

SCHEDULE AT A GLANCE

WEDNESDAY, MARCH 15, 2017

10:00 am - 8:00 pm	Conference Registration Open	Concourse A
<i>Lunch on your own (See page 10 & area maps available at the registration table)</i>		
12:30 pm - 5:00 pm	Pre-Conference Workshops: <i>Requires pre-registration</i> (page 11)	Various
3:00 pm - 5:00 pm	Conference Mentoring Program Workshop: <i>Only for registered mentees & mentors</i> (page 12)	Kennedy
5:30 pm - 6:00 pm	NACADA Orientation for First-Time Attendees (page 13)	O'Hare II
<i>Dinner on your own (See page 10 & area maps available at the registration table)</i>		
6:00 pm - 8:00 pm	Conference Mentoring Program Social (page 12)	By Invitation
8:00 pm - 10:00 pm	Conference Welcome: Opening Reception (dessert cash bar entertainment) (page 13)	O'Hare III

THURSDAY, MARCH 16, 2017

6:15 am - 7:00 am	Wellness Activity: Slow Flow Vinyasa Yoga (page 15)	Balmoral Ballroom
7:00 am - 5:00 pm	Conference Registration Open	Concourse A
8:00 am - 5:00 pm	Exhibits Open (page 9)	Concourse A
7:30 am - 8:15 am	Plated Breakfast (<i>Served at 7:30 am- please be on time</i>)	O'Hare II & III
8:15 am - 8:40 am	Welcome, Opening Remarks, & Announcements (page 15)	
8:40 am - 9:30 am	Keynote Address: Dr. James Applegate (page 8)	
9:45 am - 10:35 am	Concurrent Session 1 (page 16)	Various
10:50 am - 11:40 am	Concurrent Session 2 (page 18)	Various
<i>Lunch on your own (See page 10 & area maps available at the registration table)</i>		
1:30 pm - 2:20 pm	Concurrent Session 3 (page 20)	Various
2:35 pm - 3:25 pm	Concurrent Session 4 (page 22)	Various
3:40 pm - 4:30 pm	Concurrent Session 5 (page 24)	Various
4:45 pm - 5:15 pm	State & Province Meetings (page 26)	Various
6:00 pm	<i>Dinner on your own (See page 10 & area maps available at the registration table)</i>	
6:00 pm	State Socials - OHAAA & ILACADA (page 26)	Off-site

FRIDAY, MARCH 17, 2017

SPIRIT DAY! (See page 13)

7:00 am - 10:00 am	Conference Registration Open	Concourse A
8:00 am - 12:00 pm	Exhibits Open (page 9)	Concourse A
7:30 am - 8:45 am	Poster Session with Breakfast (<i>Served at 7:30 am- please be on time</i>) (page 27)	O'Hare II & III
9:00 am - 9:50 am	Concurrent Session 6 (page 31)	Various
10:05 am - 10:55 am	Concurrent Session 7 (page 33)	Various
11:15 am - 12:00 pm	Business Meeting (page 34), Awards (page 6), Closing, & Introduction of 2018 Region 5 Conference Chairs	O'Hare II & III

WELCOME FROM THE REGION 5 CHAIR

Welcome to the **NACADA Great Lakes Region 5 2017 Annual Conference, "Destination Advising: exploring endless opportunities"**! We are so excited to have so many NACADA members and prospective members gather here in Rosemont, IL. This is a beautiful venue for our Region 5 Annual Conference. You will find outstanding pre-conference sessions, our mentoring program, concurrent sessions, poster session, and networking opportunities here at the conference. Each attendee has the opportunity to take away valuable information to enhance advising practice on the campuses represented. Take back our enthusiasm and earnest pursuit of advising excellence to your colleagues! There are "endless opportunities" for everyone.

If this is your first NACADA conference, you will make real friends from different institutions. Please make sure to participate in the NACADA Orientation for First Time Attendees that will provide an overview of how to gain the most from your conference experience as well as connect with NACADA leadership. We will share how to get involved in NACADA and grow as an advising professional. Involvement in NACADA has a way of turning friendly competitors into long-lasting friends and, in many cases, family.

Speaking of friendship, come to the reception and make sure to meet our current NACADA President Dana Zahorik who is also from Great Lakes Region 5. We are proud of Dana and the outstanding work she is doing for NACADA. Michael "Brody" Broshears is a former Region 5 Chair and currently serves on the Board of Directors of NACADA. There are so many wonderful, fun-loving, hard-working, sincere advising folks here excited to connect with you or meet you for the first time.

You are welcome to follow events and updates through our social profiles and tags:

-  **Tweet us: @NACADA_Region_5**
-  **Follow us: facebook.com/NACADARegionV**
-  **Tag us: #Reg5Conf**

You will find regional and conference updates and announcements even after the conference.

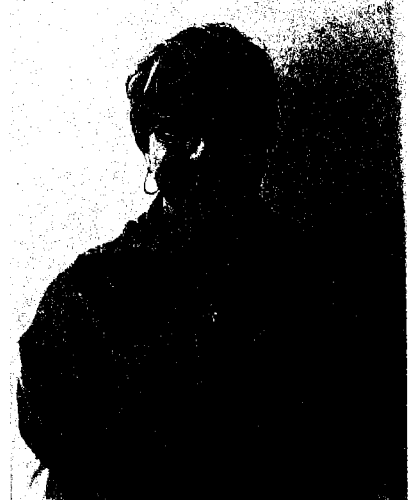
During your free time, enjoy this beautiful venue near Chicago with outstanding shopping, theatres, museums, wineries, restaurants, and other enjoyable activities. Many thanks to our fantastic Rosemont conference committee co-chaired by Teri Farr, Dan Turner, and Mark Vegter. They each have done a fantastic job to provide us with an outstanding conference!

While you are here, you will have the opportunity to learn, connect, explore, and refresh. I hope you take advantage of all there is to do and enjoy this opportunity!

Have a wonderful time!

Nancy Roadruck

NACADA Great Lakes Region 5 Chair (2015 - 2017)
Kent State University
nroadruc@kent.edu



NACADA REGION 5 LEADERSHIP

REGION 5 GOAL & OUTCOMES 2017

- Promote the role of effective academic advising in student success to college & university decision makers
- Encourage participation of Region 5 members to submit Advising Award nominations for Region 5 and NACADA global
- Encourage NACADA membership among Region 5 conference attendees and institutions in Region 5

REGION 5 MEMBERS SERVING NACADA

Over 80 global NACADA positions are filled by Great Lakes Region 5 members by election or appointment on Steering Committees, Administrative Division Committees, Advisory Boards, Commission & Interest Groups, & Regional Division.

REGION 5 STEERING COMMITTEE

Nancy Roadruck, *Kent State University* | Great Lakes Region 5 Chair, 2015-2017

Moises Orozco, *University of Illinois at Urbana-Champaign* | Illinois Liaison, 2016-2018

Sarah Stevens, *University of Southern Indiana* | Indiana Liaison, 2016-2018

Paul Beasley, *Davenport University* | Michigan Liaison, 2015-2017

Bryce Cain, *Kent State University* | Ohio Liaison, 2016-2018

Rhonda Christian, *Durham College* | Ontario Liaison, 2015-2017

Angela Swenson-Holzinger, *University of Wisconsin-Stout* | Wisconsin Liaison | Awards Chair, 2015-2017

Patricia MacMillan, *University of Ontario Institute of Technology* | Communication Coordinator

REGION 5 INCOMING/PAST LEADERS

Mark Vegter, *Illinois State University* | Great Lakes Region 5 Incoming Chair, 2017-2019

Heidi Purdy, *Michigan State University* | Incoming Michigan Liaison, 2017-2019

Patricia MacMillan, *University of Ontario Institute of Technology* | Incoming Ontario Liaison, 2017-2019

Michelle Kampa, *Milwaukee Institute of Art & Design* | Incoming Wisconsin Liaison, 2017-2019

Deb Dotterer, *Michigan State University* | Great Lakes Region 5 Past Chair, 2013-2015

Brody Broshears, *University of Southern Indiana* | Great Lakes Region 5 Past Chair, 2011-2013

REGION 5 GLOBAL LEADERS

Dana Zahorik, *Fox Valley Technical College* | NACADA President, 2016-2017

Shannon Lynn Burton, *Michigan State University* | NACADA Board Member, 2015-2018

Brody Broshears, *University of Southern Indiana* | NACADA Board Member, 2016-2019

Nancy Roadruck, *Kent State University* | NACADA Board Member, 2017-2020

Deanna Donagh, *Kent State University* | Advising Adult Learners Chair, 2017-2019

Shelley Price-Williams, *Southern Illinois University* | Advising Grad. & Prof. Students Chair, 2017-2019

Teri Farr, *University of Illinois at Urbana-Champaign* | Professional Development Committee Chair, 2015-2019

REGION 5 2017 CONFERENCE CO-CHAIRS

Teri Farr, *University of Illinois at Urbana-Champaign*

Dan Turner, *University of Illinois at Urbana-Champaign*

Mark Vegter, *Illinois State University*



NACADA EXECUTIVE OFFICE REPRESENTATIVES

Jennifer Joslin, *NACADA Executive Office* | Associate Director for Content Development

Wendy Troxel, *NACADA Research Center* | Director



Become a NACADA Leader!

Visit the website to find out how you may become more involved at the regional or global level:

www.nacada.ksu.edu/About-Us/NACADA-Leadership

WELCOME FROM THE 2017 CONFERENCE COMMITTEE

We are excited that the 2017 Regional Conference has finally arrived. As a committee, we have been working on the planning details for over a year and our hard work is finally paying off. We hope that you spend the next couple of days learning, networking and reenergizing so that you can return to your home campuses ready to do the important work that we embark on every day with our students. As an important part of the NACADA family, Region 5 is pleased to boast many advisors who exhibit leadership and enthusiasm through service and involvement.

At one of our early meetings, the planning committee was asked to provide the one word representing what we wanted conference participants to remember. **Please see our planning committee word cloud to the right.**

We hope that your experiences are reflected here and that you enjoy your time in Rosemont and the greater Chicagoland area and experience all of the wonderful entertainment options in close proximity to the conference center.

This conference would not be possible without the guidance and support of our current Region 5 Chair, Nancy Roadruck, along with Diane Matteson and Dayna Kuhlman, our NACADA Executive Office Representatives. Thank you for your wisdom and never failing good humor and energy!

Sincerely, Your 2017 NACADA Region 5 Conference Planning Committee

REGION 5 2017 CONFERENCE CO-CHAIRS:



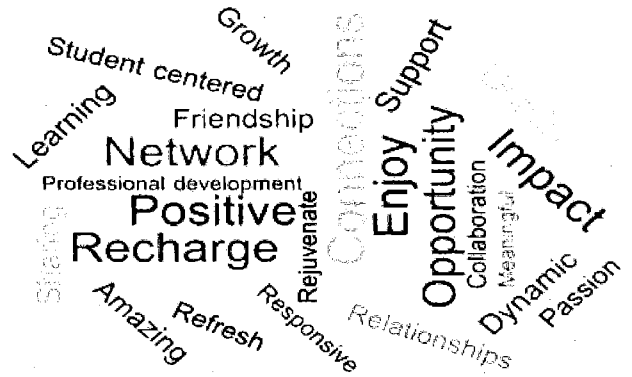
Teri Farr
Conference Co-Chair
Associate Director
Academic Advising & Student Success
Division of General Studies
University of Illinois at Urbana-Champaign



Dan Turner
Conference Co-Chair
Director
Division of General Studies
University of Illinois at Urbana-Champaign



Mark Vegter
Conference Co-Chair
Assistant to the Chair
Department of English
Illinois State University



THE 2017 NACADA REGION 5 CONFERENCE PLANNING COMMITTEE WILL BE WEARING BUTTONS SO YOU KNOW WHO WE ARE~ PLEASE COME SAY 'HELLO' TO US THROUGHOUT THE EVENT & LET US KNOW HOW WE MAY HELP MAKE YOUR CONFERENCE EXPERIENCE THE BEST POSSIBLE! WE WILL BE WORKING REGISTRATION, ENSURING ALL SESSIONS ARE SET-UP, & EVENTS ARE RUNNING SMOOTHLY.

See the rest of our committee on the next page!



2017 REGION 5 CONFERENCE PLANNING COMMITTEE



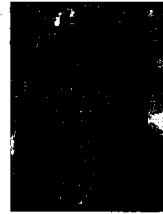
Michela Buccini
Region 5 Mentoring Program Chair
Senior Academic Advisor
Exploratory Studies &
Pre-Sports Administration
University of Cincinnati, Blue Ash College



Nelly Marcial
Evaluations Co-Chair
College Advisor
Wilbur Wright College



Valerie Brooks Wallin
Poster Session Chair
Academic Advisor
School of Art & Design
Southern Illinois University Carbondale



Melissa Newell
Concurrent Session Co-Chair & Booklet
Associate Director of Undergraduate Studies
Department of Economics
University of Illinois at Urbana-Champaign



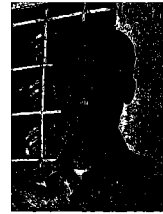
Eliza Callahan
Registration Co-Chair
Academic Advisor & Program Specialist
Honors College
University of Illinois at Chicago



Moises Orozco Villicana
Concurrent Session Co-Chair & Fundraising
Director of Enrollment Management
School of Information Sciences
University of Illinois at Urbana-Champaign



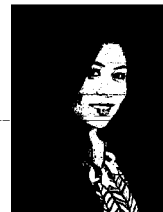
Kat Fraser
Social Media & Communication Chair
Academic Advisor
School of Communication
Loyola University Chicago



Stuart Robinson
Registration Co-Chair
Academic Advisor
Psychology
University of Illinois at Chicago



Theresa Hitchcock
Wellness Committee Coordinator
Assistant Director
Advisor Training & Development
University of Louisville



Diana Soriano
Pre-Conference Chair
Academic Advisor
College of Business Administration
University of Illinois at Chicago



Maggie E. Im
Hospitality Committee Co-Chair
Program Field Coordinator
Training of Pre-Service &
In-Service Teachers (TPI U-46)
School of Teaching and Learning
Illinois State University



Heidi Verticchio
Common Reading Chair
& Evaluations Co-Chair
Clinic Director & Director of Advisement
Communication Sciences & Disorders
Illinois State University



Jenni Kotowski
Volunteer Chair
Assistant Director for Admissions
Division of General Studies
University of Illinois at Urbana-Champaign

*We couldn't do this without all of the the
amazing volunteers!*

See page 35 for more information on our Volunteers
& how you may get involved

NACADA REGION 5 GLOBAL & REGIONAL AWARDS & GRANT WINNERS

Congratulations!

