Spence, Nora Allen, Christy Metzger
University of Louisville

Presentation based on: Models/Applications

Pre-conference Workshop P17 1:00–3:00 p.m.
Convention Center-205

An Alternative to Mandatory Advising: The Academic Review

Mandatory advising is sometimes considered necessary to insure that students schedule appropriate courses to meet their educational goals; however it may create the expectation that advising is only receiving approval for scheduling and cause students to miss other benefits of meeting with an adviser. Isn't there a better way to review student schedules?

This pre-conference workshop will demonstrate an advising tool, The Academic Review, a NACADA National Program award winner, which was developed to assist students in evaluating their educational plans and provide a method for advisers to monitor student progress. Using a Web-based form, advisers direct students to four factors that are important to assess as each semester is about to begin: 1) Educational interests/goals; 2) Time constraints; 3) Academic performance; and 4) Current schedule.

This assessment is sent to students electronically and provides him/her with recommendations. Often the student is able to carry out the recommendations without further assistance from the adviser. The Academic Review is an efficient and effective means of providing the adviser an opportunity to check on the progress of every advisee and the student the opportunity to learn what factors determine successful academic progress.

The presenters will discuss the history and background of the development of the Academic Review and its importance in advising students. Participants will be involved in using case studies to illustrate the value of the Academic Review. Application to other settings, including distance education, will be discussed during the wrap-up.

Terry Musser, Ruth Hussey, Penn State University

Presentation based on: Models/Applications



Circle Centre Mall, downtown Indianapolis' shopping central, features more than 100 specialties stores, restaurants and entertainment options.

Pre-conference Workshop P18 1:00–3:00 p.m. Convention Center-209

Working with “Helicopter Parents”

It appears that advisor contact with parents of college students is increasing. The two sessions that addressed this topic at the 2005 NACADA National Conference were highly popular and participants indicated the need for additional discussion on the topic. In light of our frequent contact with parents, academic advisors must learn how to effectively handle these encounters. This interactive presentation will include a discussion of strategies used to deal with increasing parental contact including: the appropriate level of contact advisors should have with parents as well as examining how we handle angry parents, FERPA limitations, and our role in educating both students and parents. After a thorough discussion of these issues, we will break up into small groups and look at some case studies and allow for sharing of best practices from the group.

Relevant research: A review of the limited literature on the topic of involvement of parents of millennial college students in higher education indicates that these parents are becoming more involved in every aspect of college from admissions to graduation, and every stage in between. Colleges are recognizing the trend and responding by creating staff positions to specifically deal with parents, phone “hot-lines” to answer parent questions, creating separate “parent only” sessions at orientation, and implementing parent notification guidelines for alcohol abuse on campus. In addition, a national advocacy and resource group based in Washington D.C. has been created to support and lobby for issues important to parents of college students. Are these strategies helping with the student’s educational process or simply enabling parents to inhibit the student’s academic and personal growth during the college years?

Glenn Kepic, Lou Powers, University of Florida

Presentation based on: Models/Applications

Pre-conference Workshop P19 1:00–3:00 p.m. Convention Center-206

Engage! Integrate! Assess! A New Student Development Plan

George Mason University’s School of Management created PACE Setter (<http://www.som.gmu.edu/pace>): an online tool that guides millennial students to academic success, social competence and career preparedness. PACE (*P*lan for *A*cademic and *C*areer *E*xcellence) is the backbone of our 5 year plan to integrate academic and career learning outcomes into the fabric of the School’s curriculum. The interactive online modules, embedded in PACE Setter, assess student achievement in identified learning outcomes. As asserted in *Learning Reconsidered*, learning is not limited to the classroom. As both career and academic advising are teaching, PACE is our online syllabus with built-in, self-paced resources for accomplishing important academic and career tasks at all stages in the student’s growth. PACE stresses active learning activities such as club participation, academic planning, university life activities and professional internships - integral parts in a school’s curriculum.

To integrate curriculum and assessment into the PACE program, the embedded learning modules will be reviewed in the sophomore keystone course and evaluated in our senior

capstone. Students reflect in the modules on their personal philosophy of ethics, their view of leadership and the competencies they have acquired while at the university. The pre-conference participants will use the PACE product to work with their own “real life” examples. They will be able to experience PACE both as a student and advisor. Our goal is to encourage them to apply the concepts of PACE in their home institutions. This workshop is designed for academic advisors, career counselors and university administrators interested in creating a program that cuts across university departments to promote student development and to assess learning outcomes.

