

Commission Meeting 76 2:00–3:00 p.m. Westin-Council

Advising Transfer Students

The Advising Transfer Students Commission seeks to increase the awareness of transfer student issues among advisors and to assist advisors in managing these issues through networking, special projects, and general information sharing. The purpose of the annual meeting is to review the year's successes, introduce new officers, announce opportunities for involvement, brainstorm about new or continuing goals, and encourage members to share information and experiences.

Troy Holaday, Ball State University

Commission Meeting 77 2:00–3:00 p.m. Westin-State Room

LGBTQ Concerns

Our commission is committed to: providing assistance to advisors who may work with LGBTQ students, educating allies to increase their understanding about LGBTQ concerns, and providing a forum for LGBTQ advisors to network and receive support from allies. General discussions will occur regarding: 1) services and resources our commission can provide or promote for academic advisors; 2) recognizing individuals for their work and/or support of LGBTQ students and our commission; and 3) future goals and projects of the commission.

If you are unable to attend this commission meeting and would like additional information, contact lcarlson@tempest.coedu.usf.edu or go to www.nacada.ksu.edu/Commissions/C18/index.htm

Lynne Carlson, University of South Florida

Interest Group 78 2:00–3:00 p.m. Convention Center-210

Health Professions Advising

The Health Professions Interest group meeting is designed to address the main concerns of advisors attending who want to provide quality and updated information to assist students considering the health professions. Input will be solicited as to what those concerns are, main difficulties, dominant questions raised by students and good ideas for programming. We will put together a panel that will discuss the top three or four issues whether they be about coursework requirements, gaining pre-health experience, exploring the health fields or the admissions process. The goal of the session is for participants to come away with new ideas for their advising programs.

Ruby Mason, Stanford University

Interest Group 79 2:00–3:00 p.m. Westin-Cabinet

New Advising Professionals

A major shift is taking place in the demographics of advisors across the country. As retirements and turnover occur, advising positions are being filled by those with, sometimes, very little experience or training in the area of academic advising. The New Advising Professionals Interest Group is a place to discuss common issues, create professional development opportunities, and provide a network for those new to the advising profession. Join us to discuss possible future activities, professional development, career planning, current issues, and strategies for becoming more involved with NACADA and your respective Universities.

Nathan Vickers, University of Texas

Concurrent 80 2:00–3:00 p.m. Westin-Grand V

Advising & Retention: Unveiling the Mysterious Link

Best of Region 8

Advising administrators are under tremendous pressure to identify and develop advising programs and interventions that impact student retention and persistence. The primary body of research identifies an indirect relationship between advising and retention. How do we as advisors, advising administrators, and faculty develop programs and interventions that demonstrate a direct relationship to persistence? In this session, we will review theory, past research, and current studies related to the topic of retention and advising. We will look at, and discuss, innovative programs in our own regions that address these issues. Finally, we will discuss new ways to address retention and persistence in the face of financial and staffing limitations.

Brett McFarlane, Portland State University

Presentation based on: Research

Concurrent 81 2:00–3:00 p.m. Convention Center-212

You're Hired! Guidelines and Ideas for Finding the Right "Apprentice."

Unlike Donald Trump's show "The Apprentice," a search committee does not have 16 weeks to find the perfect new academic advisor. Most search committees will only interview candidates for a few hours in the hope of finding the right person for the job. Hiring the right academic advisor can increase student retention and make a positive impact on countless lives.

This presentation will cover the facets of hiring the right advisor from advertising options, salary compression issues, criteria for selection of candidates for interviews and making a hiring decision. The presentation will review possible interview questions, scheduling the candidates' day on campus and pitfalls to avoid. The audience will be encouraged to share their experiences and knowledge of hiring procedures and practices.

Dennis Bowling, Purdue University

Presentation based on: Models/Applications

Concurrent 82 **2:00–3:00 p.m.**
Convention Center-203

The Us vs. Them Mentality: A Potential Weak Link in an Advisement Community?

Am I a Yankees fan because my husband is a Red Sox fan? Have I fallen victim to the “us versus them” mentality? Are you, as I am, intrigued by mindset differences between faculty, student services personnel, and administration? Learn more about the “us versus them” mentality found in higher ed and elsewhere, participate in an illustrative activity, share your opinions, and brainstorm on how to overcome the tendency to be a counter-productively staunch member of an “us” and a “them.” This phenomenon influences how effectively our advisement community facilitates student success.

Jill Grob, Weber State University
Presentation based on: Theory

Concurrent 83 **2:00–3:00 p.m.**
Westin-Chamber

Serving Students of Diverse Cultures: Improving Non-Verbal Communication Skills

In order to improve working relationship with students who represent diverse cultures on campus, advisors and educators need to realize the importance of nonverbal communication and improve skills of it.

This Power point presentation is to point out the do’s and taboos of body language in different cultures around the world. Participants will understand and appreciate cultural differences in the use of body parts, from head to toes, for communication. Questions and experience sharing from the participants are encouraged.