NACADA GLOBAL AWARDS (2016)

OUTSTANDING ADVISING AWARDS (VARIOUS ROLES)

Mark Hurley, *Indiana University, Bloomington* | Winner | Administrator
Alison Schmidt, *The College of Wooster* | Certificate of Merit | Administrator
Susan Kidd, *University of Wisconsin-Whitewater* | Certificate of Merit | Faculty
Connie Hanson, *Indiana University, Bloomington* | Winner | Primary Advising Role
Susan Doyle, *University of Michigan* | Winner | Primary Advising Role
Jessica Wekkin, *University of Wisconsin-Stout* | Winner | New Advising
Elizabeth Freedman, *IUPUI* | Winner | New Advising
Meaghan Cole, *Oakland University* | Certificate of Merit | New Advising

CTGD SERVICE AWARD

Tracy Griffith, *Upper Iowa University-Milwaukee*

WESLEY R. HABLEY NACADA SUMMER INSTITUTE SCHOLARSHIP

Lisa Crumit-Hancock, *Defiance College*
Tiffany Douglas, *Carleton University*
Javaria Afghani, *School of the Art Institute of Chicago*
Noelle Rose, *School of the Art Institute of Chicago*
David Norris, *The School of the Art Institute of Chicago*

Our awards are designed to honor individuals and institutions making significant contributions to the improvement of academic advising within higher education.

The program goals are to:

- Recognize outstanding advising throughout higher education
- Offer a global advising rewards system
- Encourage wider support of advising personnel and programs
- Ultimately improve advising services for students

Award & Scholarship Information:

www.nacada.ksu.edu/Programs/Awards



ASSESSMENT INSTITUTE SCHOLARSHIP

Kristina Walker, *University of Southern Indiana*

GRADUATE STUDENT CONFERENCE SCHOLARSHIPS

Matthew Ralph, *Bowling Green State University* | Annual
Valerie Skubick, *Oakland University* | Annual
Megan Coburn, *Grand Valley State University* | Regional
Kathryn Timm, *Grand Valley State University* | Regional

NACADA REGIONAL AWARDS (2017)

EXCELLENCE IN ADVISING AWARD

Melinda McDonald, *The Ohio State University* | Winner | Administrator
Jon Steven Antalvari, *Kent State University* | Winner | Administrator
Diana Soriano, *University of Illinois at Chicago* | Winner | Primary Advising Role
Katie Clark, *University of Illinois at Urbana-Champaign* | Winner | Primary Advising Role
Janae Currington, *Michigan State University* | Winner | Primary Advising Role
Kelsey Cox, *Indiana University Purdue University Indianapolis* | Winner | New Advising

GRANT WINNERS

Brittany Erwin, *Wright State University* | Individual Scholarship
Christine A Wolf, *University of Wisconsin-Milwaukee* | Individual Scholarship
Kaitlin M Kaste, *University of Illinois at Urbana-Champaign* | Professional Development
Jaimie Newby, *University of Illinois - Springfield* | Crossing Borders

2017 BEST OF REGION 5

Based on the highest number of votes by conference attendees, the winner(s) of the Best of Region 5 presentation will automatically have a concurrent session reserved to present in St. Louis, MO at the NACADA Annual Conference October 11-15, 2017. Also, Great Lakes Region 5 will pay for conference registrations for two of the original presenters.

BEST OF STATE CONFERENCE PRESENTATIONS

We are excited to have 'Best of' state conference concurrent sessions from ILACADA, MIACADA, OHAAA, and WACADA presenting.

Look for the icon for these presentations:





NACADA

THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

NACADA: The Global Community for Academic Advising is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for research related to academic advising.

NACADA evolved from the first National Conference on Academic Advising in 1977 and has over 12,000 members representing all 50 United States, Puerto Rico, and Canada as well as a number of countries around the world. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

Vision

Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

Mission

NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

Strategic Goals

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association

NACADA Diversity Statement:

NACADA: The Global Community for Academic Advising values and promotes inclusive practices within the association and the advising profession. NACADA provides opportunities for professional development, networking, and leadership for our diverse membership and fosters involvement and engagement across identity groups, geographic regions, and professional levels. NACADA promotes the principle of equity and respects the diversity of advising professionals across the vast array of intersections of identity which includes but is not limited to age, cohort, institution type, employment role, location, nationality, socioeconomic status, faith, religion, ethnicity, ability/disability, gender identity, gender expression, and/or sexual orientation.



The **NACADA** Website provides excellent programs, resources, and ways to connect with the global academic advising community: <https://www.nacada.ksu.edu/>



See upcoming **NACADA** & allied events on pages 36-38

FEATURED SPEAKERS

OPENING NIGHT RECEPTION SPEAKER | WEDNESDAY, MARCH 15 | 8:00 PM

Michael "Brody" Broshears

Assistant Vice President for Academic Success, University of Southern Indiana

Since October 2014, Michael "Brody" Broshears has served as the Assistant Vice President for Academic Success at the University of Southern Indiana (USI). In this role, he oversees University Division and the four newly developed advising centers within the undergraduate colleges. Prior to this most recent appointment Brody had served as the Director of University Division at USI since October, 2007. Before joining USI, Brody created and then directed, the newly formed Academic Advising Center for undecided students at Northern Illinois University from 2004-2007. He also spent six years as an academic advisor at the University of Northern Iowa. Brody is an active member of the National Academic Advising Association and is serving a three-year term on the NACADA Board. Prior to that, Brody completed a two-year term on the NACADA Council as Regional Division Representative (2014-2016). He has also served a two-year term as Region Chair (2011-2013) for Region Five. Brody has presented at numerous regional and annual conferences on topics including advising administration, happiness/meaning making and the advising profession, advising systems, the needs of undecided students, and peer advising programs.



Brody has spent his entire professional career helping students make the most of their college experience. Honesty, openness to diversity, and collaboration are important in all that he does. He views his primary role in this profession as that of an educator with an ethical responsibility to improve the lives of those around him. Brody received a bachelor's degree in political science at Indiana University and a master's degree in college student personnel services from Miami University. He lives in Evansville, Indiana, with his wife Catherine, two daughters, Payton and Macy, two dogs, Brooke and Johnny, and two cats, Judy and Tolbert.

 Follow him on Twitter at @brodybroshears

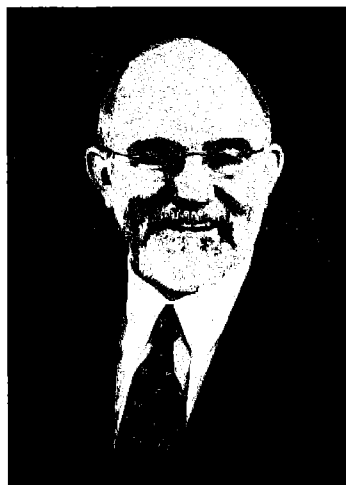
Join Brody:  PRE-CONFERENCE SESSION (PC1) EXPLORING THE ENDLESS OPPORTUNITIES IN ADVISING ADMINISTRATION *Description on page 11 (registration required)*

KEYNOTE ADDRESS | THURSDAY, MARCH 16 | 8:40 AM

James Applegate

Visiting Professor, Higher Education Program, Illinois State University

Past: Executive Director, Illinois Board of Higher Education



Dr. Applegate has spent his career in higher education systems and philanthropy developing policies and practices to dramatically increase college success, especially for underserved groups. He currently is a Visiting Professor in the higher education program at Illinois State University. He previously served as the Executive Director for the Illinois Board of Higher Education. As the state higher education executive officer, Jim led a \$2 billion higher education enterprise and efforts to dramatically increase college attainment, improve college affordability, and close opportunity gaps in Illinois. Jim served as Vice President and head of grant making for the Lumina Foundation. There he led development of new approaches to support increased degree production, fairness, and productivity in higher education. He advocated for improving education policy at the international, federal, state, and institutional levels. From 2000-08, Jim was chief academic officer for Kentucky. During his tenure Kentucky led the nation in higher education attainment increases. Jim was a professor and department/faculty senate chair at the University of Kentucky. He was an

ACE Fellow and serves on advisory boards for the PELL Institute and numerous higher education organizations. He was a University Fellow and received his Ph.D. from the University of Illinois.

Join Dr. Applegate:  CONCURRENT SESSION 1 *COMMON READING*:
(C8) WINNING THE TALENT WAR-UPPING OUR GAME
Description on page 17

EXHIBITORS

Visit them: CONOURSE A

THURSDAY, MARCH 16 | 8:00 AM - 5:00 PM
FRIDAY, MARCH 17 | 8:00 AM - 12:00 PM

ADVISESTREAM

holistic advising: empowered students

<https://advistream.com/>

The AdviseStream cloud-based software platforms build community, encourage collaborative planning with advisors, and streamline processes for student success. Students are empowered to take control of their academic and career paths by creating and modifying multi-year plans, collaboratively designing their co-curricular experiences, and translating their achievements into e-folio and resume formats.

COLLEGE BOARD: CLEP

CLEP

www.clep.org/NACADA

The College Board, a mission-driven, not-for-profit membership organization, challenges all students to own their future by practicing hard and taking advantage of every educational opportunity. Our College-Level Examination Program (CLEP) allows students to demonstrate mastery of introductory college-level material and earn credit with a passing score on any of the 33 examinations.

E2E ADVISING LLC

<http://www.e2eadvising.com/>

Appointment Manager is a higher education booking software that two-way sync with your Outlook or Google calendar in real-time. Appointment Manager helps advisors better manage workflow so they can focus on student success. Our innovative solution is your key to student success, engagement and retention. Student bookings go straight into the advisor's Outlook or Google calendar.

KANSAS STATE UNIVERSITY | GLOBAL CAMPUS | www.global.k-state.edu/education/academic-advising

Winner of the Association for Continuing Education's 2014 National Distinguished Credit Program Award, the online academic advising programs through Kansas State University Global Campus provide a flexible and convenient way to reach your academic goals and learn from knowledgeable faculty members.

SARS SOFTWARE PRODUCTS, INC.

www.sarsgrid.com

SARS Software Products, Inc. offers software solutions for student services. Features include: Web-based appointment scheduling and walk-in registration, automated appointment reminders and broadcasts via email/text, student self-service check-in/check-out, PC lab usage tracking, resource planning, and early alert service referrals for student retention and success. Real time interfaces with college databases.

Helpful Information

 Find helpful staff at the NACADA Region 5 Conference Registration Desk



PRESENTATION TRACK INDEX

Interested in a certain topic? Find "Presentation Index by Track" on page 44.



PRESENTER PREPARATION ROOM

Board Room East is available for presenters before their sessions to prepare. The room does not have a/v equipment available. The conference hotel has a Business Center with computers on the main floor.



GENDER NEUTRAL BATHROOM

Available on the lower-level~ see the map on the inside cover (restroom will be marked).



LACTATION ROOM

The 12th Floor Lounge provides a private room for those needing to pump.



ACCESSIBILITY

The conference hotel provides accessible rooms, spaces, & assistance.

Information provided on the website: www.ihg.com/crowneplaza/hotels/us/en/rosemont/chio/hoteldetail/accessibility

Those needing accommodations for the conference should provide accessibility needs when submitting registration.



WI-FI

Wireless Network: CROWNE CONFERENCE | Password: NACADA2017

Access throughout the Conference Meeting Space. You will need to find the wireless network listed above, and enter the password (may need to be done every 24 hours). a/v staff is on-site for assistance during the conference (visit the reception desk)



PARKING

Discounted parking vouchers allocated during check-in for those staying in the hotel. Those not staying at the hotel may receive a parking voucher at the Conference Registration Desk. Parking is discounted to \$5 based on availability.

WELLNESS & HOSPITALITY

Advise & Thrive:

Advisor wellness is an important aspect of thriving in our work with students. The Region 5 planning committee developed interactive wellness activities for you to experience at the conference and to use in your advising practice on your campus. Take care of you so you can thrive in advising your students!



CONNECT

Help us build our NACADA #Reg5Conf Scrapbook! Look for challenges throughout the conference, snap your pics, and tag them on Instagram with #Reg5Conf and #Reg5Scrapbook.



GIVE BACK

NACADA Bag Exchange & Service Project: Do you have any gently used NACADA bags you would like to pass on to other NACADA members? Give them new life! Bring your bag(s) to the NACADA Region 5 conference & donate them at the bag table. Would you like to get more NACADA swag? If so, pick up a gently used NACADA bag at the bag table for use at the conference & beyond. All bags left at the bag table at the end of the conference will be donated to The Night Ministry!



FLOW

Slow Flow Vinyasa Yoga: Thursday | 6:15-7:00AM | Balmoral Ballroom | See description on page 15.



RECHARGE STATION

Stop by the ReCharge station! Plug in your phone/electronic devices and re-charge your spirit with fun activities that can be completed alone or with colleagues. Located on the lower "Conference Level" near the middle stairway~ see map on inside front cover.



Food & Fun



Hotel Options:

The conference hotel offers a few different food/beverage options: www.crowneplazaohare.com/chicago-il-hotel-dining.php

Chicago Fire Oven: Contemporary American (Breakfast 6-10:30am; Lunch 11am-2pm; Dinner 5-11pm) www.chicagofireoven.com

On The Fly: Coffee & quick food items (6am-1pm) | **Visibility Bar:** Drinks & Chicago Fire Menu available (2-11pm)

Room Service: Order food & beverages to your room (5:30am-11pm)

Cash Concessions: Offered on Thursday during lunch on the Main Level by the escalators (11:30am-1:30pm)

Additional Options (Close to Hotel):

mb financial park at Rosemont and the **Fashion Outlets of Chicago** have a lot to offer! Just steps away from the conference hotel you will find a variety of **food options, shops, and fun activities.** We encourage you to explore the surrounding area!

Maps & area information available at the NACADA Region 5 Registration Desk.

More Information (map, restaurants, & store listings):

<http://www.rosemont.com/mbfinancialpark/> and <http://www.fashionoutletsofchicago.com/>

Directions: See the map to the right

mb financial park
AT ROSEMONT

5501 PARK PLACE, ROSEMONT, IL 60018 · WWW.MBPARKATROSEMONT.COM

From the Crowne Plaza:

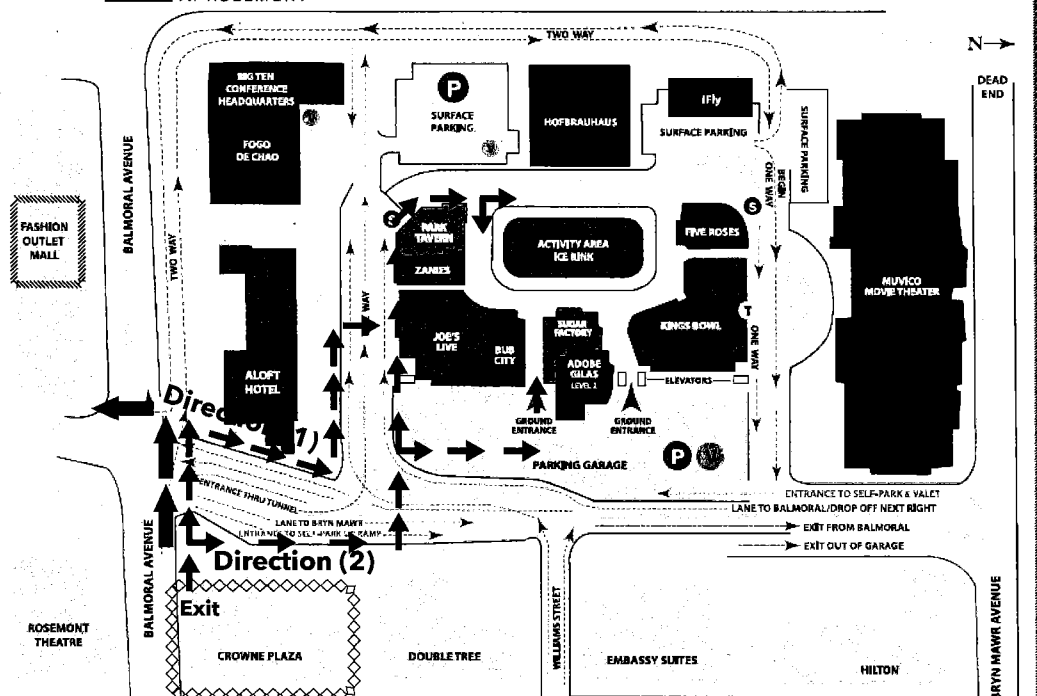
Take the hallway around the Visibility Bar and Pool area~ see "Map (Inside Cover)" of this booklet.