Pamela Allen, Susan Stone, George Mason University

Presentation based on: Models/Applications

Pre-conference Workshop P20 1:00–3:00 p.m. Convention Center-210

Using the CAS Standards for Assessment and Self-Evaluation

Using the CAS Standards for Assessment and Self Evaluation the Council for Standards is made of representatives from over 30 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.

Charlie Nutt, NACADA/Kansas State University

Presentation based on: Models/Applications

Pre-conference Workshop P21 1:00–3:00 p.m. Convention Center-208

Learning Reconsidered: Academic Advising Partnerships in Implementing a Campus-Wide Focus on Student Learning and the Undergraduate Experience

In this interactive session, the presenters will use the practical framework of *Learning Reconsidered* to help participants explore opportunities for linking academic advising with learning and student outcomes. They will review emerging research on cognitive development and learning, describe the ways various institutions have worked with student learning outcomes, and describe initiatives to make the whole campus a learning community. The presenters will introduce *Learning Reconsidered 2*, which extends and amplifies the work of *Learning Reconsidered* by describing ways in which academic advisors and a diversity of student affairs professionals have used its ideas and concepts in professional development, strategic planning, collaboration, programs and services, and assessment and evaluation.

Ruth Darling, University of Tennessee

Richard Keeling, Keeling & Associates

Presentation based on: Theory

Pre-conference Workshop P22 3:15–5:15 p.m. Convention Center-205

Syllabus and Portfolio for Advising (SPA): From Theory to Practice

Academic Advising is both a profession and a necessary educator's skill. Advising systems, methods, and tools which facilitate student academic and personal growth are the mainstay of many institutions. The SPA method is designed to act as a component system where an institution can apply some, most, or all of the method, and is specifically intended to be incorporated into and interwoven with existing programs.

This seminar is intended for professional and faculty academic advisors of all levels of experience. Participants gain knowledge of both the content of the Portfolio and the process which lead to its development. In this seminar, we explore the Hartford components while allowing participants to formulate applications to their own programs. SPA was designed for two and four year degree programs and was piloted on first and second year students.

SPA is a customized, multi-step approach intended to guide both mentors and students while they build a working relationship that enhances the best qualities of advisees and advisors. SPA is a personalized program designed to recognize, enhance, and spotlight student strengths and to cultivate the emergent self-advisor within each student. This method offers advisees a means to acquire and hone the essential vocabulary, tools, and skills necessary for developing internal motivation and individualized plans of study. SPA's definitive goal is to prepare and nurture self-directed students who, by their fifth or sixth semesters, are confident of their decision-making and goal-setting skills.

Presenters will provide participants with a SPA package to include a sample Advising Syllabus and components of the Advising Portfolio. Participants will apply one or more of the Portfolio elements to gain a first-hand experience and knowledge of the possible applications. Participants are encouraged to share ways to incorporate or overlay the method into existing advising formats.

Paula Alderette, Bette Baumann Williams, Barbara Wolfe
University of Hartford

Presentation based on: Models/Applications

Pre-conference Workshop P23 3:15–5:15 p.m. Convention Center-208

Study Abroad Advising for Academic Advisors

Study abroad interest and participation are increasing nationally among undergraduates. Studies show that 70% of high school students going on to college intend to study abroad, and many students are weighing the availability of international programs when making their college choice. Students who study abroad gain valuable skills to support their future academic and career plans. Many colleges are also strengthening their commitment to study abroad and internationalizing their campus.

Given student and institutional demands, academic advisers may be expected to motivate students to study abroad, to discuss study abroad options with interested advisees, to

evaluate courses for academic credit, and/or to discuss financial planning. Advisers unfamiliar with study abroad or those who wish to encourage study abroad among their advisees need knowledge, tools, and resources.

This session will cover study abroad terminology and program features and will delve into issues of student development, academic credit, financial aid, and university policies. Presenters will share their knowledge of the field of study abroad, the models of study abroad advising used on their own campuses, and handouts and other tools for attendees to take with them. Small group discussion will engage the attendees.

The session goals are: 1) enhance adviser knowledge of study abroad (terminology, program options) and the value of study abroad; 2) share strategies and materials for advising students interested in study abroad; 3) discuss evaluation and approval of study abroad courses for credit; 4) discuss financial aid and scholarships for study abroad; and 5) review common policy differences among universities.