Kris Rugsaken, Ball State University
Presentation based on: Research

Concurrent 84 **2:00–3:00 p.m.**
Westin-Grand I

Not so Different After All: Exploring the Career Advising Needs of Decided and Undecided Students

Advisement programs are often designed based upon assumptions about students and their perceived needs. A periodic exploration and revalidation of those assumptions is necessary in order to ensure that advising programs actually correspond to those needs. This presentation and subsequent discussion will utilize the results of a recent survey of undecided and decided students ($n = 1325$) documenting their stated need for career advising and students’ actual utilization of advisement and career resources. Participants may not only find the results surprising, but may feel challenged to re-examine previously held assumptions upon which their academic and career advisement programs have been built.

Phillip Rash, Jacob Farnsworth, Brigham Young University
Presentation based on: Research

Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 85 **2:00–3:00 p.m.**
Convention Center-201

Vital Signs: Blacks in Higher Education

This presentation will describe the past and present state of Blacks in Higher Education. It will look at statistics for Black scores on the SAT and ACT examinations as well as those for Advanced Placement. The presenter will examine Blacks at HBCU’s, predominantly White institutions, graduation rates, Black male progress compared to Black female progress, and choices of majors. The information presented in this session is vital for advisors to have a better understanding of the students we serve and the choices they make.

Blane Harding, Colorado State University
Presentation based on: Research

Concurrent 86 **2:00–3:00 p.m.**
Convention Center-202

Modifying Students’ MINDSET to Leave Academic Probation Behind

Each year, thousands of college students across the United States are placed on academic probation. Many students who experience academic difficulty are unable to recover academically. While a few of the factors contributing to academic difficulty preclude intervention, most lend themselves readily to a well-structured, goal-oriented intervention program designed to meet specific needs. At Virginia Commonwealth University, freshmen on academic warning participate in a special program built on the premise that students need to develop the habits (this comprises their MINDSET: Motivation, Initiative, Navigation skills, Direction, Study skills, Expectations, and Time management) needed to become a successful student. Participants of this session will learn how to assess students’ MINDSET and discover structured interventions that students can adopt for developing habits to return to good academic standing.

Jon Steingass, Seth Sykes
Virginia Commonwealth University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 87 **2:00-3:00 p.m.**
Convention Center-209

Assuring the Success of the Adult Learner: A First Year Seminar for Adult Learners

Commission Sponsored: Advising Adult Learners & Two-Year Colleges

Little attention has been paid to the adult learner in designing first year programs. Attendees will learn about a model program for a first year seminar designed exclusively for adult learners. The program will address the unique needs of nontraditional students. Topics normally covered in a traditional first year seminar were retooled from the perspective of the adult learner. Today’s presentation will cover the outline of the course, highlights of specific modules and the use of student input in determining certain content. Attendees will be asked to remember what one piece of

advice or information they considered critical to their success in college. This list will contribute towards a booklet of inside information for adult learners (to be made available).

Jennifer Woltjen, Broome Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 88 **2:00–3:00 p.m.** **Convention Center-207**

From the Starting Gate to the Winners Circle: Developing an Effective Advisor Training Program

Commission Sponsored: Advisor Training & Development

Part of insuring quality advising in a diverse setting is the establishment of quality training programs for advisors. In this presentation, you will witness the growth and development of an advisor training program that began with no staff, no budget, and no equipment and grew into a program that has been featured in two Monographs on advisor training. The presenter will also demonstrate the technological resources that the program has implemented which are revolutionizing how advisor trainers serve advisors at UVSC.

Clint Moser, Utah Valley State College

Presentation based on: Models/Applications

Concurrent 89 **2:00–3:00 p.m.** **Westin-Grand II**

Advising Gifted Students: Teaching Academic Engagement Skills through First-Year Advising

The transition to college or university intellectual life has some particular difficulties and opportunities for the unusually gifted student, and a strong focus on teaching academic engagement skills through advising may be of special assistance to them. This presentation will focus on applying teaching strategies to advising highly gifted students at three crucial moments in their development: when they discover the changed nature of the academic challenge in college, when they have the academic transition well enough in hand to take advantage of the wider intellectual opportunities round them, and when they are ready to take a longer view of their educational goals. Time after the formal presentation will be allowed for discussion.

Holly Martin, University of Notre Dame

Presentation based on: Models/Applications

Concurrent 90 **2:00–3:00 p.m.** **Westin-Capitol I**

Diversity Moments: Expanding Definitions

Advisor meetings are important opportunities for sharing information. They can also be used as part of a comprehensive advisor development effort. The presenter will describe the inclusion of a “Diversity Moment” into regularly scheduled staff meetings as a way to address diversity issues, expand diversity definitions, and increase individual advisor ability to deal with increasing diversity in the student population.

Examples of “Diversity Moments” used by the presenter over the last 7 years will be shared to demonstrate how definitions have been expanded. Topics used have focused on age diversity (“stories from our grandmothers”), regional diversity (“supper or dinner?”), language diversity (“Idioms”), and cultural diversity (“the medicine wheel and the Myers-Briggs”, among others. Discussion will include participation and applications.