Exit the hotel towards the parking lot/parking garage.

Fashion Outlet Mall is just across Balmoral Avenue. →

mb financial park may be accessed from a couple different routes: →

(1) Continue down Balmoral Ave. and take a right before the Aloft Hotel and continue around the building to the left; Cross the street to the right; Continue around the Park Tavern to the right. -or-
(2) Turn right and follow the back of the Crowne Plaza building until you enter the Parking Garage; Turn left when you come to the Pedestrian Pathway in the garage; Follow to the Ground Entrance.



WEDNESDAY, MARCH 15 ~ PRE-CONFERENCE

WEDNESDAY OVERVIEW

TIME	SCHEDULE	LOCATION
10:00am-8:00pm	Conference Registration Open	Concourse A
11:30am-1:00pm	Lunch on your own (page 10)	See Suggestions
12:30pm-5:00pm	Pre-Conference Workshops (page 11)	Various
3:00pm-5:00pm	Conference Mentoring Program Workshop (page 12)	Kennedy
5:30pm-6:00pm	NACADA New Member Welcome & Orientation (page 13)	O'Hare II
6:00pm-8:00pm	Dinner on your own (page 10)	See Suggestions
	Conference Mentoring Program Social (page 12)	(by invitation)
8:00pm-10:00pm	Conference Welcome: Opening Reception (page 13)	O'Hare III

PRE-CONFERENCE SESSIONS (REQUIRES PRE-REGISTRATION)

TIME	PRE-CONFERENCE SESSION NUMBER & TITLE	ROOM
12:30pm-2:30pm	PC1: Exploring the Endless Opportunities in Advising Administration	Midway
	PC2: Intervention of Academic Crises: Helping Students Complete their Journey	Kennedy
12:30pm-3:30pm	PC3: Beyond Best Practices: Integrating Research Insights into Academic Advising	Love A
	PC4: Flip Your Advising - Move Your Advising Web site to a LMS	Love B
3:00pm-5:00pm	PC5: Building Your Own Online Student Community	Midway

PC1: EXPLORING THE ENDLESS OPPORTUNITIES IN ADVISING ADMINISTRATION

Michael "Brody" Broshears, University of Southern Indiana

12:30-2:30pm | Midway

The role of advising administrator has grown more important and complex in this current state of higher education. This session will address best practices and current challenges in advising administration. Participants will learn how to leverage institutional strategic planning to elevate the role of advising on their respective campuses. Topics will include budget/staffing concerns in this unstable economic climate, keeping new and seasoned advisors creative in their approach to advising, and the comprehensive evaluation/ assessment of advising programs. Additionally, participants will discuss the importance of maintaining work/life balance in the administrator role. There will be time for the sharing of ideas from all participants. Experienced, new, and aspiring advising administrators are welcome.

PC2: INTERVENTION OF ACADEMIC CRISES: HELPING STUDENTS COMPLETE THEIR JOURNEY

Shelley Price-Williams, Southern Illinois University Edwardsville

12:30-2:30pm | Kennedy

Professional advisors in higher education hold diverse academic backgrounds. While some may enter the profession with a broader range of helping skills, others must acquire and strengthen their helping skills while on the job. When students encounter an academic crisis, they often seek refuge in academic advising. It is vital that advisors hold the skill set to intervene and help students at this critical crossroads. In this session, attendees will discuss different types of academic crises presented in their work settings; will share intervention models in place in advising units at different institutions; will acquire theoretical knowledge specific to crisis counseling and technical skills for executing an intervention model; and will gain an awareness of and resources for culturally effective helping.

WEDNESDAY, MARCH 15~PRE-CONFERENCE & MENTORING

PC3: BEYOND BEST PRACTICES: INTEGRATING RESEARCH INSIGHTS INTO ACADEMIC ADVISING

Joshua Morrison, Ivy Tech Community College | Theresa Hitchcock, University of Louisville 12:30-3:30pm | Love A

NACADA strongly supports academic research in advising. However, academic advisors come from a variety of academic backgrounds, having varying levels of academic preparation to both conduct and evaluate research. This highly interactive workshop improves advisor competence and confidence in evaluating and implementing lessons learned from relevant related research into their practice. Attendees accrue both experience and practical tips on evaluating current research literature and how its conclusions and recommendations can be implemented in advising with students. Attention is paid to evaluating research methodology, soundness of conclusions, and the implications of research outcomes for multiple types of institutions and students. Participants will understand the difference between evaluation, research, and assessment, and be able to interpret research articles, analyze findings, and apply the results in their work.

PC4: FLIP YOUR ADVISING - MOVE YOUR ADVISING WEB SITE TO A LMS

George Steele, Ohio State University 12:30-3:30pm | Love B

If you want to advance an advising as teach approach why aren't you using a Learning Management System (LMS)? This session will help those attending 1) consider how they can move their existing advising Web site into an LMS, 2) organize the information into an advising curriculum and learning modules, 3) develop learning outcomes with appropriate evaluation tools, 4) discuss how these steps can change delivery of academic advising to a flipped advising approach, and 5) discuss how adopting this approach can lead to better program assessment. This session will use an LMS to organize content and help participants grasp key instructional concepts. Participants will leave the session with an action plan to implement transferring their advising Web site into an LMS.

PC5: BUILDING YOUR OWN ONLINE STUDENT COMMUNITY

Kalyn Williams, University of Wisconsin - Platteville 3:00-5:00pm | Midway

Do you struggle with building community and engagement between online students and advisors? The Community of Support (CoS) has been in place since early October 2015 and has been a successful initiative to improve student engagement, foster advisor-student relationships, and provide early identification of potential issues. The CoS uses FAQs, discussion forums, and news posts, and acts as a tool for advisors to help encourage student success. Come and learn about the development and implementation of the project and start building the framework of your own community!



CONFERENCE MENTORING PROGRAM (ADVANCE REGISTRATION REQUIRED)

See page 35 for a list of the mentees & mentors participating

HOW TO MAKE THE MOST OF YOUR MENTORING PARTNERSHIP

Michela Buccini, University of Cincinnati, Blue Ash College

3:00-5:00pm | Kennedy

ONLY FOR MENTEES & MENTORS IN MENTORING PROGRAM

Mentoring is an important aspect of one's professional development. The NACADA Region 5 Conference Mentoring Program allows for new advising professionals to be paired with an experienced advisor within Region 5 providing a greater network and collaboration among Region 5 members.

During this session registered mentors and mentees will be given the opportunity to learn more about the Region 5 Conference Mentoring Program. Participants will review the benefits of a mentoring program and create expectations for one another. Mentoring pairs will develop an action plan for the upcoming year during this highly interactive session.

MENTORING PROGRAM SOCIAL

NACADA Region 5 Mentoring Program

6:00-8:00pm | Location Provided to Participants

This is a time for mentors and mentees to gather together informally to continue our conversation and get to know one another. Heavy appetizers provided. *Only for mentees and mentors in the Mentoring Program.*

WEDNESDAY, MARCH 15 ~ ORIENTATION & OPENING

ORIENTATION

NACADA ORIENTATION FOR FIRST-TIME CONFERENCE ATTENDEES

Membership Committee Reps, Board and EO Visitors and Region Leaders

5:30-6:00pm | O'Hare II

As a new member, you most likely have many questions you want answered: Where do I start? What are those things called "interest groups" and "commissions"? I am only in my first year, can I even get involved? What is the purpose of the regions and what opportunities do they provide?

In this session, you will be introduced to NACADA - The Global Community for Academic Advising. This orientation is designed to provide guidance to new members as they begin their journey - learn how membership benefits you and how you can make the most of your "first year experience" in NACADA. During this session, you will have the opportunity to: 1) Learn about the structure and opportunities of the association; 2) Develop ideas for resources and networking to help you both personally and professionally in academic advising; and 3) Listen to colleagues share their stories and connect with other new members to the association. Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story!

OPENING RECEPTION

CONFERENCE WELCOME
8:00-10:00PM O'HARE III



Join us to kick off the 2017 NACADA Region 5 Conference, Destination Advising: exploring endless opportunities. Michael "Brody" Broshears (bio on page 8), NACADA Board Member and previous Region 5 Chair opens the conference by sharing his experience and enthusiasm for advising. Enjoy entertainment, dessert, and a cash bar while networking with colleagues and meeting academic advising professionals from across the Great Lakes Region.

We look forward to celebrating the start of a wonderful conference!



SELFIE PHOTO STATION

Capture your NACADA Region 5

Conference fun at the
Selfie Photo Station!

Share them with us:

NACADARegionV

@NACADA_Region_5

Snapchat Filter

#Reg5Conf

Dessert Menu:

White & Dark Chocolate Dipped Strawberries
Assorted Mini Tartlets, Miniature Cheesecakes, Apple Streusel
Mini Assorted Cakes, Cream Puffs, Eclairs, Lemon Squares
Chocolate Cups filled with Mousse & Berries
Chocolate Brownies, Fresh Sliced Seasonal Fruit & Berries
Imported & Domestic Cheeses with Fresh Fruit Garnish & Assorted Crackers
Coffee & Assorted Hot Tea
Cash Bar



THE EVAN AND TOM LEAHY BAND

The Evan and Tom Leahy Band is an Irish and/or folk/rock duo. Evan plays guitar and bodhran (Irish drum) and Tom plays bass and guitar...both sing. Their music is captivating and raucous all at the same time! They pull in songs from the Irish popular folk to contemporary. They'll bring in songs from the Grateful Dead, Bob Dylan, Johnny Cash, Tom Petty, Ween, Dire Straits, and many more. They have been performing together for over 20 years in an Irish band called Leahy's Luck and these past 7 years as an Irish and folk/rock duo. They can be all Irish or all folk/rock...or any combination (although Irish seems to fit in everywhere).
<http://evanandtom.com/> | <http://www.leahysluck.com/> | **@evanandtom**



Destination Advising 2017

NACADA REGION 5 CONFERENCE

ACCEPTED PROPOSALS

WHAT WILL ATTENDEES EXPERIENCE?

PRE-CONFERENCE **6** SESSIONS

55 CONCURRENT SESSIONS

15 POSTERS
WELLNESS SESSION

VARIOUS TOPICS
INNOVATIVE & CURRENT

- TWO YEAR COLLEGES
- ACADEMIC COACHING
- TECHNOLOGY
- ADVISING BUSINESS MAJORS
- SECOND YEAR STUDENTS
- TRANSFER STUDENTS
- DOCTORAL STUDENTS
- PEER ADVISING & MENTORING
- CAREER COACHING
- GLOBAL ENGAGEMENT
- LIBERAL ARTS
- LIBGTQA ADVISING
- FIRST YEAR STUDENTS
- MULTICULTURAL CONCERNS
- GRADUATE & PROFESSIONAL STUDENTS
- PROBATION, DISMISSAL, & REINSTATEMENT
- THEORY, PHILOSOPHY, & HISTORY
- STEM ADMINISTRATION
- HEALTH PROFESSIONS
- NEW PROFESSIONALS
- TRAINING & DEVELOPMENT
- ETHICS & LEGAL ISSUES
- APPRECIATIVE ADVOCACY
- FIRST GENERATION
- DISTANCE EDUCATION

VARIOUS INSTITUTIONS
PRESENTERS WELL-ROUNDED

50 Institutions
6 Community Colleges
9 Private Institutions

67 4-Year Institutions

64 Public Institutions

A Region 5 States & Province

PRESENTING

Join US

PASSPORT

WWW.NACADA-KSU.EDU/COMMUNITY/REGIONS/REGION-5

ROSEMONT, ILLINOIS | MARCH 15-17

THURSDAY, MARCH 16 ~ WELLNESS & BREAKFAST

THURSDAY OVERVIEW

TIME	SCHEDULE	LOCATION
6:15am-7:00am	Wellness Activity: Slow Flow Vinyasa Yoga (page 15)	Balmoral Ballroom
7:00am-5:00pm	Conference Registration Open	Concourse A
8:00am-5:00pm	Exhibits Open (page 9)	Concourse A
7:30am-8:15am	Breakfast (<i>Served at 7:30 am- please be on time</i>)	O'Hare II & III
8:15am-8:40am	Welcome, Opening Remarks, Announcements (page 15)	
8:40am-9:30am	Keynote Address: Dr. James Applegate (page 8)	
9:45am-10:35am	Concurrent Session 1 (page 16)	Various
10:50am-11:40am	Concurrent Session 2 (page 18)	Various
11:40am-1:30pm	Lunch on your own (page 10)	See Suggestions
1:30pm-2:20pm	Concurrent Session 3 (page 20)	Various
2:35pm-3:25pm	Concurrent Session 4 (page 22)	Various
3:40pm-4:30pm	Concurrent Session 5 (page 24)	Various
4:45pm-5:15pm	State Meetings (page 26)	Various
6:00pm	Dinner on your own (page 10)	See Suggestions
	ILACADA & OHAAA Socials (page 26)	Various



WELLNESS SESSION

SLOW FLOW VINYASA YOGA

6:15AM-7:00AM

Amber Schuler, *Purdue University Northwest*

Balmoral Ballroom

A continuous flow of postures linked together with the breath (a level 1-2 class). We will begin with breathing exercises and releasing of stress/tension. We'll transition to a gentle warm-up, followed by Sun Salutation flows, and round it out with some "challenge" poses. We end class with a cool down and a 31-point guided meditation. The goals of the class are to improve your balance, strength, and flexibility—as well as learning some relaxation techniques and breath-work to reduce daily stress and discomfort. Modifications will be offered to suit all fitness levels. *Required equipment: yoga mat.*

BREAKFAST, WELCOME/OPENING REMARKS, & KEYNOTE

7:30-9:30AM | O'HARE I & II

Keynote Speaker Dr. James Applegate (Bio on page 17)

Please arrive on time for the breakfast: Service begins at 7:30am



Breakfast Menu:

Assorted Chilled Fruit Juices, Freshly Brewed Coffee, and Tea Selection
 Traditional Breakfast Pastries with Butter and Fruit Preserves
 Farm Fresh Scrambled Eggs
 Crisp Smoked Bacon
 Country Breakfast Sausage Links
 Seasoned Oven Roasted Potato Wedges



VISIT THE EXHIBITORS!