Jodi Malmgren, University of Minnesota

Opal Leeman Bartzis, Butler University

Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P24 3:15–5:15 p.m. Convention Center-206

Developing Grant Proposals for Advising Projects

Grants funds provide resources for advising projects such as student retention, research and fellowships, student access, degree attainment, academic achievement, student diversity, and educational enrichment. Come to this workshop with ideas for potential projects in your advising office and actually go through the steps of creating a grant proposal. 1) Where are the funds? Using on-line databases, you will learn how to access funding agencies and applications from a variety of sources. 2) What are the rules? Working in small groups, you will go through a check list of information as you review requests for proposals (RFPs) from funding agencies to gain awareness of agency funding requirements. 3) How do I start? Using your project ideas, a planning template will be shared that you will utilize to prepare an outline of a grant proposal during the workshop. During this time, you will work in small groups with similar interests to generate ideas and go through the steps to complete the planning template. 4) How do I write a proposal? Presenters will share tips for writing good proposals. You will utilize resource guides to write needs statements, goals and objectives, methods and activities, timelines, and evaluation and outcomes. 5) Show me the money! View and take with you copies of funded proposals. Participants will receive a notebook containing a list of funding agencies, workshop materials, proposal writing guide and checklist, planning templates for use in the preparation of proposals, and copies of funded proposals.

Margaret Pentecost, Il Barrow, University of Louisville

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: more experience needed

Level of advising experience: more experienced

**Pre-conference Workshop P25 3:15–5:15 p.m.
Westin-Council**

Cultivating Scholarship in Academic Advising

The purpose of this workshop will be to stimulate scholarly thinking among those interested in academic advising research (professionals as well as doctoral and master's students). Insights gleaned from interviews with five eminent scholars in academic advising will be shared. Four basic research concepts will be reviewed, and participants will complete a researchable idea report for one of their own research ideas. Time will be allowed for dialog, questions, and comments.

Terry Kuhn, Gary Padak, Kent State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

3:15–4:15 p.m. Sessions

**Pre-conference Workshop P26 3:15–4:15 p.m.
Convention Center-204**

Orientation for First-Time Attendees and New NACADA Members

The purpose of this session is for new NACADA members and new conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will be provided an overview of NACADA and the benefits of their membership, including professional development opportunities, quality publications, and additional networking opportunities. Also, new conference attendees will be given a "roadmap" for getting the most out of the national conference and understanding the special and unique aspects of the conference. The session will be interactive with multiple opportunities for participants to network, learn, and meet new friends and colleagues.

NACADA Leaders



The Indiana Convention Center is located in downtown Indianapolis, walking distance from hotels, dining, shopping and entertainment.

1:00–4:00 p.m. Sessions

**Pre-conference Workshop P27 1:00–4:00 p.m.
Convention Center-207**

Advisor Training as Easy as 1, 2, 3

Experts recommend that advisor training contain three components: conceptual, relational, and informational. Including all three components in a comprehensive advisor development program helps trainers create well-organized, exciting and relevant training sessions for a diverse group of advisors.

This workshop illustrates how trainers can include these components into a lively, interactive training program based upon NACADA resources. It will offer concrete examples of training challenges and solutions. Participants will be divided into small groups where they will discuss how the training techniques can be utilized 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 realization of a continuing advisor training series.

Heidi Koring, Lynchburg College

Marsha Miller, NACADA/Kansas State University

Presentation based on: Models/Applications

**Pre-conference Workshop P28 1:00–4:00 p.m.
Convention Center-202**

**“What You Know is Who You Are:”
Counteracting Racial Ignorance through Self-Exploration**

As colleges and universities become more diverse, administration and staff members are often expected to adapt and contribute to a more culturally diverse environment. However, said expectations is unrealistic, due to the lack of a defined structure that is integral to the process of goal-setting. Self-exploration is the first, yet often forgotten step in creating a structure that leads to a more racially aware staff and administration at colleges and universities.

This workshop will challenge participants to understand and counteract racial ignorance through self-exploration. Participants will gain a better understanding of White Racial Identity development and how it influences individual's perspectives and feelings about race. The presenters will use video clips, case studies, and discussion to illustrate the stages of White Racial Identity theory (Helms, 1990) and the concept of racial ignorance.

Carlton Scott, University of Pittsburgh

Carla Cummings, University of Nebraska

Sean Bridgen, University of Pittsburgh

Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P29 1:00–4:00 p.m. Convention Center-212

Reflect, Adapt, Evolve: Strategies to Support Faculty Advisors on Your Campus

All of us share the challenge of creating useful and engaging developmental experiences for faculty advisors. Faculty must find the time in hectic schedules and may not be aware of the potential benefits of training and development. Furthermore, many institutions are still establishing advising as a critical function for faculty and are refining their standards for faculty advising. By being purposeful in planning and facilitation, you can create more effective support initiatives grounded in the perspective and needs of your faculty.