Dick Vallandingham, Coastal Georgia Community College

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

Concurrent 91 **2:00–3:00 p.m.** **Convention Center-211**

Out of the Vortex—A Major Emerges

Many students come to college with a sparse background applying their educational experiences to major planning. The session will challenge a participant’s understanding of the characteristics of Exploratory students. Through a video conversation, attendees will see how to employ both questioning and listening skills to encourage both self-reflections and thoughtful responses and view one student’s journey from Exploratory to a well thought out choice of major. A second video, part of a comprehensive series of department chairs, features the conversation of a department chairperson and the Director of the Exploratory Program discussing the major and much more. Advisers of all levels can benefit by experiencing the videos and hearing about the development, implementation, and adaptation of this advising training initiative and the opportunity for group discussion.

Michelle White, Ralph Anttonen, Millersville University

Presentation based on: Models/Applications

Concurrent 92 **2:00–3:00 p.m.** **Westin-Capitol II**

The Politics of Assessment: Context, Culture, and Timing

This session will present case studies of two institutions that are in the process of advising assessment. We have all heard about the importance of the different components of the assessment process – goals, mission, stakeholders, etc. We argue that identifying these components is necessary, but not sufficient for successful assessment. Instead, a project must consider campus politics, i.e., the local culture, broader context, and specific timing. A successful assessment initiative must develop a deliberate strategy that accounts for these critical dimensions in diverse campus communities.

By the end of this session, audience members will better understand the critical importance of the politics of assessment and will have begun the process of identifying cultural, contextual and temporal aspects of their assessment project.

Richard Ribb, University of Texas

Kathy Angeletti, University of Maryland

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: More experienced

Concurrent 93 **2:00–3:00 p.m.**
Convention Center-204

Crossroads of Orientation: The Road to Group Advising

Come experience Indiana University Purdue University Indianapolis' (IUPUI) road trip to group advising at orientation! Learn about changes in our program and why we utilize the group advising model with our beginning students. Along the way, we'll make pit stops to introduce you to our program and how we tailor it to meet the unique needs of each and every student we advise. We have had quite a journey, from appointments at orientation to semi-group advising, finally leading to a model of true group advising; we eventually found the path less traveled! In addition to learning about our model, we will give each participant a map and directions to enable a similar path at their institution!

Kyle McCool, Amanda Fawcett, Maureen Kinney, Jennifer Schott, Mary Wheeler
Indiana University Purdue University Indianapolis
Presentation based on: Models/Applications

Concurrent 94 **2:00–3:00 p.m.**
Westin-Grand III

A Developmental Approach to Professional Teacher Dispositions

Commission Sponsored: Advising Education Majors

Dispositions have been defined as the values, commitments and professional ethics that influence behaviors towards students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. (NCATE, 2002, p. 53) Colleges of education are charged with introducing, teaching and assessing dispositions of candidates prepared to be K-12 classroom teachers. This presentation will identify the collaborative effort by academic advisers, faculty members, student services and college administrators that lead to the development of a systematic, measurable approach to professional dispositions. Survey instruments, record forms and intervention strategies will be shared. Participants will be invited to be actively involved in the presentation.

Becky Schnabel, Connie Schaffer
University of Nebraska–Omaha
Presentation based on: Models/Applications

Concurrent 95 **2:00–3:00 p.m.**
Convention Center-208

Creative Advising on Diverse Campuses: Engagement Strategies for Success

Student's experiencing genuine connections to their campuses report stronger commitments to their academic goals. Actively engaging students in opportunities beyond academics promotes academic success. Advisors are in optimal positions to facilitate engagement strategies because of their familiarity of the diverse populations they serve. Serving students in a comprehensive manner supports a developmental advising approach that demonstrates the advisor's true interest in their students' success. The presen-

ters will outline strategies including: tailoring services to unique populations; personalizing services to build rapport and enhance advising relationships; implementing tools that increase external visibility; incorporating outreach activities to creatively disseminate information; and utilizing technology to increase accessibility to information. Participants will gain ideas and tools promoting academic engagement that can be implemented on their home campuses.

Nola Moudry, Tonia Bowers, Philippe Becerra
University of North Texas

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: Less experienced

Concurrent 96 **2:00–3:00 p.m.**
Convention Center-205

Web-Based Scheduling System—Technology in the Fast Lane

If your advising office still uses the "old" paper method for scheduling advising appointments you need to attend this session. This session will discuss how the Office of Student Services transformed its paper based scheduling system to a web-based system with relative ease. This new secure system which was developed in-house has allowed students to schedule appointments at their convenience, for advisors across campuses to make appointments for students, staff to easily schedule appointments (multiple people can schedule appointments), and for advisors to easily manipulate and manage their schedules from any location. This new technology has improved the scheduling and note-taking system we have. The session will close by evaluating the web-based system from our perspective as well as through the feedback we have received from students.