OPEN 8:00AM-5:00PM | CONCOURSE A | SEE PAGE 9 FOR LIST

THURSDAY, MARCH 16 ~ CONCURRENT 1

CONCURRENT SESSION 1 (9:45-10:35AM)	ROOM
C1: Advisors: Put YOUR Oxygen Mask on First	Love A
C2: Surviving a Traumatic Campus Event	Love B
C3: How to be a LGBTQA Ally, 101	Midway
C4: Developing Intercultural Competency to Enhance Academic Advising	Kennedy
C5: Got Grit? A New Advising Method	O'Hare I
C6: Advisors at Bat: Coaching Strategies that Advance our Students	Balmoral
C7: Utilizing Your "Other Duties as Assigned" Clause to Create a New Career	Haneda
C8: Winning the Talent War-Upping Our Game (<i>Keynote Speaker Session</i>) *Common Reading*	LaGuardia

C1: ADVISORS: PUT YOUR OXYGEN MASK ON FIRST

Megan Giordano, Indiana University - Purdue University Indianapolis (IUPUI) | Terry O'Brien, IUPUI **Love A**

"...Place the oxygen mask on yourself before helping small children or others who may need your assistance." True on a plane. True in advising. Supporting the success of students begins with a properly trained academic advisor. This session will introduce participants to New Advisor Academy, one institution's academic advisor orientation program. New Advisor Academy exposes advisors to several advising approaches, technologies, and campus resources and policies to make sure advisors are prepared to assist students during turbulence. By the end of the session, participants will have the opportunity to participate in an activity from the academy, as well as develop an action plan, identify key content, delivery methods, sequence, and crucial campus partners to engage in a similar process at their home institution.

Tracks: Advisor Training & Development | New Advising Professionals

C2: SURVIVING A TRAUMATIC CAMPUS EVENT

Amy Treboni, The Ohio State University | Melinda McDonald, The Ohio State University **Love B**

Are you prepared if there is a violent incident on campus? Even with preparation, these incidents can be hard to address in the moment and difficult to process afterwards for staff and students. Advisors often empathize with students, and need to acknowledge their own feelings and concerns about an event as well be aware of compassion fatigue (Figley, 1985). Mindfulness, or "developing non-judgmental, gentle awareness of what may be arising in the present moment of experience" is critical to processing events and caring for the needs of advisors (Moss, Waugh, & Barnes, 2008, p. 132). Join us for a discussion of how to prepare for, and recover from, a violent event on campus.

Tracks: Advising Administration | Advisor Training & Development

C3: HOW TO BE A LGBTQA ALLY, 101

Sarah Stevens, University of Southern Indiana | Courtney Drew, Rotary International **Midway**

As advisors, students often come to us with issues that go well beyond the classroom. Educating ourselves in diversity issues such as sexual orientation and gender identity makes us better equipped to support our students. Our energetic, engaging session will give you a deeper understanding of what it means to be an ally, and practical tips to increase your awareness of and advocacy for lesbian, gay, bisexual, transgender and queer students. Together we will create safe, comfortable spaces for these students on our campuses.

Tracks: LGBTQA Advising and Advocacy | Advisor Training & Development



Please fill out evaluations for the sessions you attend!

Your feedback provides excellent information to the presenters and are used to select the 'Best of' Region 5 winner. *Feedback forms available in each session room. Presenters may pick-up their forms at the Reception Desk about one hour after their session. "Best of" Region 5 will be announced at the Closing Reception.*

THURSDAY, MARCH 16 ~ CONCURRENT 1

C4: DEVELOPING INTERCULTURAL COMPETENCY TO ENHANCE ACADEMIC ADVISING

Mandy Chalk, Purdue University | Ashley Maloff, Purdue University

Kennedy

Due to the large increase of undergraduate students coming from China, Purdue University established the Global Partners Program (GPP) to assist academic advisors, residence life staff, and faculty members better understand the background of the new students from Asia. Since 2012, more than 75 Purdue staff and faculty members have completed the program. The presenters will share their experiences, lessons learned, and how they have applied these lessons to their advising sessions with international students. During the presentation, the presenters will impart the importance of intercultural development to effectively advise and connect with international students. They will do this by sharing techniques that you can implement to learn about other cultures on your own campus and to develop your own intercultural competency.

Tracks: *Global Engagement | Multicultural Concerns*

C5: GOT GRIT? A NEW ADVISING METHOD

Nicole Ruscheinski Herion, College of Lake County | Lisa Hollenbeck, College of Lake County

O'Hare I

If an advisor has the ability to instill Grit in a student, they are more likely to be able to assist students to be comfortable with the delayed gratification of the long term goals that are required in persistence towards degree attainment. At our community College, the office of advising practices intentional advising, implementation of Academic Completion Plans, Succeed Workshops, Study Zones, Connect Events, and a Succeed Conference to demonstrate the Grit Model. Lecture and discussion about Grit and the foundational tools needed to align with this methodology will take place and presenters will foster an open and inclusive environment for an exchange of best practices.

Tracks: *Two-Year Colleges | Advisor Training & Development*

C6: ADVISORS AT BAT: COACHING STRATEGIES THAT ADVANCE OUR STUDENTS

Nicole Turner, University of Illinois at Urbana-Champaign

Balmoral

Not just for athletes, coaching offers advisors an innovative method of empowering students to take action steps towards their own success. Advisors who incorporate coaching practices into their session support the development and independence of their students and facilitate learning. This presentation will highlight best practices from the NACADA Advising and Academic Coaching Commission and National Association of Colleges and Employers (NACE) Coaching Program. Role-play scenarios and small groups will be utilized to encourage advisors to consider how they could incorporate coaching strategies into their work. Participants will leave with opportunities for ongoing growth in this area.

Track: *Advising and Academic Coaching*

C7: UTILIZING YOUR "OTHER DUTIES AS ASSIGNED" CLAUSE TO CREATE A NEW CAREER

Stephanie Percy, Indiana State University | Ashleigh Crowe, Indiana State University

Haneda

When funding is scarce, we are forced to do more with less, and linear career paths are no longer a norm. How do we, as advising professionals, leverage current responsibilities and seek new opportunities to chart a new course? Two former mid-level professionals discuss how they reshaped their "other duties as assigned" into new responsibilities, new divisions, and promotions.

Track: *Advisor Training & Development*

C8: WINNING THE TALENT WAR—UPPING OUR GAME

COMMON READING

Dr. James Applegate, Keynote Speaker

LaGuardia

The talent pool that will sustain a competitive U.S. economy and healthy democracy is largely made up of students that American higher education has historically underserved: low income, first generation, adults and students of color. To enroll, graduate, and launch these students into successful lives and careers will require a focus on integrated and intrusive models of advising that will address the challenges these students bring with them, supports their progress along well defined pathways to degrees, and supports their transition into life and work. All of this will be required in an environment in which resources are constrained. Dr. Applegate will address what it will take to develop a 21st century student support model for 21st century students. (See page 8 for Dr. Applegate's Bio) **Track:** *Advisor Training & Development*

***The common reading for this year's conference is a NACADA Journal article written by our keynote speaker, Dr. James Applegate: "Graduating the 21st Century Student: Advising as if Their Lives (and Our Future) Depended on It". This article was published in Volume 32(1) of Spring 2012. Come to this session ready to engage in conversation with your peers and Dr. James Applegate. Access and read the article: <http://www.nacadajournal.org/doi/pdf/10.12930/0271-9517-32.1.5>**

THURSDAY, MARCH 16 ~ CONCURRENT 2

CONCURRENT SESSION 2 (10:50-11:40AM)	ROOM
C9: Transparent Advising for Underserved Students	Love A
C10: RETENTION MADE EASY (AND FREE): Developing a Peer-to-Peer Coaching Program	Love B
C11: Coaching Conversations in Advising Sessions	Midway
C12: Power and Emotion in Advising Supervision	Kennedy
C13: Is Academic Advising a High-Impact Practice?	O'Hare I
C14: Been There, Done That: The Value of Peer to Peer Relationships in a Mentor-Based Transition Program	Balmoral
C15: Collaborative Transfer Advising Across Campus and Institutions	Haneda
C16: Destination Leadership: Exploring Opportunities through the Emerging Leaders Program	LaGuardia

C9: TRANSPARENT ADVISING FOR UNDERSERVED STUDENTS

Kasey Swanke, University of Notre Dame

Love A

Advisors strive to help students become successful in their classes and intentional in their educational choices, but much of the rationale for the work that advisors do is unknown to students. Many students do not fully understand, for example, the roles of the advisor-advisee relationship or its learning outcomes. When students come to understand the tasks and payoffs of advising, however, they meet these tasks with greater intentionality and success. This presentation will explore making the advising relationships and advising tasks more transparent to students. Attendees will brainstorm and develop ways to implement transparent advising through their own deliverables, including an advising syllabus and an annotated curricular plan. While transparent advising meets the unique needs of all students, the approach amplifies advising for students who are traditionally underserved.

Tracks: *First-Generation College Students Advising | High School to College Advising*

C10: RETENTION MADE EASY (AND FREE): DEVELOPING A PEER-TO-PEER COACHING PROGRAM

Shaunte Rouse, Kent State University | Lauren Rex, Kent State University/Case Western Reserve University

Love B

This presentation provides an overview of a peer-to-peer coaching program and resources to develop a realistic peer-to-peer retention model. Through group interaction, participants will gain strategies and resources to: (1) Identify individual retention goals, (2) Clarify program targeted populations, (3) Develop program recruitment and participation strategies, (4) Create training modules for successful peer-to-peer engagement, (5) Locate and utilize free assessment and evaluation tools, and (6) Identify possible funding sources. Participants will also receive evidence-based resources to guide the development, evaluation, and peer-to-peer matching decision-making process. The goal of the presentation is for each participant to leave with a general framework of a possible peer-to-peer retention model to address their particular retention needs.

Tracks: *Peer Advising & Mentoring | Advising First-Year Students*

C11: COACHING CONVERSATIONS IN ADVISING SESSIONS

Gail Fairfield, Indiana University

Midway

Is your campus or program considering ways to integrate academic coaching into your student success paradigm? To do this, you could be hiring an outside agency to provide coaching or identifying staff who will serve as coaches for specific groups of students. While these approaches often yield excellent results, most of the time they are expensive and only support a small percentage of students (e.g., at-risk or high achieving students). To expand the reach of coaching, regular academic advisors and other staff can learn and utilize coaching conversations within their standard meetings with students. In this workshop, participants will learn the basic tenets of academic coaching and practice how they might use some coaching tools in short interactions with their students.

Tracks: *Advising and Academic Coaching | Advisor Training & Development*

THURSDAY, MARCH 16 ~ CONCURRENT 2

C12: POWER AND EMOTION IN ADVISING SUPERVISION

Shelley Price-Williams, *Southern Illinois University, Edwardsville*

Kennedy

The focus of this presentation is on the role of power and emotion in the supervisory relationship, as it relates to academic advising. Delano and Shah (2006) suggested power is a fundamental part of the working relationship where both parties must work in tandem to maintain a balance. The authors conceptualized supervision as an inherent hierarchy wherein power must be used ethically. Doloriert, Sambrook, and Stewart (2012) purported the ability of employees to experience and manage emotions has implications for supervisors. The purpose of this session is to discuss the interplay of power and emotion in advising supervision as it lies at the heart of human potential.

Tracks: *Advising Administration | Advisor Training & Development*

C13: IS ACADEMIC ADVISING A HIGH-IMPACT PRACTICE?

JP Villavicencio, *University of Wisconsin-Whitewater*

O'Hare I

We all agree that academic advising is a lot more than just helping students register for classes, but is it a transformational experience for our students? This presentation will build upon the advising as teaching framework and discuss how academic advising could be considered a High-Impact Practice. The conversation will begin with how Association of American Colleges & Universities' (AAC&U) Liberal Education & America's Promise (LEAP) initiative and the National Survey of Student Engagement (NSSE) define a High-Impact Practice and conclude with how that definition intersects with a learning centered advising model through facilitating meaning making. Throughout the presentation, we'll review practices advisors can use to make every student's advising experience a High-Impact Practice.

Tracks: *Theory, Philosophy and History of Advising*

C14: BEEN THERE, DONE THAT: THE VALUE OF PEER TO PEER RELATIONSHIPS IN A MENTOR-BASED TRANSITION PROGRAM

Lauren Carney, *Western Michigan University* | **Kellie Skiba**, *Western Michigan University*

Balmoral

With increased awareness and focus on student success and retention in higher education there has also been an increase in the call for programming designed to tackle some of the barriers students face early on in their academic careers. Transition programs like peer mentor programs seek to help students with acclimating to college life, navigating the university's physical landscape and connecting them to resource networks. This session will detail how peer mentor programs positively transform the traditional concept of mentoring by pairing students with upperclassmen—peers—who have a shared identity or background. This scalable system allows learner support programs to provide support to students at varying levels, both directly and indirectly.

Tracks: *Advising First-Year Students | Peer Advising & Mentoring*

C15: COLLABORATIVE TRANSFER ADVISING ACROSS CAMPUS AND INSTITUTIONS

Holly Herrera, *University of Illinois at Urbana-Champaign (UIUC)* | **Keri Niehans**, *UIUC* | **Kristy Valentin**, *UIUC*

Haneda

Would you like to work collaboratively with units across your campus and within partner community colleges to advise transfer students as soon as they indicate an interest in transferring? This session will describe how University of Illinois advising administrators have created a Transfer Think Tank which meets several times a semester to discuss best practices, institutional expectations, and ways to bridge the gap between academic and student affairs. Attendees will have the opportunity to discuss their institutional initiatives, as well as brainstorm and receive feedback on new initiatives. Come and be a part of the Transfer Think Tank!

Tracks: *Advising Transfer Students | Advising Administration*

C16: DESTINATION LEADERSHIP: EXPLORING OPPORTUNITIES THROUGH THE EMERGING LEADERS PROGRAM

Mandy Stephens, *Carroll University* | **Wiona Altic Porath**, *Siena Heights University*

LaGuardia

Shantalea Johns, *Wayne State University*

Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA's mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA's leadership and contribute to the association's mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Diversity Committee and ELP are changing the face of NACADA.

Tracks: *New Advising Professionals | Advisor Training & Development*



LUNCH ON YOUR OWN (11:40AM-1:30PM)

Options listed on page 10

Cash Concessions open 11:30am-1:30pm on the Main Level by the escalators

Area maps & information available at our Reception Desk

THURSDAY, MARCH 16 ~ CONCURRENT 3

CONCURRENT SESSION 3 (1:30-2:20PM)	ROOM
C17: When NOT to Parallel Plan: Creating a Safe Space for Academically Grieving Students	Love A
C18: Recognizing Bullying Behavior Among College Students	Love B
C19: Simple Career Advising Strategies for Busy Advisors	Midway
C20: Dig Deeper: Advising Black & Latino Students	Kennedy
C21: Charming through Disarming: Utilizing Appreciative Advising to Foster Engagement & Continued Learning	O'Hare I
C22: Exploring Opportunities with Students on Academic Probation	Balmoral
C23: Get Out of the Office! : Effective Advising Practices Outside of the Advising Office	Haneda
C24: Resume Exercises: Confidence Builders for Students and Advisors	LaGuardia

C17: WHEN **NOT** TO PARALLEL PLAN: CREATING A SAFE SPACE FOR ACADEMICALLY GRIEVING STUDENTS

Liz Freedman, Indiana University - Purdue University Indianapolis

Love A

Students not admitted to competitive programs may journey through grief stages and are often referred to career, counseling, or tutoring resources; after all, the instinct for advisors is to quickly solve problems. Issues like retention pressure us to focus on parallel planning, but effectively supporting a grieving student may require us to do the unthinkable - nothing. What is best may not be parallel planning, but rather giving the opportunity to grieve. This presentation introduces four tools adapted from an organization devoted to childhood grief which can aid advisors in what to do - and what not to do - in a 30 minute appointment. Advisors will learn and practice tangible ideas that can be immediately implemented into their work.