The workshop explores enhancement of faculty development by assessing campus culture, fostering collaboration, and designing training activities and materials that engage and inform. We will review the philosophy and creation of a collaborative seminar where faculty design and facilitate activities and discussions on: advising methods; student issues; campus norms, policies and resources; and maintaining enthusiasm for this challenging role.

From conceptual frameworks to planning logistics, we will discuss how to adapt these principles to your campus. The workshop agenda includes discussions and exercises to help: understand perspectives on advising by auditing your campus culture and values surrounding advising; ground training and support initiatives in the context of your institution; develop strategies that lead to successful collaborations and promote faculty involvement; design meaningful, assessable, and effective seminars or workshops; and create and facilitate engaging activities.

Participants will share insight and methods—allowing us all to bring new perspectives and ideas back to our respective institutions. A binder and compact disk of materials and activities will be provided.

Carol Van Der Karr, SUNY-Cortland

Presentation based on: Models/Applications

1:00–5:00 p.m. Sessions

Pre-conference Workshop P30 1:00–5:00 p.m. Westin-Chamber

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

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 outcomes assessment plan. You will roll-up your sleeves, sharpen your pencils and dive into outcomes 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, and discuss how to measure outcomes once they are identified. We will explore tools that are used for measurement and discuss how to analyze data. Once this data is available, implementing change that positively impacts students and your campus is key.

Process and collaboration are significant factors. The facilitators will organize work teams to simulate the process of assessment. Two key goals will be for participants to work as a team to develop actual outcomes and determine means for measurement. Reporting to the group will stimulate thinking and increase ideas on how to develop and implement the outcome assessment plan that results in change for your advising office.

The facilitators are starting the 5th year of their assessment project. They will share their experiences in a central advising center.

Sharon Aiken-Wisniewski, Leslie Park, University of Utah
Presentation based on: Models/Applications

Pre-conference Workshop P31 1:00–5:00 p.m. Convention Center-203

Don't Advise, Coach!

Most data on career planning state that people on average change CAREERS 4-5 times in one's lifetime! We all hear countless stories of people who've become successful in life not because of their degree or major, but because they found their passion and/or followed their dreams. The following is a definition of a “life coach”:

- Discover, clarify, and align with what the student wants to achieve;
- Encourage student self-discovery;
- Elicit student-generated solutions and strategies; and
- Hold the student responsible and accountable for their actions (or inaction).

Advisors perform the same skills; as “academic coaches,” we can provide students with the necessary skills to navigate the life process.

This workshop will focus on the advisor as a coach. The presenter will share several tools that have been useful in helping students navigate the life-planning and career-decision making processes in a non-traditional way. The presenter will provide a brief synopsis of coaching, qualities of a successful coach, and the value/importance of coaching students. Most of the session, however, will focus on strategies and exercises that can be used to coach students. Some of the exercises will include creating one's purpose in life, identifying and understanding one's personality and values, and identifying and achieving one's goals/dreams. The materials presented in this session can be adapted for use in groups (such as a classroom) and/or one-on-one advising sessions. Ultimately, participants will be able to use these strategies when working on students – and when working on self!

Bill Johnson, College of William & Mary

Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P32 1:00–5:00 p.m. Convention Center-201

Leveling the Playing Field of Employee Evaluations

Many supervisors wait in foreboding anticipation of annual employee evaluation time, as performance assessment is one of the tasks managers dread most. Advising center directors want to provide constructive feedback to employees so that they may be positively engaged with their work.

At the same time, many of us realize that one appraisal score sometimes determines an advisor's very small pay increase, if any, is to be received at all, which places an additional burden on supervisors to render honest assessment in a non-punitive way. Even so, managers must be able to differentiate between strong and weak employees in order to reward those whose work demonstrates a greater contribution to students and to the advising unit. How do we make our process equitable, accountable, and workable for employees and supervisors alike?

This workshop will detail strategies for creating and implementing uniform performance standards for professional advising personnel. Presenters will outline the steps involved in the process, from brainstorming job duties and defining the importance of each, to matching your "product" to your institution's evaluation tool. Participants will engage in exercises which will zero-in on the challenging cornerstone of good employee assessment: developing performance standards truly reflective of an employee's job duties.