Charity Snyder, Brian DeHoff, Joanna Liedel
Kent State University

Presentation based on: Models/Applications

Concurrent 97 **2:00–3:00 p.m.**
Convention Center-206

Building a Web Based Advising Application to Bridge the Gaps in a Diverse World

With all of the technology out there, how come there are so few software application options designed for and by advisors? Our presentation is designed to provide a step-by-step process that any advising unit or college/university can go through to evaluate the options available for academic advising software applications. We will demonstrate our software application and show the history and evolution of our application and the importance that workflow management played in our decision making process. Included in the presentation materials will be a recommended advising software selection outline to assist you with making the best choice for your advising unit.

Michael McKay, Felix Dominguez, University of North Texas
Presentation based on: Models/Applications

Concurrent 98 **2:00-3:00 p.m.**
Westin-Capitol III

Surviving the Mandate: A Model for First-Year Advising

Creating a new advising model is an exciting opportunity - except when it needed to be implemented yesterday. Facing this challenge with limited resources, the innovative first-year advising model was developed by a team of experienced advisors as the initial step in a comprehensive advising plan. Integrating group sessions and individual advising appointments allowed for accurate information dissemination as well as personalized advising for 1,200 new students. Highlights of the model include introducing technological resources, demystifying university policies, developing student responsibilities in the advising process, and encouraging collaboration between faculty and advisors. Although creating and implementing the model was a challenge, the assessments indicate it was an overwhelmingly positive experience.

Barbara Henry, Candace Weis, Greg Dickerson
 Bowling Green State University
Presentation based on: Models/Applications

Concurrent 99 **2:00-3:00 p.m.**
Westin Congress I-II

Advise a Fraternity? Are You Crazy? You're an ACADEMIC Advisor!

Many of the issues of developmental advising are applicable to advising social Greek organizations. From academics to legal issues, mental health to substance abuse, the Greek advisor is often the sounding board, the voice of reason, and the academic advisor. Meet with an administrator in the international fraternity TKE and an academic advising administrator who happens to also advise the TKEs. Join this discussion on the benefits and problems in advising the students in the Greek system; understand why our presence is important, and how academic advisors can influence the Greeks on your campus.

Kim Roufs, University of Minnesota-Duluth
Eric Chamberlain
 Tau Kappa Epsilon International Fraternity
Presentation based on: Personal Growth as an Advisor

Panel 100 **2:00-3:00 p.m.**
Westin-Grand IV

Blurred Boundaries: Advising and Teaching

The papers on this panel explore the blurred boundaries between teaching and advising: moving advising into classroom settings; the practice and evaluation of faculty advising; and the problems of academic dishonesty among our student advisees. Ned Donnelly, "Advising From the Podium: A New Use for Curriculum Infusion," discusses his NACADA-funded research project involving using the classroom as a venue for group advising. Rhonda Sprague, "Is Faculty Advising Teaching?," questions whether faculty advising is "teaching" or "service." Kathleen Brown, "What Price Honesty: Academic Integrity Issues for Faculty Advisors," explores how academic integrity issues complicate the role

and responsibilities of faculty advisors. All three address faculty advising as teaching and offer practical advice for faculty advisors and for those who work with faculty advisors.

Kathleen Brown, St. Edward's University
Ned Donnelly, University of Cincinnati
Rhonda Sprague, University of Wisconsin-Stevens Point
Moderator: *Maura Reynolds, Hope College*

Presentation based on: Research
Target Audiences-this session is best suited for:
Institutional size: 1,200-5,000 students

3:15-4:15 p.m. Sessions

Commission Meeting 101 **3:15-4:15 p.m.**
Westin-Council

Advisor Training & Development

Are you a commission member or someone who is interested in learning more about Advisor Training and Development? If so, please join us as we review the ideas we discussed in Las Vegas and as we establish our priorities for the coming year. Learn more about our "Ask a Colleague" initiative. Find out how you can be involved in the work of the commission. We are one of the largest commissions in NACADA and our members bring a wealth of experiences and information to the table, so you can expect a lively conversation and a host of great ideas!

Kathy Davis, Missouri State University

Commission Meeting 102 **3:15-4:15 p.m.**
Westin-State Room

Multicultural Concerns

The Multicultural Concerns Commission meeting is open to anyone interested in discussing issues related to diversity. Participants will have the opportunity to share examples of both challenges and successes in working with diverse student populations. We will also work on developing goals and initiatives for the Commission for the coming year.

Kris Rugsaken, Ball State University

Interest Group 103 **3:15-4:15 p.m.**
Westin-Cabinet

Advising Fine Arts Students

Talented and diverse Fine Arts students can provide thought provoking experiences and think outside the box most of the time. Advising these students can be a challenge at times, especially for those who do not interact with such students on a regular basis. This interest group will provide information and support to other professionals working with fine art students in all types of institutions. Discussion will range from sharing advising strategies, programs, and resources to conversations on career options, student development, student health issues and retention activities. Whether you advise fine arts students occasionally or daily, the group is interested in learning more about your experiences and sharing ours.

Mutlu Citim-Kepic, University of Florida

Interest Group 104
Westin-Congress I-II

3:15–4:15 p.m.