Tracks: *Advisor Training & Development | Advising First-Year Students*

C18: RECOGNIZING BULLYING BEHAVIOR AMONG COLLEGE STUDENTS

Sean Wernert, University of Notre Dame

Love B

While much of the research and literature on bullying and school violence focuses on primary and high school levels, it is important to recognize that this type of aggressive behavior does not end when students graduate. Using Urie Bronfenbrenner's (1979) ecological model of development as a theoretical framework, this session will present findings of a qualitative study done on college students' understanding and perceptions of bullying on campus. Participants will come away with a better appreciation and recognition of bullying behaviors as well as ways in which college and university faculty and administrators can address the problem.

Tracks: *Ethics & Legal Issues in Advising | Advisor Training & Development*

C19: SIMPLE CAREER ADVISING STRATEGIES FOR BUSY ADVISORS

Kristen Lindsay, Terra State Community College

Midway

Feeling overwhelmed when it comes to incorporating effective career-focused conversation into your jam-packed advising sessions? Do you secretly dread the daunting discussions that deciding students deserve, even though you know they benefit from them greatly? Attend this session to learn about effective strategies to engage students in simple, beneficial career-focused initiatives like "Major Mad Lib" and "Friends & Family Poll". You will leave with a toolkit that will energize you to advise students along the path to successful academic and professional commitment.

Tracks: *Advising and Academic Coaching | Career Advising*

C20: DIG DEEPER: ADVISING BLACK & LATINO STUDENTS

Gary Cooper-Sperber, University of Wisconsin-Milwaukee

Kennedy

Olivia Navarro, University of Wisconsin-Milwaukee | Gabriela Dorantes, University of Wisconsin-Milwaukee

Best Of WACADA

Historically in higher education, multicultural advising was seen as a necessity for underrepresented populations at predominantly White institutions. The focus during that time was to increase access to higher education for racial and ethnic minorities. Although the student population we serve currently is more ethnically diverse, statistics still show that certain racial/ethnic groups are not performing as well nor graduating at the same rates as their white counterparts. Through the lens of cultural competency, this workshop will focus on how to advise for Black and Latino students more effectively and to provide tools to best assist you with advising Black and Latino students.

Tracks: *Multicultural Concerns | Advisor Training & Development*

THURSDAY, MARCH 16 ~ CONCURRENT 3

C21: CHARMING THROUGH DISARMING: UTILIZING APPRECIATIVE ADVISING TO FOSTER ENGAGEMENT AND CONTINUED LEARNING

Brittany Erwin, Wright State University

O'Hare I

First impressions matter when it comes to relationship-building and engaging our students. Want to make sure you're starting (and continuing) on the right foot? This interactive and dynamic session highlights the importance of the "Disarm" phase of Appreciative Advising with particular emphasis on the spaces we advise in. We will discuss Appreciative Advising and the research behind why and how our environments foster or stunt our students' learning and growth. Participants will leave with a deeper understanding of Appreciative Advising as well as some tips, tricks, and a plan to reinvigorate and refresh your office for maximum positive impact and success with your students.

Tracks: *Appreciative Advising | Advisor Training & Development*

C22: EXPLORING OPPORTUNITIES WITH STUDENTS ON ACADEMIC PROBATION

Betsi Burns, Loyola University Chicago | Leah Pasquesi Loyola University Chicago

Balmoral

Best practices on working with first and second year students on academic probation can involve identifying and implementing metacognition strategies, goal setting, and enhancing study skills, but too often we neglect the opportunities being on probation provide to students. Academic probation can be an opportunity for guide students to the why of their education and connect academic probation support structures to institutional mission and values. The session will overview both research and best practices on providing a strengths based framework for supporting students on probation, as well as examples on how to integrate institutional mission and values and campus partnerships to cultivate student belonging and connectedness to the university to further student success.

Tracks: *Probation/Dismissal/Reinstatement Issues | Appreciative Advising*

C23: GET OUT OF THE OFFICE!: EFFECTIVE ADVISING PRACTICES OUTSIDE OF THE ADVISING OFFICE

Ryan Echevarria, College of Lake County

Haneda

In a solely commuter-based, community college setting, it is difficult to engage students in activities on campus, let alone the academic advising process. We, the Academic Advising Department, have taken up that charge and have created a multitude of services aimed at helping students, and the campus as a whole, realize that Advising is more than just choosing classes. During our presentation, learn about the Succeed@CLC program, its creation and implementation, including preliminary statistics on our program's success. Leaving this session, Advisors will obtain new ideas and strategies to take Advising out of the Office and directly to students, helping students to realize the abundance of assistance and services available through the Advising Office year round.

Tracks: *Two-Year Colleges | Advising First-Year Students*

C24: RESUME EXERCISES: CONFIDENCE BUILDERS FOR STUDENTS AND ADVISORS

Lori Seischab, Michigan State University

LaGuardia

When academic advisors engage in career advising, both the student and the advisor benefit. Reviewing resumes is one mechanism for integrating career and academic advising. It also provides a framework for discussing academic and T-shaped skills. Interested academic advisors might ask, "Am I qualified to review a resume?" or "How do I get started?" This session's goal is to answer those questions. After reviewing the benefits to advisors and students, participants will practice using two simple tools for evaluating resumes. Then, we will demonstrate six exercises that help students develop or improve their resumes. Advisors could use a couple of their favorite exercises during an appointment, or they could combine all six exercises into an hour-long session of a first-year seminar course.

Tracks: *Career Advising | Advising and Academic Coaching*



Remember to attend your State/Province Meeting!

Meetings are Thursday at 4:45pm
Information on page 26



THURSDAY, MARCH 16 ~ CONCURRENT 4

CONCURRENT SESSION 4 (2:35-3:25PM)	ROOM
C25: Are We There Yet? Navigating Generational Diversity in the Advising Unit	Love A
C26: If You Give a Mouse a Cookie...	Love B
C27: So Happy Together: Cultivating a Sense of Belonging in First-Year Seminars	Midway
C28: Destination Early Engagement: A Holistic Approach to Graduate Student Orientation	Kennedy
C29: "Getting to Done: Managing Spaghetti from a Fire Hose"	O'Hare I
C30: Supporting a DREAM: Promising Practices in Advising Undocumented Students...	Balmoral
C31: Getting Off on the Right Foot: Building Trust by Establishing Rapport Quickly	Haneda
C32: Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing	LaGuardia

C25: ARE WE THERE YET? NAVIGATING GENERATIONAL DIVERSITY IN THE ADVISING UNIT

Dawn Huckelberry, Southern Illinois University Edwardsville

Love A

With the flood of tech-savvy Millennials entering the workforce and the play-by-the-rules Baby Boomers working past the typical retirement age, it is likely that your unit hosts three distinct generations—and their ideas about work don't always mesh. Anecdotal data collected at Southern Illinois University Edwardsville suggests equitable distribution of generational diversity, yet no aspect of training is devoted to understanding the myriad of differences that can lead to conflict among colleagues. This session is designed to raise awareness of generational difference and its impact on communication. Participants will identify the significant influences that have impacted their own generation, explore identifiable generational differences in work values, and then generate ideas for enhancing communication among colleagues.

Tracks: *Advisor Training & Development | Advising Administration*

C26: IF YOU GIVE A MOUSE A COOKIE...

Carlos Zapata, Indiana University - Purdue University Indianapolis (IUPUI) | Karley Clayton, IUPUI

Love B

If you give a student an academic advisor, they are going to need a career consultant! How can we provide effective and multi-dimensional resources to provide a strong foundation of support for the connected, instant-gratification oriented, and social media consuming generation? Join us in an interactive session where we will discuss how to holistically and innovatively approach advising and career development for the new generation. An overview of strategies utilized by University College at Indiana University-Purdue University, Indianapolis (IUPUI) will be presented with a focus on integrating academic and career development with the support of innovative technology. Participants can expect to: engage in a focused group discussion, share their own innovative practices, and gain ideas to bring back to their own units.

Tracks: *Advising First-Year Students | Career Advising*

C27: SO HAPPY TOGETHER: CULTIVATING A SENSE OF BELONGING IN FIRST-YEAR SEMINARS

Jana Renner, Indiana University - Purdue University Indianapolis (IUPUI) | Laura Masterson, IUPUI

Midway

Creating a sense of belonging is a critical aspect of first-year student success. When it comes down to it, what matters to first-year students when they take their first steps on campus is the knowledge that someone noticed they started this experience and will continue to support them throughout the pursuit of their degree. In this session, we will discuss strategies the first-year seminar instructional team in the School of Physical Education & Tourism Management have used to connect students 1) to each other, 2) to their academic program, 3) to campus resources, and 4) to their institution in the PETM first-year seminar courses. These strategies can be applicable to a wide range of academic programs and institutions.

Tracks: *High School to College Advising | Advising First-Year Students*



Please fill out evaluations for the sessions you attend!

Your feedback provides excellent information to the presenters and are used to select the 'Best of' Region 5 winner. *Feedback forms available in each session room.*

THURSDAY, MARCH 16 ~ CONCURRENT 4

C28: DESTINATION EARLY ENGAGEMENT: A HOLISTIC APPROACH TO GRADUATE STUDENT ORIENTATION

Karla Lucht, University of Illinois at Urbana-Champaign (UIUC) | Rebecca Hodson, UIUC

Kennedy

At the School of Information Sciences at the University of Illinois Urbana-Champaign, one major goal of our student affairs unit is to facilitate a holistic, engaging orientation for incoming students. The process of designing orientations is dynamic as we shift objectives to fit the changing demographics of our community. The career services and advising units work together to create a synergistic approach to welcoming new students which includes not just information transfer but community building, socialization, and tools to ensure student success before classes even begin. We will discuss the motivation and logistics of moving from a one-day orientation to a more thoughtful orientation week(s), and how we evaluate this structure.

Tracks: Advising Graduate & Professional Students

C29: "GETTING TO DONE: MANAGING SPAGHETTI FROM A FIRE HOSE"

Jeannette Passmore, Rhodes State College

O'Hare I

Best Of OHAAA

This isn't time management 101 with priority grids and SMART goals. How can we manage it all when everything is a priority? In today's society, information comes at us like spaghetti from a fire hose. The non-stop stream of information and action items. Beyond the traditional time management tools, it is important to manage your energy, productivity, and information. This session will introduce you to a productivity system that is adaptable to your individual needs. Email and information management will also be covered. Develop a 'mind like water': a state of mind that can quickly assess and process new information.

Tracks: Advisor Training & Development

C30: SUPPORTING A DREAM: PROMISING PRACTICES IN ADVISING UNDOCUMENTED STUDENTS THROUGH UNDERSTANDING THEIR UNIQUE NEEDS AND IMMIGRANT CIRCUMSTANCES

Leonor Wangenstein, University of Notre Dame

Balmoral

Undocumented students present unique circumstances that affect their college and future dreams. To facilitate effective outcomes for undocumented student success, educators should implement specialized support and create an "undocufriendly" campus climate. This presentation will offer key findings in research on the cultural and contextual variables that impact the undocumented student experience. It will discuss best practices that integrate culturally responsive, strength-based and critical race advising theories. Finally, it will provide a space for open discussion about campus reactions and effects of the recent presidential election for this (and other) vulnerable student populations. This lecture presentation will include slides and handouts, and end with an open discussion to compare and share ideas.

Tracks: Multicultural Concerns | Advising Administration

C31: GETTING OFF ON THE RIGHT FOOT: BUILDING TRUST BY ESTABLISHING RAPPORT QUICKLY

Janet Claus, Illinois State University | Sarah Warzecha, Illinois State University

Haneda

We all know the importance of establishing rapport with our students. However, what about those students who differ from us in communication style, life experiences, and values? How do we demonstrate genuine interest and start to build an effective relationship in the ten to thirty minutes we have with them? We will draw from advising literature along with health services and anthropological literature to provide you with ways to start your advising relationships off on the right foot. This session will include examples of cross-cultural interactions as well as interactions with those who have different life experiences.

Tracks: Multicultural Concerns | Appreciative Advising

C32: PUBLISH WITH NACADA: FIND THE APPROPRIATE NACADA VENUE FOR YOUR WRITING

Wendy Troxel, NACADA Center for Research

LaGuardia

There are many opportunities to write for NACADA. Last year 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field's literature base.

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Tracks: Advisor Training & Development

THURSDAY, MARCH 16 ~ CONCURRENT 5

CONCURRENT SESSION 5 (3:40-4:30PM)	ROOM
C33: Speaking From Experience: Improving Student Recruitment, Retention, & Time to Degree...	Love A
C34: There is Power in Numbers: Utilizing Group Advising to Promote Student Success	Love B
C35: Exploring Your Advising Community's Potential - Building an Advisor Week!	Midway
C36: The Problems and Promise of Big Data in Advising	Kennedy
C37: Wiki-Wise: Creating a Dynamic Advising Knowledge Store and its Use in New Advisor Training	O'Hare I
C38: A Feminist Approach to Academic Advising	Balmoral
C39: International Internships Demystified	Haneda
C40: How a NACADA Membership Can Enrich Your Life, Career, and the Field of Advising	LaGuardia

C33: SPEAKING FROM EXPERIENCE: IMPROVING STUDENT RECRUITMENT, RETENTION, AND TIME TO DEGREE THROUGH MODELS FOR EXPERIENTIAL LEARNING

Jennifer Gansler, Michigan State University | Becky Brewer, Michigan State University **Love A**

Liberal Arts programs are facing increasing scrutiny, including their applicability to employment. To tackle this challenge, academic and career advisers collaborated on a guide to help students prepare for life beyond college. Along with academic requirements, students handed a plan for maximizing experiential opportunities. This session will explain the process of developing the career development model, its application to incoming liberal arts majors, results of data collection and on-going assessment as well as its eventual roll out university-wide. As a result of this presentations, participants will gain an understanding of this model of experiential learning, understand its application and recognize the model's utility for recruitment, retention, time to degree and post-graduation placement.

Tracks: *Liberal Arts Advisors | Career Advising*

C34: THERE IS POWER IN NUMBERS: UTILIZING GROUP ADVISING TO PROMOTE STUDENT SUCCESS

Shantalea Johns, Wayne State University | Helen Wilson, Wayne State University **Love B**

As the number of students enrolling in two and four year colleges' increases, many advisors are seeking creative ways of improving customer service for students and student communities. By offering group advising sessions, advisors can streamline the registration process, foster informed decision-making, better handle scheduling conflicts, track enrollment projections and assist a large number of students with career exploration. This presentation will cover the endless opportunities with hosting group advising sessions including a discussion of the types of groups that academic advisors may lead and how these groups can benefit both the students and the institutions.

Tracks: *Advisor Training & Development | Advising and Academic Coaching*

C35: EXPLORING YOUR ADVISING COMMUNITY'S POTENTIAL - BUILDING AN ADVISOR WEEK!

Josephine Volpe, University of Illinois at Chicago | Nick Ardinger, University of Illinois at Chicago **Midway**

Are you looking to expand professional development for advisors? Do you have a need to build advising community and collaboration in the era of student success? UIC will be hosting its Fifth Annual Advisor Week at the end of March 2017 and we want to share how this week dedicated to appreciation and professional development for advisors developed and grew over the past five years with minimal cost to our campus for maximum benefit. The objective of this presentation and interactive session is to help attendees learn how to develop and execute an appreciation and professional development week for advisors on their campus, to examine its opportunities and challenges, and describe how planning has developed over time. Our session will include an opportunity for attendees to map Advisor Week to their campuses.