Those who will receive the maximum benefit from this presentation are professionals in supervisory or management positions who serve in the oversight of advising services and personnel. Our hope is that participants can use our process and evaluation matrix to create their own set of employee performance standards germane to their student needs and institutional goals with the end result of enhancing and strengthening employee evaluations by clearly defining expectations for performance.

In order to receive maximum benefits from this training, we ask that attendees bring current advisor evaluation tools, university instruments, and present advisor job duties. Samples of these documents will be provided if needed.

Katherine Calucci, Patricia Gonzalez, Joan Tsacalis, Lona George

University of Texas-San Antonio

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

5:00–7:00 p.m.

Dinner on Your Own

7:00–8:30 p.m.

Convention Center-Sagamore Ballroom

Official Conference Opening

Presiding and Welcome to Conference

Introduction of NACADA President

Alan Welch, Purdue University

2006 National Conference Chair

Welcome/State of the Association

Jo Anne Huber, University of Texas

NACADA President

Acknowledgement of NACADA Leaders

Roberta "Bobbie" Flaherty, NACADA Executive Director

General Recognition of Award Recipients

Rob Mossack, Lipscomb University

NACADA Awards Committee Chair

Please refer to the Awards Program booklet in your conference registration materials for a complete list of all 2006 award recipients.

Award Presentations

Jo Anne Huber, University of Texas

Service to NACADA Award Recipient

Ruth Darling, University of Tennessee

Pacesetter Award Recipient

John Smarrelli, Le Moyne College

NACADA/NCAA Partnership

Introduction of NCAA President

Ruth Darling, University of Tennessee

Myles Brand, NCAA President

See next page for opening
Keynote Address and the
Welcome Reception.



The NCAA Hall of Champions, showcasing the achievements of student athletes, is located on downtown Indianapolis' Central Canal.

Introduction of Keynote Speaker

Thomas Kenyon, Indiana University

Plenary Address

George Kuh
Indiana University



During the Documenting Effective Educational Practices (DEEP) study of 20 diverse high-performing four-year colleges and universities reported in *Student Success in College* (Kuh, Kinzie, Schuh, Whitt & Associates, 2005), the authors discovered some common themes with implications for academic advising (DeSousa, 2005). He will speak about four of the more important themes that can be adopted by advisors at other institutions.

GEORGE D. KUH is Chancellor's Professor of Higher Education at Indiana University Bloomington. He directs IU's Center for Postsecondary Research, home to the National Survey of Student Engagement (NSSE) and related surveys for faculty and law school students, the NSSE Institute for Effective Educational Practice, and the College Student Experiences Questionnaire Research Program. Kuh received the B.A. from Luther College, the M.S. from the St. Cloud State University, and the Ph.D. from the University of Iowa. At Indiana University, he served as chairperson of the Department of Educational Leadership and Policy Studies, Associate Dean for Academic Affairs in the School of Education, and Associate Dean of the Faculties for the Bloomington campus.

He has published extensively on topics related to assessment, institutional improvement, and campus cultures. In addition, he has been a consultant to about 175 institutions of higher education and educational agencies in the United States and abroad. Among his 20 books and monographs are *Student Success in College: Creating Conditions That Matter* (2005), *Student Learning Outside the Classroom: Transcending Artificial Boundaries* (1994), *Involving Colleges* (1991), *The Invisible Tapestry: Culture in American Colleges and Universities* (1988), and *Indices of Quality in the Undergraduate Experience*.

Kuh has received awards for his research and writing from ACPA, AIR, ASHE, and NASPA. In addition, he received the Academic Leadership Award from the Council of Independent Colleges, the Virginia B. Smith Award for Innovative Leadership from the National Center for Public Policy in Higher Education, the Lifetime Achievement Award from ACPA, and two honorary degrees (Luther College, Milliken University). His teaching and service has been recognized by NASPA, St. Cloud State University, and the University of Iowa. In 2001 he received Indiana University's prestigious Tracy Sonneborn Award for a distinguished record of scholarship and teaching.

Closing Comments/Announcements

Alan Welch, Purdue University

8:30–10:00 p.m.

Westin-Grand Ballroom

Welcome Reception—Light Refreshments and Cash Bar

The Welcome Reception provides an opportunity to interact with colleagues in a relaxed setting. There will be a selection of snacks and punch for all participants to enjoy, and a cash bar will be available. Nametags must be worn.

Each of NACADA's ten Regions will have several tables designated by signs in the reception area, so stop by and get acquainted with colleagues from your Region.



The Indianapolis Museum of Art is among the largest and oldest general art museums in the United States, boasting a permanent collection of more than 50,000 works of art that span the range and scope of art history.