Canada

Calling all Canadians and friends! Join us for a round table discussion surrounding issues and trends that are uniquely Canadian. This is your chance to network with colleagues from across Canada and beyond. The discussion will focus on issues identified by our colleagues as well as clarifying the role of the Canada Interest Group within NACADA. Please identify ideas or success stories you would like to see in the next Canada Newsletter. Make you bring business cards to ensure we can all keep in touch.

Natasha Buis, Lethbridge Community College

Concurrent 105
Westin-Grand IV

3:15–4:15 p.m.

Digital Distractions: College Students in the 21st Century

Best of Region 6

Students in the Millennial generation are coming to college with an increasing amount of saviness about technology. What does this mean for educators? This interactive session will review some basics about student development theory and then move into a discussion of the technologies students use and what we can do to help them use their powers for good rather than evil.

We begin with student development theory because it provides a good foundation for understanding not only the Millennial generation, but also ourselves and the situations that helped shape our own development.

Once we have a grasp of student development, the session will transition to discuss the skills and deficits that different technologies provide for students, and offer some suggestions for advisers and other educators to encourage further growth for the students we work with.

Danielle Tisinger, Jennifer Rude, University of Minnesota

Concurrent 106
Convention Center-202

3:15–4:15 p.m.

Advising Tools in Technology

If you want to recognize diversity, you have to be able to look away from the paperwork. We've heard about developmental teaching in our profession. We may even embrace it, but how can we implement it when we are just trying to survive? As advisors, we need to not only keep an accurate track of all the students for whom we are responsible, but to also accommodate for the ever-changing policies and curricula at our institutions.

Learn how to digitally organize your programs' requirements in a logical and consistent way for both you and your students! Gain a valuable resource to better track and update students' records! Discover how to astound your supervisor with a graphic depiction of your student contacts! Take home proven templates to adapt to your specific needs!

Nancy DeLaet, Southern Utah University
Presentation based on: Models/Applications

Concurrent 107
Westin-Capitol III

3:15–4:15 p.m.

Assessing the Financial Worth of Academic Advising at Your Institution

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 in such 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 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. Data from one advising unit will be shared to exemplify how an effective advising program makes dollars as well as good sense.

Thomas Grites, Richard Stockton College of New Jersey
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: More experienced

Concurrent 108
Convention Center-203

3:15–4:15 p.m.

Academic Advising: Overcoming Road Blocks to Academic Success

Commission Sponsored: Advising Education Majors

The College of Education Office of Services and Field Experiences (SAFE Office) at Columbus State University provides comprehensive student services to teacher education candidates in undergraduate and post baccalaureate programs. The mission of the SAFE Office is to provide services that support students as they work toward completion of their programs of study and the attainment of teacher certification. This presentation will discuss a model for academic advising that promotes student success and is highly adaptable to other institutions. Also, the presentation will address usual but frustrating road blocks as well as ideas for advisors to navigate around advising issues. Participants will receive information on components of an effective and adaptable advising program and ideas to improve advising in the ever increasing number and needs of students.

Tina Butcher, Lisa Shaw, Mary Hendricks
Columbus State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 109 **3:15–4:15 p.m.**
Convention Center-212

Helping Graduate Students to Craft and Integrate Coursework and Internship Experiences

Commission Sponsored: Advising Graduate & Professional Students

Graduate students interested in the role advising plays in higher education, or who are considering advising careers, or who are potential tenure-track faculty, are part of our profession's future.

Our presentation will describe Penn State's experience for grad students. We will discuss Foundations of Academic Advising, our graduate course in academic advising that we teach through our masters program in College Student Affairs. We will outline advising internships and work experiences in our summer testing/advising program, and how we provide through this program an example of setting the context for advising entering students.

Participants will be encouraged to share how they crafted their advising roles. Individuals contemplating setting up (or wishing you could) internships or courses are encouraged to attend. Materials will be provided.

Eric White, Judith Goetz, Penn State University

Presentation based on: Models/Applications

Concurrent 110 **3:15–4:15 p.m.**
Convention Center-208

Facilitating the Academic and Professional Development of Gay, Lesbian, Bisexual and Transgender Students: The Results of a GLBT Career Development

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

Adolescence is a period of self-discovery in which college students begin defining their social and professional identities. Gay, lesbian, bisexual, and transgender (GLBT) students have, simultaneously, an additional layer of identity to manage: sexual and/or gender identity. Research shows that societal and internalized homophobia has deleterious effects on the academic and professional development of GLBT students. GLBT students often must focus their psychological resources on managing the stigma associated with coming out, leaving less energy for academic and professional growth. This presentation will review the literature regarding the challenges that GLBT students face, and will discuss the objectives, format, and results of a GLBT Career Development workshop conducted at the University of North Texas.

Lisa Forest, University of North Texas

Presentation based on: Research

Concurrent 111 **3:15–4:15 p.m.**
Westin-Capitol II

Advising Fees: A Sign of the Times

Working within the constraints of a budget is challenging. One method of increasing a departmental budget is assessing students an advising fee for advising services. There are a small number of institutions which assess such a fee

according to a survey sent to administrators of advising units. Overall, charging an advising fee to students is a new concept. In addition, how the fee was initiated, who uses the fee, how the fee is collected, the amount charged to students, and what the fee is used for varies among institutions. The purpose of this presentation is to share creative methods to initiate and use fees for advising services.