Tracks: *Advisor Training & Development | Large Universities*

THURSDAY, MARCH 16 ~ CONCURRENT 5

C36: THE PROBLEMS AND PROMISE OF BIG DATA IN ADVISING

Adrienne Sewell, Indiana University Bloomington

Kennedy

In the current climate of increasing reliance on big data in higher education, advising has been caught up in the trend, using predictive analytics, data filtering, and assessment of risk to try to reach the right students and improve retention. Big data is exciting and potentially transformative, but complex to make useful in an advising setting. Looking at the implementation of the EAB Student Success Collaborative, in-house Tableau reports, and other data systems in use at a large advising unit, we will consider the ethical use of data, keeping in mind its faults while still embracing its potential. We will discuss predictive analytics, the concept of the master algorithm, as well as practical applications of conducting outreach based on data points.

Tracks: *Technology in Advising | Advising Administration*

C37: WIKI-WISE: CREATING A DYNAMIC ADVISING KNOWLEDGE STORE AND ITS USE IN NEW ADVISOR TRAINING

Jennifer McDonald, Purdue University- West Lafayette | Linda Gregory, Purdue University- West Lafayette **O'Hare I**

One of the most challenging parts of being a new advisor is keeping track of constantly changing information. This session addresses how one advising department met that challenge by creating a wiki-based manual. This web-based tool allows our office to quickly store, retrieve, and edit information and procedures for use in new advisor training. This session will give attendees a step-by-step overview of our journey from a paper-bound advising manual to an online wiki-based one. Topics will include the following: determination of most useful information for advisors, organization of information, wiki maintenance, and utilization in new advisor training. Attendees will walk away with ideas and resources to help them create a wiki for their offices.

Tracks: *Advisor Training & Development | Technology in Advising*

C38: A FEMINIST APPROACH TO ACADEMIC ADVISING

Rosemarie (Mia) Garcia-Hills, Concordia University Chicago

Balmoral

✓ Best Of ILACADA

A feminist approach to academic advising is rooted in faith, hope, fellowship, and love. A feminist approach is critical, meaningful and transformative and has the potential to elevate the work and role of academic advisors and their daily practice. Academic advisors who engage in a feminist approach focus on cultivating future cultural contributors and leaders who are committed to social justice, equality, and promote a deep respect for humanity through their thoughts, words, and actions.

Tracks: *Advisor Training & Development | Theory, Philosophy and History of Advising*

C39: INTERNATIONAL INTERNSHIPS DEMYSTIFIED

Christine Wolf, University of Wisconsin- Milwaukee

Haneda

Professional internships are becoming more commonplace within the undergraduate student experience, but overseas internships are still relatively rare. However, an increasingly globalized marketplace demands graduates with language skills, intercultural competencies, and experience abroad. In an effort to position our students to be truly equipped to obtain and sustain an international career, the Center for International Education at UWM created an internship program to meet what we saw as a gap in student need and opportunity on our campus. Join us to learn more about how to create and manage a major specific overseas internship program.

Track: *Global Engagement*

C40: HOW A NACADA MEMBERSHIP CAN ENRICH YOUR LIFE, CAREER, AND THE FIELD OF ADVISING

Nancy Roadruck, Kent State University | Bryce Cain, Kent State University

LaGuardia

Teri Farr, University of Illinois -Urbana-Champaign | Deb Dotterer, Michigan State University

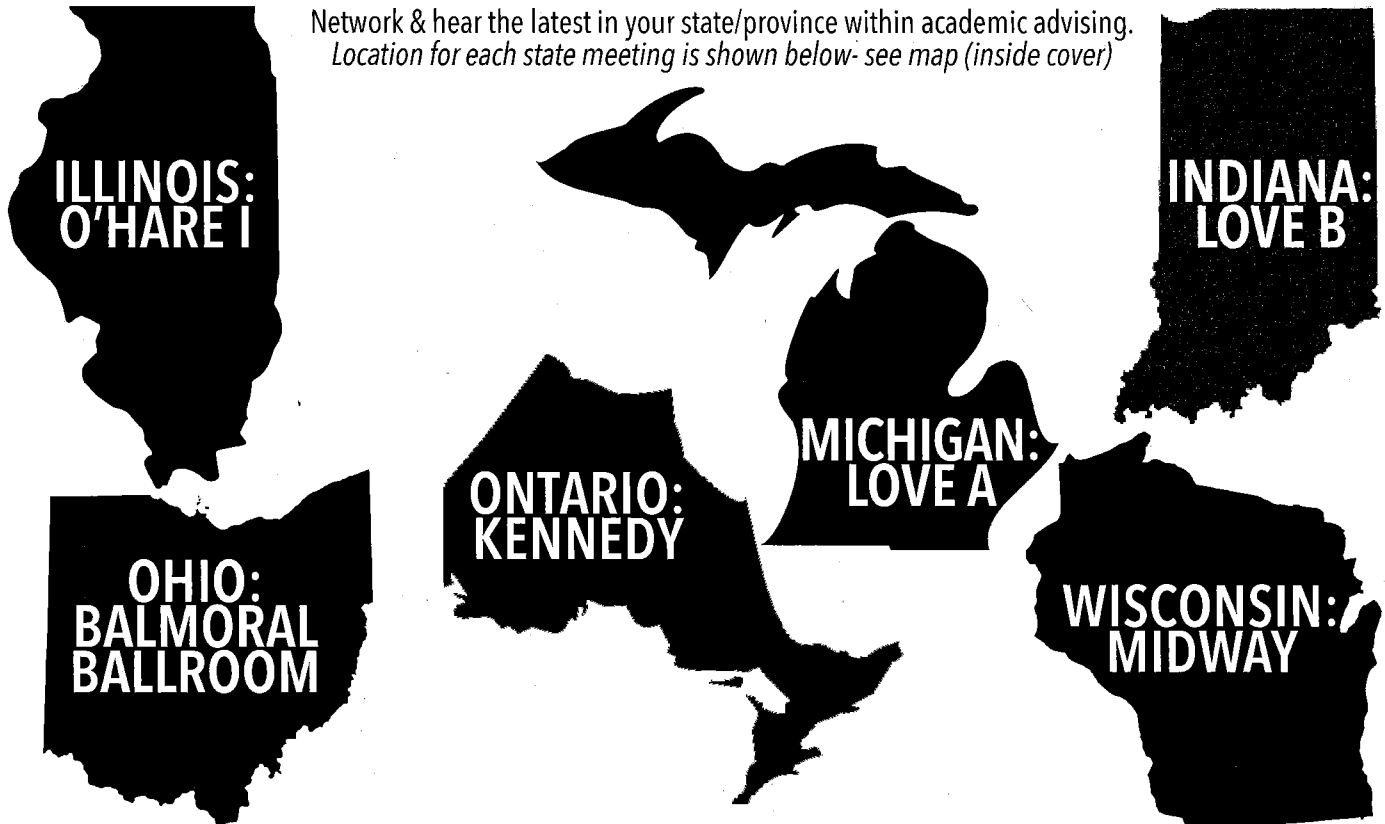
Did you know that NACADA is the global community for academic advising professionals? Are you aware of the many ways you can become involved and collaborate within NACADA? Four academic advising professionals will share their experiences in the organization and give a tour of the myriad of resources available to NACADA members. NACADA member or not, attend this session if you would like to learn about the MANY ways in which you can gain professional knowledge and expertise through becoming an active member. Also, learn about how to become involved within this 13,000+ member (and growing!) professional organization.

Tracks: *Advisor Training & Development | Advising Administration*

THURSDAY, MARCH 16 ~ MEETINGS & SOCIALS

STATE & PROVINCE MEETINGS 4:45-5:15PM

Network & hear the latest in your state/province within academic advising.
Location for each state meeting is shown below- see map (inside cover)



DINNER ON YOUR OWN (6:00PM)

Food options listed on page 10

Area maps & information available at our Reception Desk in Concourse A



STATE SOCIALS (6:00 PM)



OHAAA SOCIAL

Liberty Tavern (5550 N. River Rd.), Rosemont **liberty tavern**
MODERN AMERICAN FARE



ILACADA Social at Shoeless Joe's!

Join ILACADA on Thursday, March 16th for an evening of food with other Illinois advisors!

Round trip transportation provided for only \$2/person!

Your evening includes:

*Drink ticket for the first 40 attendees!

*Heavy hors d'oeuvres!

*Drawing for a state conference registration and other prizes!

10290 W Higgins Road, Rosemont, IL 60018



FRIDAY, MARCH 17 ~ BREAKFAST & POSTERS

FRIDAY OVERVIEW



SPIRIT DAY!

We are proud of how many institutions are represented at our conference & welcome you to wear your institutional attire today!

TIME	SCHEDULE	LOCATION
7:00am-10:00am	Conference Registration Open	Concourse A
8:00am-12:00pm	Exhibits Open (page 9)	Concourse A
7:30am-8:45am	Poster Session (this page) with Breakfast (<i>served at 7:30 am- please be on time</i>)	O'Hare II & III
9:00am-9:50am	Concurrent Session 6 (page 31)	Various
10:05am-10:55am	Concurrent Session 7 (page 33)	Various
11:15am-12:00pm	Business Meeting (page 34), Awards (page 6), & Closing Remarks	O'Hare II & III



BREAKFAST | 7:30AM | O'HARE II & III

Please arrive on time for the breakfast: Service begins at 7:30am

Breakfast Menu:

Assorted Chilled Fruit Juices, Freshly Brewed Coffee, and Tea Selection
 Traditional Breakfast Pastries with Butter and Fruit Preserves
 Fluffy Scrambled Eggs, Grilled Ham, Caramelized Onion and Baby Spinach, Baked in Puff Pastry
 Served with Wisconsin Cheddar Cheese Sauce, Spicy Breakfast Potato Wedges and a Broiled Tomato



As you enjoy breakfast today, please visit our wonderful posters and the presenters- representing a variety of innovative and interesting topics!

POSTER SESSION (7:30-8:45AM) O'HARE II & III

- P1: First Year Arts Programming and Integrative Advising
- P2: Developing Grit in First-Generation & Low-Income College Students through Assertive & Intrusive Academic Advising
- P3: The Balancing Act
- P4: Basic Training: Serving Student Veterans
- P5: Integrating Culture: Thoughts on a Culturally-Responsive Model of Advising
- P6: Adjustment After Transfer for Concurrent Enrollment Students
- P7: Enriching the Transfer Student Experience: Providing Resources to Navigate the Transition
- P8: Tools for Fun and Games in Advising
- P9: Global Opportunities and Advising for STEM Students
- P10: Next Stop, Sophomore Year: Using Faculty Feedback to Develop A Targeted Student Success Initiative
- P11: Passport to Proficiency: Experienced Advisors Acting as Travel Guide for Newby's
- P12: Understanding the Importance of General Education: Drafting Your GE Team
- P13: Can Good Design Change Your Life? Designing a Blueprint to use Graphic Design in Academic Advising
- P14: Advising in the Middle: African-American Students and Non-Black Faculty at Predominantly White Institutions
- P15: The ABCs of Moving from a Faculty Advising to a Professional Advising Model: Lessons from Our First Year in Transition
- P16: Explore Endless Expansion: NACADA Allied Organization Leaders

FRIDAY, MARCH 17 ~ POSTER SESSION

P1: FIRST YEAR ARTS PROGRAMMING AND INTEGRATIVE ADVISING

James Creech, University of Notre Dame | Maryam Zomorodian, University of Notre Dame

Engagement with the arts is a fundamental element of liberal education. Co-curricular arts programming in the first year allows students to engage widely with the arts during the most formative time of their college careers without the constraints or divisions of the curriculum. While outside the traditional purview of advising, this type of programming aligns with the emerging model of integrative advising, and advisors, as generalists with a broad view of liberal education, are well-positioned to coordinate and even lead programs such as discussions of literature or visual art. The arts programming sponsored by the First Year of Studies at the University of Notre Dame is a successful example of this model that can be adapted at different institutions and for different student populations.

Tracks: *Advising First-Year Students | Liberal Arts Advisors*

P2: DEVELOPING GRIT IN FIRST-GENERATION AND LOW-INCOME COLLEGE STUDENTS THROUGH ASSERTIVE AND INTRUSIVE ACADEMIC ADVISING

Sarah Eakin, Cuyahoga Community College

In today's world of academia, nontraditional students struggle with developing a clear and direct path that leads to graduation and eventual career success. Our TRIO Student Support Services program caters to these nontraditional (1st generation, low income) students who, as a population, consistently fall below average in retention and graduation rates. Students develop the "grittiness" they need to succeed in a collegiate environment and overcome challenges that lead to an increased ability to succeed in any capacity when we help foster and develop interest, practice, purpose, and hope. This is accomplished through an advising program created from ideas found in Angela Duckworth's book, "Grit: The Power of Passion and Perseverance." Through intrusive and assertive academic advising using this Grit Development Program, we hope to increase the success of nontraditional students.

Tracks: *First-Generation College Students Advising | Two-Year Colleges*

P3: THE BALANCING ACT

Selvana Evans, Wayne State University (WSU) | Mary Zinser, WSU | Heather Laskos, WSU | Louise Mocerri, WSU

Being an academic advisor is all about the "balancing act". Advisors wear many different hats and are responsible for completing various tasks (above and beyond advising). The academic advising staff in the Mike Ilitch School of Business at Wayne State University is no stranger to the "balancing act". Our daily schedules include recruitment activities, transitional support to first year and transfer students, along with providing the continued support our current students need to keep them progressing through their curriculum according to university standards. We will share some of our best practices and how they can be incorporated into any advising department who have similar expectations.

Tracks: *Advising First-Year Students | Advising Transfer Students*

P4: BASIC TRAINING: SERVING STUDENT VETERANS

Melissa Franzen, Lincoln Land Community College

Join me on a journey to experience what Veteran Students' live through while on deployment. They are exposed to extreme situations on a daily basis. Upon returning home and to the classroom these experiences impact their ability to function the same way as they did prior to active duty. To best serve our Veteran students we must learn to emotionally recognize where they are coming from. This session will help you begin to understand what veteran students experience as they transition back to their civilian life, how to identify a student who may be struggling, how to help others identify a student who may be struggling, and ways to best serve our veteran students through individual interaction, and community and institutional resources.

Tracks: *Advising Veterans | Military Students & Dependents | New Advising Professionals*

P5: INTEGRATING CULTURE: THOUGHTS ON A CULTURALLY-RESPONSIVE MODEL OF ADVISING

Darlene Hampton, University of Notre Dame

The goal of this presentation will be to add to the growing body of work on integrative advising by foregrounding culture--the "dynamic system of social values, cognitive codes, behavioral standards, world views, and beliefs used to give meaning to our lives and the lives of others" (Gay 47) within academic advising. As culture, and our positioning within it, determines how we and our students experience the world and frames both thinking and learning, culture should play a central role in academic advising. The presentation will discuss the current literature on culturally-responsive advising and, drawing on the work of Geneva Gay (2010) on culturally-responsive teaching, discuss a preliminary framework for culturally-responsive advising strongly grounded in an ethic of care.