Renee Borns, Houston Baptist University

Presentation based on: Research

Concurrent 112 **3:15–4:15 p.m.**
Westin-Grand I

Recognizing the Diversity of Student Athletes through Collaborative Advising

Commission Sponsored: Advising Student Athletes

Myths surrounding student-athlete advising take the form of accusations that athletics advisors only want to keep the student-athlete eligible to play and that departmental academic advisors are incapable of being flexible with scheduling and assisting the student athlete in balancing the demands of academics and competition. Utilizing NCAA data about student-athletes, the academic and personal challenges that these students face will be identified. Participants will be provided with strategies implemented at their institution to build collaboration between the athletics and academic advisors thus promoting student athlete accountability and success both in and out of the classroom.

Opportunity will be provided for participants to identify potential strategies for collaboration on their campuses.

Elizabeth Friedman, Debra Dotterer

Michigan State University

Presentation based on: Models/Applications

Concurrent 113 **3:15–4:15 p.m.**
Westin-Grand II

Psyched for Success: Motivational Techniques for Advising Exploratory Students

A brief review of theories of motivation and positive psychology will be applied to the issues faced by exploratory students. The personal and cultural messages that influence the motivation of exploratory students to set and achieve personal, academic, and career goals will also be discussed. The major emphasis of the session will be on sharing creative interventions that advisors can use to focus on the whole student rather simply person-career match making. Topics explored will include helping exploratory students define success, set goals, and use their strengths to overcome obstacles. Diverse motivational approaches demonstrated will include: classroom activities, programmatic interventions, advising techniques, goal setting worksheets, and the personal development planning process.

Joan Pedersen

Indiana University-Purdue University Indianapolis

Presentation based on: Models/Applications

Concurrent 114 **3:15–4:15 p.m.**
Convention Center-210

Diverse Probation Policies, Programs and Practice: A Multi-Institutional Perspective—The Art of Thinking Independently Together

Probation issues are complex, requiring policies addressing academic warnings to reinstatement after dismissals. Institutions have developed probation policies to help ensure fairness, legal compliance, student support, and academic success. Professionals who have responsibilities in these areas face a fluid task. Probation policies require attention to various populations of the academic community: the students, the support staff, faculty, and even parents.

This presentation will be in a panel format, representing a sampling of institutions. The perspectives will give the attendees a look at a variety of probation processes, and will ask them to share what works well (or not) on their own campuses. This discussion will provide opportunities to gain new ideas, hear about issues and policies at other institutions, and network with colleagues that have the same professional interests or challenges.

Chris Maroldo

Indiana University–Purdue University Indianapolis

Susan Black, California State University

Andrea Harris, Pepperdine University

Jeanette Wong, Azusa Pacific University

Joe Murray, Miami University–Hamilton

Presentation based on: Models/Applications

Concurrent 115 **3:15–4:15 p.m.**
Westin-Grand V

STEPS to Turning Your Freshmen into Sophomores

Research indicates one-third of students drop out of college during their freshman year. Nationally, institutions that have introduced academic support programs into their retention strategies have been the most successful in meeting the academic needs of students. The objective of this presentation is to provide a specific, practical description of the proactive Freshman STEPS Program which currently serves freshmen at Lamar University. Also presented will be the results of a research study documenting the program's effectiveness in increasing retention, achieving good academic standing, and enhancing student satisfaction with the university.

Susan Daniel, Martha Rinker, Lamar University

Presentation based on: Models/Applications

Concurrent 116 **3:15–4:15 p.m.**
Westin-Grand III

Non-Participatory Advisees and Psychosocial Factors

Advising is a partnership. The image of advisor and advisee, both invested in academic interactions, comes to mind. Quality interactions and outcomes are expected, with responsibility beginning with the advisor. A good advisor strives to establish comfort, trust, and the concept of partnering with the advisee, garnering advisee participation. That's the ideal. Non-participatory advisees, more often than not, are non-participatory students, and demonstrate the psychosocial aspect of non-persistence (attrition). Nonparticipation raises questions, such as, "Does the student want an education?" "Is the university providing appropriate resources?" "Is the advisor lacking the necessary skills?" Advising efforts are external, as are other retention programs. This presentation describe non-participatory behaviors, an advising strategy for targeting nonparticipation, and the results from a pilot study correlating academic self-efficacy, outcome expectations and decision-commitment with student persistence.

Dorothy Burton-Nelson, Michael Williams

Southeastern Louisiana University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 117 **3:15–4:15 p.m.**
Convention Center-209

"Project Success"—Successfully Changing the Culture of Academic Probation at Illinois State University

Come and learn how Illinois State developed and implemented a comprehensive and required probation program that changed the campus culture. Learn about the program components, the program's impact on student success, and how the program impacted university reinstatement decisions. Understand how "Project Success"—in just one year of implementation—changed student attitudes about Academic Probation. Participate in a mock reinstatement committee meeting. Explore probation student views on academic advisement and brainstorm ways to address these. Finally, discuss best practices in conducting a successful student probation conference.