Tracks: *Multicultural Concerns | Advising First-Year Students*

FRIDAY, MARCH 17 ~ POSTER SESSION

P6: ADJUSTMENT AFTER TRANSFER FOR CONCURRENT ENROLLMENT STUDENTS

Holly Herrera, University of Illinois at Urbana-Champaign

Adjustment to a university campus is important for all students but is under-researched for community college transfer students who participated in concurrent enrollment programs. Using Tinto's (1975, 1993) theory of student attrition, this study interviewed four transfer students to understand their experiences of acclimation and adjustment after completion of their structured program. The study findings can be used to assist in designing new initiatives or to improve established concurrent enrollment programs.

Tracks: *Advising Transfer Students | Advising Administration*

P7: ENRICHING THE TRANSFER STUDENT EXPERIENCE: PROVIDING RESOURCES TO NAVIGATE THE TRANSITION

Samantha Horn, Purdue University Northwest | Anna Kent, Purdue University Northwest

Former transfer students stated that when they transferred to Purdue University Northwest they did not receive information and support to have a successful transition into their new university. To meet this need, the College of Business created Transfer Student Seminars. This three-part seminar series introduced new transfer students to the college, the leadership team, how to handle transfer shock, and various resources for our students. Based on the initial implementation, feedback was positive in providing a more successful transition for transfer students. However the results on content were positive, actual attendance was low. Therefore a workshop setting is being used for the Spring 2017 semester. We hope to see the same positive feedback along with higher attendance.

Tracks: *Advising Transfer Students | Advising Business Majors*

P8: TOOLS FOR FUN AND GAMES IN ADVISING

Patricia MacMillan, University of Ontario Institute of Technology

Academic advising does not have to be sitting across a desk from a student talking AT them. Using fun and games helps to engage the student and build a relationship where they want to come and see you with any questions they may have. This poster will offer suggestions and best practices to arm you with a tool kit of ideas to enlighten, motivate, and foster new ways of thinking. This poster is appropriate for all advising professionals from both 2 and 4 year colleges and universities. Anyone who deals with students would find the information provided useful.

Tracks: *Advising and Academic Coaching | Advisor Training & Development*

P9: GLOBAL OPPORTUNITIES AND ADVISING FOR STEM STUDENTS

Ashley Maloff, Purdue University | Holly Englert, Purdue University

Engineers can expect to enter professional environments that are increasingly culturally diverse and are required to design and solve problems for an internationalized marketplace. Additionally, more STEM students than ever before are seeking out cross-cultural learning experiences. As a result, Purdue University is working to provide innovative study abroad opportunities for Mechanical Engineering students. Developing multicultural competence is a vital component of the academic program. Approximately 40 percent of Purdue University ME undergraduates participate in a global learning experience by the time they graduate. This poster session will share advising approaches for students studying abroad as well as the choices available for Purdue Mechanical Engineering students to gain course credit, participate in research, or hold an internship while participating in study abroad programs.

Tracks: *Global Engagement | Science, Technology, Engineering and Mathematics Advising*

P10: NEXT STOP, SOPHOMORE YEAR: USING FACULTY FEEDBACK TO DEVELOP A TARGETED STUDENT SUCCESS INITIATIVE

Nichole Mann, Indiana University East

Getting in to a selective program is just the beginning. After listening carefully to the concerns nursing faculty expressed as continuing issues with in-program students, Sophomore Nurse Camp (SNC) was developed as a new way to enhance study skills, civility, critical thinking, financial literacy, and other necessary tools for success for nursing students in the sophomore year and beyond. Conducted over five interactive three hour sessions, SNC gave these newly minted nursing students an opportunity to demystify the nursing profession, get to know each other, and build the tools they needed to stay on the road to success.

Tracks: *Advising Second Year Students | Health Professions Advising*

P11: PASSPORT TO PROFICIENCY: EXPERIENCED ADVISORS ACTING AS TRAVEL GUIDE FOR NEWBY'S

Jaimie Newby, University of Illinois at Springfield (UIS) | Robin Vansacik, UIS | Allyssa Brown, UIS

Who advises advisors? At UIS, we're beginning to recognize the value of a mentor/mentee relationship in training new advisors. In this session, attendees will hear from an experienced advisor, an advisor new to campus, and a graduate student interested in becoming an advisor. Participants will gain insight from three differing levels of advising experience. Through lunches and coffee together, shadowing on advising appointments, and just being able to quickly exchange questions and answers and ideas for other strategies and approaches, the presenters will share our practices and demonstrate our fun yet supportive group dynamic.

Tracks: *Advisor Training & Development | New Advising Professionals*

FRIDAY, MARCH 17 ~ POSTER SESSION

P12: UNDERSTANDING THE IMPORTANCE OF GENERAL EDUCATION: DRAFTING YOUR GE TEAM

Jackie von Spiegel, *The Ohio State University* | Alison Baker, *The Ohio State University*

Do you struggle to explain why general education classes are required? We have created a fun activity that you can use to help your students understand the importance of choosing general education classes to develop a well-rounded curriculum. Playing on students' love of sports, we will show you how your students can "draft" their general education classes as part of their degree "dream team." In our pilot study in the first year experience survey course, students gave this activity a positive review: 89% felt this activity was beneficial to their understanding of why general education courses are required. This poster will show you how to apply this activity to your classroom or how to use it in a one-on-one appointment. The GE Draft is sure to be a touchdown!

Tracks: *Advising First-Year Students | Large Universities*

P13: CAN GOOD DESIGN CHANGE YOUR LIFE? DESIGNING A BLUEPRINT TO USE GRAPHIC DESIGN IN ACADEMIC ADVISING

Adam Svoboda, *Indiana University Kokomo*

Academic Advising is an information heavy field, and disseminating information to new students can be challenging due to time constraints and caseloads. Graphic design is a field of visual communication that uses images, words, and concepts to deliver content to audiences. Graphic design can increase attention and comprehension of information through visual engagement, increasing student engagement over the long-term. This session will introduce the concept of an advising blueprint for academic advisors to better understand graphic design techniques and to begin to utilize them during their interaction with students. After this session, participants will have a more complete understanding of graphic design, design practice, and engagement strategies to increase engagement and retention with their students.

Tracks: *Advising and Academic Coaching | Advising First-Year Students*

P14: ADVISING IN THE MIDDLE: AFRICAN-AMERICAN STUDENTS AND NON-BLACK FACULTY AT PREDOMINANTLY WHITE INSTITUTIONS

Kalisha Turner, *Southern Illinois University Edwardsville (SIUE)* | LaVeasey Carter, *SIUE*

This presentation is a fusion of two dissertations focused on African American first-generation students and their perception of college readiness and non-African American faculty and their role in the academic and social integration of African American students at a Predominately White Institution. The presenters will use a compelling visual aid to present on the research conducted and facilitate discussion on the pending implications for practice in academic advising. Additionally, the presentation will include the various roles advisors can play in bridging the gap between African American first-generation students and non-Black faculty.

Tracks: *Multicultural Concerns | Advising First-Year Students*

P15: THE ABCS OF MOVING FROM A FACULTY ADVISING TO A PROFESSIONAL ADVISING MODEL: LESSONS FROM OUR FIRST YEAR IN TRANSITION

Stephanie Zobac, *North Central College (NCC)* | Caroline St. Clair, *NCC* | Jennifer Berner, *NCC*

Alice Dechene, *NCC* | Ginger Donaldson, *NCC*

"The ABCs of moving from a Faculty Advising to a Professional Advising model: Lessons from our first year in transition." The purpose of this session is to share the lessons learned at North Central College during our first year in our transition from a faculty-only to a professional advising model. This session will review advising models, emphasizing the faculty-only and professional (blend of satellite and self-contained) advising models being implemented at NCC. We will discuss the decision making process of moving toward professional advisors, as well as lessons learned during our transition. Specific emphasis will be placed on strategies used to ensure as smooth a transition as possible, including developing relationships with departments/faculty, collaborating with offices, and creating a new advising structure for orientation and student advising appointments.

Tracks: *Advising Administration | Faculty Advising*

P16: EXPLORE ENDLESS EXPANSION: NACADA ALLIED ORGANIZATION LEADERS

Wiona Altic Porath, *Siena Heights University, OHAAA President*

Are you a leader in a NACADA Allied Organization? Would you like to meet with other NACADA Allied Organization Leaders? This poster presentation will engage leaders and future leaders of NACADA Allied Organizations in conversation of how we can work together to promote both leadership and NACADA to our state and region. We will explore and discuss the idea of the Allied Organization Leaders in Region 5 having contact through zoom meetings, to help expand our leadership to our state, region, national and international levels. R5 has endless opportunities.

Track: *Advisor Training & Development*



Please vote for the 'Best of Region 5 Poster!'

Ballots available during the poster session

FRIDAY, MARCH 17 ~ CONCURRENT 6

CONCURRENT SESSION 6 (9:00-9:50AM)	ROOM
C41: Trial by Fire? Developing & Implementing a Successful Model for New Employee Training...	Love A
C42: Discovering Student Narratives: Opportunities to Strengthen Student Success	Love B
C43: Factors Influencing Students' Selection of Their College Minor	Midway
C44: Reasons for their Departure: A Look at Undergraduate Women Who Abandon STEM Majors	Kennedy
C45: Advising & Supporting: First Generation College Students and Their Parents/Guardians	O'Hare I
C46: Bringing the Diverse Advising Community Together through Comprehensive Training	Balmoral
C47: Conversations with NACADA Leaders: Core Values Review: Round Two	Haneda
C48: Endless Possibilities as a Professional: Determining Your Level of Involvement...	LaGuardia

C41: TRIAL BY FIRE? DEVELOPING AND IMPLEMENTING A SUCCESSFUL MODEL FOR NEW EMPLOYEE TRAINING IN THE ACADEMIC ADVISING OFFICE

Kristy Sprung, Cardinal Stritch University

Love A

New employees are oftentimes thrown into new jobs and we cross our fingers that they will be successful. This doesn't work for new employees or for our students. The advising office at Cardinal Stritch University has developed and implemented a new training model based on best practices and feedback from our University advisors. This training is personalized for each new hire, but a comprehensive training plan includes a basic framework that can be used across the University and could be adapted by others as well. During this session, I will outline the training model that we use, share stories about what has worked and what hasn't, and share tools that are available to new advisors at Stritch.

Tracks: *Advising Administration | Advisor Training & Development*

C42: DISCOVERING STUDENT NARRATIVES: OPPORTUNITIES TO STRENGTHEN STUDENT SUCCESS

Dawn Niedermiller, Wayne State University | Cynthia Merritt, Wayne State University

Love B

There is a diverse group of students coming from secondary educational systems that continue on to institutions of higher education. Although some of these students are apprehensive about attending college, many graduate feeling more confident about themselves and their future opportunities. What can make the difference in students persisting through college and beyond? How can advisors support the needs of diverse student populations to create a sense of connection and belonging? Can advisors learn from student experiences to promote student success? Student narratives will be presented and participants will engage in an interactive round table discussion which will lead to ideas and feedback for more effective advising to promote greater student success.

Tracks: *Advisor Training & Development | Multicultural Concerns*

C43: FACTORS INFLUENCING STUDENTS' SELECTION OF THEIR COLLEGE MINOR

Brenda Klostermann, Southern Illinois University Edwardsville

Midway

Intensified focus on the worth of postsecondary education and pressure to secure employment upon completion has increased the significance of students' selection of their college major and minor. While major selection has been widely studied, the lack of research-based guidelines for minor selection hampers advisors' practice to positively impact students' college success. This qualitative study examined perceptions of undergraduate students with a Psychology major in a medium-sized Midwestern public university regarding factors influencing their decision in selecting a minor. Session participants will increase awareness of salient factors that influence students' decision-making process for their minor, as well as learn practical steps in utilizing Holland's Theory of Types and Baxter Magolda's theory of self-authorship to provide guidance to students for selecting their minor.

Tracks: *Advisor Training & Development | Liberal Arts Advisors*



Please fill out evaluations for the sessions you attend!

Your feedback provides excellent information to the presenters and are used to select the 'Best of' Region 5 winner. *Feedback forms available in each session room.*

FRIDAY, MARCH 17 ~ CONCURRENT 6

C44: REASONS FOR THEIR DEPARTURE: A LOOK AT UNDERGRADUATE WOMEN WHO ABANDON STEM MAJORS

Nicole Rombach, *Grand Valley State University*

Kennedy

While undergraduate women have surpassed their male counterparts in degree completion, they are still underrepresented in certain STEM majors and depart from these fields at higher rates. In this session, we will explore this issue further, as we discuss preliminary findings from a qualitative study, which seeks to understand the reasons undergraduate women switch from STEM to non-STEM majors at one Midwest liberal arts institution. Those in attendance will not only gain a better understanding of the circumstances surrounding women's departure from STEM, but will also gain insight as to how we might incorporate this information in our own advising.

Tracks: *STEM Advising | Liberal Arts Advisors*

C45: ADVISING & SUPPORTING: FIRST GENERATION COLLEGE STUDENTS AND THEIR PARENTS/GUARDIANS

Mic Nauman, *University of Wisconsin - La Crosse*

O'Hare I

Hanna Wright, *University of Wisconsin - La Crosse* | **Sonia Garcia**, *University of Wisconsin - La Crosse*

Research shows that students in the millennial generation seek support and guidance from their parents/guardians more than students in other generations. But what about millennial students who are first in their family to attend college? This session will present research by a first generation college student from the University of Wisconsin-La Crosse that focused on communication (or lack of) between first generation college students and their parents/guardians. Participants of this session will learn about the needs of first generation college students and develop strategies to support first generation college students and their parents/guardians through advising practices and campus programming.

Tracks: *First-Generation College Students Advising | New Advising Professionals*

C46: BRINGING THE DIVERSE ADVISING COMMUNITY TOGETHER THROUGH COMPREHENSIVE TRAINING

Kristy Valentin, *University of Illinois at Urbana-Champaign (UIUC)* | **Bob Steltman**, *UIUC*

Balmoral

At the University of Illinois in LAS, the Advising Community is diverse and its scope is broad. To assist in the professional development of all advisors to prepare for the range of issues involved in advising, we promote ongoing communication and information sharing through a variety of training events and in a multi-modal fashion. Our program is designed to meet short and long term goals with an emphasis on "just in time information" provided at each session. All advisors are welcome to join. Our program is rooted in our campus' student learning outcomes and encourages advisors to connect those outcomes with their advising practices. This session will cover an overview of our program and provide time at the end to discuss suggestions and other best practices from the audience.

Tracks: *Advisor Training & Development | Advising Administration*

C47: CONVERSATIONS WITH NACADA LEADERS: CORE VALUES REVIEW: ROUND TWO

NACADA Board, Executive Office Reps and Region Leaders

Haneda

This session is designed for our leaders to provide information about the association to all conference participants. A portion of this year's conversation will focus on a review of drafted core values for the Association in the future. These values were drafted based on feedback from membership over the past year gathered at Annual, International, and Regional Conferences, NACADA Institutes, and a webinar. Participants are encouraged to ask questions about the topic as well as the association, including how to become involved and learn about leadership opportunities.