Amy Roser, Michelle Schuline, Sharon Walsh, Anjie Almeda
 Illinois State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Level of experience in subject matter: minimal experience needed

Level of advising experience: Less experienced

Concurrent 118 **3:15–4:15 p.m.**
Westin-Chamber

Helping Students Find Meaning in their Major

Today's students have diverse and wide-ranging interests, which often cross traditional disciplinary boundaries. Interdisciplinary majors offer the breadth and flexibility these students seek, but can easily lose coherence, with students choosing haphazardly from a wide array of course offerings. The Interdisciplinary Program in Organizational Studies (OS) at the University of Michigan-Ann Arbor, which draws courses from numerous departments to study organizations from multiple perspectives, has created a tool called "Concentration Pathways" to address this problem. The Pathways tool assists students in making thoughtful course choices and creating a coherent program of study that is meaningful to them. This session will describe this tool and how it can be used to enrich the undergraduate academic experience for interdisciplinary majors, with possible applications for traditional departmental majors as well.

Catherine Philbin, University of Michigan
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 119 **3:15–4:15 p.m.**
Westin-Capitol I

One Size Never Fits All: Seven Programs for Deciding Students

Academic advisors are better equipped to individualize their approach for each student if they have an array of programs from which to choose. The following student opportunities, all created or adopted by one advising unit, and almost all within that advising unit, will be discussed: 1) Engineering Transfer Program; 2) National Student Exchange; 3) Undecided transfer student workshop; 4) Career Center/Advising workshop; 5) Academic Recovery conference; 6) Freshman 101 for undecided students; and 7) Answer Day.

Vicky Schankula, Suanne Early, Matthew Deffendall, Beth Kidwell
 University of Kentucky
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 120 **3:15–4:15 p.m.**
Convention Center-204

Creating a MAJOR Difference in your Orientation Advisement

Advisement and registration during summer orientation sets the stage for how students will engage in their academic experience and build relationships with their faculty when they arrive on campus in the fall. Learn how SUNY Cortland, a mid-size college, re-designed our holistic orientation program to increase academic engagement and faculty, student, and parent satisfaction. We will present why we decided to invite students to sessions based on their major, the logistical and administrative work involved, and the campus response to the change. We will share information about the course registration process, advising resources,

programs to enhance faculty involvement, utilizing student leaders, and the outcomes and challenges we have encountered. Gather information and share experiences on how to enhance advisement during your orientation program.

Abby Thomas, SUNY-Cortland
Meg Nowak, Ithaca College
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 5,000–10,000 students
Level of experience in subject matter: minimal experience needed
Level of advising experience: Less experienced

Concurrent 121 **3:15–4:15 p.m.**
Convention Center-205

Advising With the Speed of Technology—The Electronic Student Academic Folder (ESAF)

The Electronic Student Academic Folder (ESAF) was developed to create an easy, efficient, and accurate maintenance of student records, to provide a comprehensive advising tool and to reduce the use of paper. This web-based online folder allows advisers across the campus to access and review a wide range of student information conveniently from one source. Advisors can obtain detailed academic reports; enter permanent and preparatory notes; send copies of all permanent notes to students; link to other online and archival records; and collaborate with other advisers across campus to appropriately advise students. Participants will have the opportunity to learn about the process, development and implementation of ESAF, and to witness a live demonstration.

Gary Wood, Kristin Schuette, Donna Graham, Roberta Kelley
 Michigan State University
Presentation based on: Models/Applications

Concurrent 122 **3:15–4:15 p.m.**
Convention Center-207

Gender and Engineering: What's Your Message to Women about Engineering and Technical Degrees?

During this past year, a number of national reports have been released that discuss the need to identify and train more engineers and scientists. As the enrollments of women in engineering colleges continue to decline, more attention must be directed to understand this important research. The new research indicates that there continues to be a disconnect between how women frame their career aspirations and the messaging that is given to prospective students concerning the work of engineering. Academic advisors are asked to lead outreach activities, attend high school career fairs and speak to young people about the engineering field—do we really know what message we are giving them? This workshop will synthesize the research in ways that will help advisors know how to make meaningful connections to women applicants.

Elaine Borrelli
 Society of Women Engineers/University of New Mexico
Presentation based on: Research
Target Audiences-this session is best suited for:
Level of experience in subject matter: more experience needed
Level of advising experience: More experienced

Concurrent 123 **3:15–4:15 p.m.**
Convention Center-211

Documenting Advising Competence in a Tenure or Promotion Portfolio

Are you planning on applying for tenure or promotion soon? Are you unsure how to best go about demonstrating your level of expertise and specific accomplishments? This workshop will provide some best practices and suggestions and an opportunity to dialogue with others who are also applying. You need to bring a copy of your institution's mission statement, its advising mission statement, and the promotion/tenure policy. Working with your colleagues, you will leave the session with a plan that will enable you to take the next steps in preparing your portfolio.

Faye Vowell, Phillip Farren, Roland Shook
Western New Mexico University
Presentation based on: Models/Applications

Concurrent 124 **3:15–4:15 p.m.**
Convention Center-201

Intentional Advising: Discussing Intended and Unintended Consequences

Commission Sponsored: Two-Year Colleges

Intentional (intrusive) advising (IA) strategies provide a proactive means by which to foster the students' connections to various members of the campus community. The current version of the model focuses upon two-year college students enrolled in a developmental writing class. A number of the developmental writing courses have been designed as learning communities with concurrent enrollment in a second general education course. An intentional advising component has been integrated within the learning community. It is hoped that participants will gain important insights from the unintended as well as the intended consequences noted from the project conducted over three semesters thus far.

Loretta Kucharczyk, Michaeline Reinke
Prairie State College

Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200–5,000 students
Level of experience in subject matter: minimal experience needed
Level of advising experience: Less experienced

Panel 125 **3:15–4:15 p.m.**
Convention Center-206

Transfer Transition: Two Approaches

Transfer students are often at risk, experiencing a decline in grade point average at the receiving institution that results from cultural, financial, academic, personal, and social impacts. Like freshmen, transfer students are first year students at the receiving institution, but often do not benefit from the orientation and special programs provided for freshmen.

Our panelists, representing two universities address transfer transition issues in different ways, while helping new students connect to their new campus community. One panelist will provide a description of a new living and learning community developed exclusively for new fall 2006 transfer students. The other panelist will highlight a series of collaborative, interactive program that provide guidance, resources, and interventions that have proven highly effective in advising these at-risk students.

Susan Weir, Linda Martin, Mary Ann Harris
Oklahoma State University
Charlene Stinard, Robert Snow, Jacqueline Jessup
University of Central Florida
Moderator: *Anita Carter*, Wayne State University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: Over 10,000 students

4:15–4:30
Convention Cntr-2nd fl foyer
Beverage refreshment break

Near Rooms 201, 208, 209
Pick up a soft drink on your way to an Exhibitor session or your regional meeting.



The downtown Soldiers and Sailors Monument commemorates the valor of those who served in the Civil War.

grams such as CLEP®, exhibit our dedication to helping your students “connect to college success and opportunity.” *Booth #15.*

Let Me Learn, Inc.

Convention Center-210

Let Me Learn, Inc., a (501C(3) organization) is committed to serving K-12, higher education, and corporate personnel through the implementation of the Let Me Learn Process®, an advanced learning system, that equips individuals to understand their learning potential and use it with intention to grow, develop, adapt, perform—learn! *Booth #33.*

National Association of Advisors for the Health Professions, Inc.

Westin Capitol-2

Noel-Levitz

Convention Center-207

Noel-Levitz is a trusted partner to higher education institutions throughout North America. A pioneer in student success, we offer consulting, training, and assessment tools to help student affairs personnel, advisors, and faculty improve student retention. We also partner with campuses for enrollment management, market research, communications, and financial aid management. *Booth #30.*

Redrock Software

Convention Center-205

Redrock Software Corp. presents AdvisorTrac: the ultimate software management system for advising and counseling centers. AdvisorTrac is a web-based solution that allows centers to maximize their resources. Stop by our booth to learn more. www.advisortrac.net *Booth #13.*

SARS Software Products, Inc.

Convention Center-204

SARS Software Products, Inc. offers software programs with Banner, Datatel and PeopleSoft interfaces that meet the needs of student service sites. Schedule appointments (SARS-GRID), send out automatic reminders (SARS-CALL), provide students self-service access (SARS-TRAK), track and control PC usage in labs (PC-TRAK), manage staff schedules (SARS-PLAN), and collect data on tutors' work hours (SARS-STAF). *Booth #16.*

School Datebooks

Convention Center-211

Custom academic datebooks featuring our exclusive full-color PolyFusion™ covers. We format your handbook, place your events on the day and include only the reference pages you select. School Datebooks—Simply The Best. *Booth #7.*

SunGard Higher Education

Convention Center-202

SunGard Higher Education provides software and support, systems implementation and integration, strategic consulting, and technology management services to help

colleges and universities build, unify, and manage their digital campuses. Bringing together people, process, and technology, SunGard Higher Education helps more than 1,600 customers worldwide to strengthen institutional performance through improved constituent services, increased accountability, and better educational experiences. What can we help you achieve? For more information visit www.sungardhe.com. *Booth 29.*

Texas Guaranteed Student Loan Corporation

Convention Center-208

Because we care about every student's potential for success, TG helps ensure access to higher education by guaranteeing federal student and parent loans for higher education. Over the past 25 years, TG's reputation for exceptional customer service and insight into the changing needs of students and families, financial aid professionals, and lending/servicing institutions has led them to become one of the largest student loan guarantors in the nation. *Booth #10.*

5:30–7:00 p.m.

Convention Center-Sagamore Ballroom

Choir Practice

If you want to perform at the General Session on Friday, please attend this rehearsal. It is the only one we have. Come join the fun!



The Indiana Convention Center is conveniently located in downtown Indianapolis. A network of skywalks connects delegates with accommodations, shopping, dining and entertainment.