Track: *Advisor Training & Development*

C48: ENDLESS POSSIBILITIES AS A PROFESSIONAL: DETERMINING YOUR LEVEL OF INVOLVEMENT IN THE SCHOLARSHIP OF ADVISING

Wendy Troxel, *NACADA Center for Research*

LaGuardia

As the scope of the profession of advising grows and deepens, individual advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective "Involvement in Research" framework. Join members of the NACADA Research Committee and the Director of the NACADA Center for Research as we explore ideas for your own place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there.

Track: *Advisor Training & Development*

FRIDAY, MARCH 17 ~ CONCURRENT 7

CONCURRENT SESSION 7 (10:05-10:55AM)	ROOM
C49: Avoiding Plot Twist Panic: Building Strong Parallel Plans	Love A
C50: The PEER Program, a Professional Development Program for Academic Advisors at USI	Love B
C51: Queering Advising	Midway
C52: Passport to Engagement: Second Year Experience	Kennedy
C53: Two Heads are Better Than One: Academic & Career Advising	O'Hare I
C54: Game of Groans: Turning Oppression into Possibilities for Academic Advisors	Balmoral
C55: The Five W's of Creating An Advising Network	Haneda

C49: AVOIDING PLOT TWIST PANIC: BUILDING STRONG PARALLEL PLANS

Kelsey Cox, Indiana University - Purdue University Indianapolis (IUPUI) | Keely Floyd, IUPUI **Love A**

Have you ever watched your favorite movie character run upstairs to get away from a villain, and thought "What exactly are you going to do once you're trapped up there?" Students regularly visit their advisor in the middle of a plot twist panicking and ready to jump into an ill-formed plan. Building strong parallel plans helps avoid this, but how do we get student buy-in before the plot twists and ensure that students have developed truly satisfying parallel plans? To meet these needs, IUPUI's Health and Life Science Advising Center (HLSAC) has developed a culture of parallel planning that prompts all students to consider parallel plans ahead of time. This session will provide an overview of how HLSAC prepares students for their inevitable plot twists.

Tracks: *Health Professions Advising | Appreciative Advising*

C50: THE PEER PROGRAM, A PROFESSIONAL DEVELOPMENT PROGRAM FOR ACADEMIC ADVISORS AT USI

Heather Rush, University of Southern Indiana **Love B**

The PEER Program (Providing Enrichment, Explanation and Reflection) is a professional development program that provides USI academic advisors the opportunity to attend professional development sessions without leaving campus. Attendees will hear how the program has been a success at USI and also some of the pitfalls the program faced. They will be given a copy of the survey sent to the Advising Centers and learn how the program evolved after receiving feedback from staff members. Attendees will also receive copies of the monthly PEER Newsletter that provides a recap of the previous month's sessions. Finally, attendees will leave with a plan in mind of how they can possibly implement a similar program at their institution.

Track: *Advisor Training & Development*

C51: QUEERING ADVISING

Christy Carlson, Trent University **Midway**

While colleges and universities have produced a significant body of queer theory, "they have remained substantially untouched by a queer [theory] agenda." This presentation asks what happens when queer theory is brought to bear on academic advising. What is a queered advising practice, and how does it differ from an advising model for LGBTQ+ students? What would it strive to accomplish, and what would advisors and advisees do differently? I will begin by briefly outlining a few key tenets of queer theory and suggesting how they might translate into an advising context. The main focus of the presentation, however, will be group discussion of case studies. We will explore how we could queer advising on our own campuses and discuss what might be at stake in doing so.

Track: *Theory, Philosophy and History of Advising*

C52: PASSPORT TO ENGAGEMENT: SECOND YEAR EXPERIENCE

Kirsten Nisbett, Oakland University (OU) | Krista Malley, OU | Taylor Williams, OU | Kelly Clemens, OU **Kennedy**

Join us on a journey, as we travel back in time to 2013 and the implementation of SYE at Oakland University. With aims to increase retention of second year and first-time transfer students, this university-wide program highlights five engagement areas: major, major/minor exploration, career/research, campus and community. Focused on best practices, SYE encourages "self and career-exploration, while encouraging engagement in the academic community," (Williams and Manning, 2014, para. 2). Since its implementation, the number of second year students on track to begin their third year has increased from 71.2% to 77.6%. This session will cover a historical look at the program, mission, retention and on-track data, best practices in second year programs and future plans for growth.

Track: *Advising Second Year Students*

FRIDAY, MARCH 17 ~ CONCURRENT 7 & CLOSING

C53: TWO HEADS ARE BETTER THAN ONE: ACADEMIC & CAREER ADVISING

Adam McChesney, *Oakland University*

O'Hare I

✓ Best Of MIACADA

The number one answer for why a student attends college now seems to be "to get a good job." Many students, though, haven't thought about what a good job actually means for them. This session will showcase the seminars, events, and philosophies the Oakland University School of Business advising office has used to get students to think critically about career choices. Students who have a clear purpose for attending college tend to be more motivated and successful. Participants will walk away from this session with ideas about how they can incorporate career advising into their own academic advising practices.

Tracks: *Advising Business Majors | Career Advising*

C54: GAME OF GROANS: TURNING OPPRESSION INTO POSSIBILITIES FOR ACADEMIC ADVISORS

Michelle Sadowski, *Elmhurst College* | Janis Williams, *Elmhurst College*

Balmoral

"Just make it happen." "These orders came from above." "We need to make this right."

Academic Advising is increasingly finding itself in a struggle for power and autonomy in, and with, its surrounding world of higher education; educational institutions are chasms of differing opinions on how to meet students' needs, frequently holding residence to debating "customer service" versus "student service." Using characters and themes from HBO's hit series *Game of Thrones*, this interactive session will explore different types of oppression which academic advisors experience in our changing world of 'on-demand': on-demand advising, on-demand answers, and on-demand "fixing" of students' (perceived) problems... all while tight-rope walking that fine line between what advisors would consider appeasing versus what is best serving students.

Tracks: *Advisor Training & Development | Ethics & Legal Issues in Advising*

C55: THE FIVE W'S OF CREATING AN ADVISING NETWORK

Whitney Harris, *Northern Illinois University (NIU)* | Margee Myles, *NIU* | Michelle Pickett, *NIU*

Haneda

Due to evolving student needs and the realignment of institutional goals, advisors are asked to know and do more. In response to this demand, training and development activities are essential. Advising networks provide opportunities for collaboration and enhanced student services while challenging the "silo effect". Join us to discuss experiences related to who, what, where, when and why in creating an advising network.

Through presentation and interactive discussion participants will identify institutional support and appropriate network members; recognize the important balance between network development and flexibility; and understand the value of establishing and prioritizing activities. Although resources may be limited, advisor opportunities do not have to suffer.

Tracks: *Advisor Training & Development | Advising Administration*



BUSINESS MEETING, AWARDS, & CLOSING REMARKS



11:15AM-12:00PM | O'HARE II & III

Come join your old and new friends as we meet the current and newly elected leaders of Great Lakes Region 5. See awards and grant winners, and mentees/mentors recognized, and learn more about NACADA as well as Region 5.

There will be giveaways of NACADA materials and a time to congratulate our outstanding conference co-chairs and committee members.

The Region 5 2017 budget and our goals will be shared.

We hope to see you there!

See Award Recipients on page 6

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Thank you to everyone who has volunteered their time to work at our conference for set-up, logistics, registration, session moderators, volunteer check-in, evaluations, and all the other areas which help make this conference successful!

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Still time to Volunteer!

Since you're already here, why don't you volunteer?! There are still plenty of opportunities to help throughout the NACADA Region 5 Conference.

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More Information:

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Find More Information: <http://www.nacada.ksu.edu/Events.aspx>

*Stop by our table during the Poster Session to chat with the
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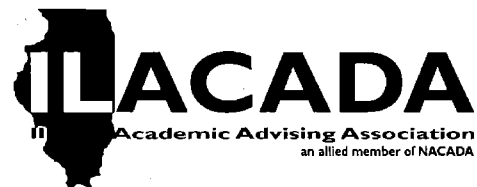
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PRESENTATION TRACK INDEX



Interested in a specific topic? Below all presentations are separated based on their tracks, so you may find all the presentations on a specific topic. Presentations are listed with their presentation code (C= Concurrent Session; PC= Pre-Conference Session; P= Poster Session), the first portion of their title, and the page number where you will find the presentation in this booklet.

Advising Administration: **C2:** *Surviving a Traumatic Campus Event* (Page 16); **C12:** *Power and Emotion in Advising Supervision* (Page 19); **C15:** *Collaborative Transfer Advising...* (Page 19); **C25:** *Are we there yet?...* (Page 22); **C30:** *Supporting a DREAM:...* (Page 23); **C36:** *The Problems and Promise of Big Data in Advising* (Page 25); **C40:** *How a NACADA Membership Can Enrich Your Life, Career, and the Field of Advising* (Page 25); **P6:** *Adjustment after transfer...* (Page 29); **P15:** *The ABCs of moving from a Faculty Advising...* (Page 30); **C41:** *Trial by Fire?...* (Page 31); **C46:** *Bringing the Diverse Advising Community Together...* (Page 32); **C55:** *The Five W's of Creating An Advising Network* (Page 34)

Advising & Academic Coaching: **C11:** *Coaching Conversations...* (Page 18); **C19:** *Simple Career Advising...* (Page 20); **C24:** *Resume Exercises:...* (Page 21); **C34:** *There is Power in Numbers:...* (Page 24); **P8:** *Tools for Fun...* (Page 29); **P13:** *Can Good Design Change Your Life?...* (Page 30)

Advising Business Majors: **C53:** *Two Heads are Better Than One:...* (Page 34); **P7:** *Enriching the Transfer Student Experience:...* (Page 29)

Advising First-Year Students: **C10:** *RETENTION MADE EASY...* (Page 18); **C14:** *Been there, done that:...* (Page 19); **C17:** *When NOT to Parallel Plan:...* (Page 20); **C23:** *Get out of the Office!...* (Page 21); **C26:** *If you give a mouse a cookie...* (Page 22); **C27:** *So Happy Together:...* (Page 22); **P1:** *First Year Arts Programming...* (Page 28); **P12:** *Understanding the Importance of General Education:...* (Page 30); **P13:** *Can Good Design Change Your Life?...* (Page 30); **P14:** *Advising in the Middle:...* (Page 30); **P3:** *The Balancing Act* (Page 28); **P5:** *Integrating Culture:...* (Page 28)

Advising Graduate & Professional Students: **C28:** *Destination Early Engagement:...* (Page 23)

Advising Second Year Students: **C52:** *Passport to Engagement:...* (Page 33); **P10:** *Next Stop, Sophomore Year:...* (Page 29)

Advising Transfer Students: **C15:** *Collaborative Transfer Advising...* (Page 19); **P3:** *The Balancing Act* (Page 28); **P6:** *Adjustment after transfer...* (Page 29); **P7:** *Enriching the Transfer Student Experience:...* (Page 29)

Advising Veterans; Military Students & Dependents: **P4:** *Basic Training: Serving Student Veterans* (Page 28)

Advisor Training & Development: **C1:** *Advisors: Put YOUR Oxygen Mask on First* (Page 16); **C2:** *Surviving a Traumatic Campus Event* (Page 16); **C3:** *How to be a LGBTQIA Ally, 101* (Page 16); **C5:** *Got Grit? A New Advising Method.* (Page 17); **C7:** *Utilizing Your "Other Duties as Assigned"...* (Page 17); **C8:** *Winning the Talent War...* (Page 17); **C11:** *Coaching Conversations...* (Page 18); **C12:** *Power and Emotion...* (Page 19); **C16:** *Destination Leadership:...* (Page 19); **C17:** *When NOT to Parallel Plan:...* (Page 20); **C18:** *Recognizing Bullying Behavior...* (Page 20); **C20:** *Dig Deeper:...* (Page 20); **C21:** *Charming through Disarming:...* (Page 21); **C25:** *Are we there yet?...* (Page 22); **C29:** *"Getting to Done Managing Spaghetti from a Fire Hose"* (Page 23); **C32:** *Publish with NACADA:...* (Page 23); **C34:** *There is Power in Numbers:...* (Page 24); **C35:** *Exploring Your Advising Community's Potential...* (Page 24); **C37:** *Wiki-Wise:...* (Page 25); **C38:** *A feminist approach to academic advising* (Page 25); **C40:** *How a NACADA Membership...* (Page 25); **C41:** *Trial by Fire?...* (Page 31); **C42:** *Discovering Student Narratives:...* (Page 31); **C43:** *Factors Influencing Students' Selection...* (Page 31); **C46:** *Bringing the Diverse Advising Community...* (Page 32); **C47:** *Conversations with NACADA Leaders:...* (Page 32); **C48:** *Endless possibilities as a professional:...* (Page 32); **C50:** *The PEER Program,...* (Page 33); **C54:** *Game of Groans:...* (Page 34); **C55:** *The Five W's of Creating An Advising Network* (Page 34); **P11:** *Passport to Proficiency:...* (Page 29); **P8:** *Tools for Fun & Games...* (Page 29); **P16:** *Explor Endless Expansion...* (Page 30); **PC2:** *Intervention of Academic Crises:...* (Page 11); **PC3:** *Beyond Best Practices:...* (Page 12)

Appreciative Advising: **C21:** *Charming through Disarming:...* (Page 21); **C22:** *Exploring Opportunities with Students on Academic Probation* (Page 21); **C31:** *Getting off on the right foot:...* (Page 23); **C49:** *Avoiding Plot Twist Panic:...* (Page 33)

Career Advising: **C19:** *Simple Career Advising Strategies for Busy Advisors* (Page 20); **C24:** *Resume Exercises:...* (Page 21); **C26:** *If you give a mouse a cookie...* (Page 22); **C33:** *Speaking From Experience:...* (Page 24); **C53:** *Two Heads are Better Than One:...* (Page 34)

Distance Education Advising: **PC5:** *Building Your Own...* (Page 12)

Ethics & Legal Issues in Advising: **C18:** *Recognizing Bullying Behavior...* (Page 20); **C54:** *Game of Groans:...* (Page 34)

Faculty Advising: **P15:** *The ABCs of moving from Faculty Advising...* (Page 30)

First-Generation College Students Advising: **C9:** *Transparent Advising for Underserved Students* (Page 18); **C45:** *Advising & Supporting:...* (Page 32); **P2:** *Developing Grit in First-Generation and Low-Income...* (Page 28)

Global Engagement: **C4:** *Developing Intercultural Competency...* (Page 17); **C39:** *International Internships Demystified* (Page 25); **P9:** *Global Opportunities...* (Page 29)

Health Professions Advising: **C49:** *Avoiding Plot Twist Panic:...* (Page 33); **P10:** *Next Stop, Sophomore Year:...* (Page 29)

High School to College Advising: **C9:** *Transparent Advising for Underserved Students* (Page 18); **C27:** *So Happy Together:...* (Page 22)

Large Universities: **C35:** *Exploring Your Advising Community's Potential...* (Page 24); **P12:** *Understanding the Importance of General Education:...* (Page 30)

LGBTQA Advising and Advocacy: **C3:** *How to be a LGBTQIA Ally, 101* (Page 16)

Liberal Arts Advisors: **C33:** *Speaking From Experience:...* (Page 24); **C43:** *Factors Influencing Students' Selection...* (Page 31); **C44:** *Reasons for their Departure:...* (Page 32); **P1:** *First Year Arts Programming...* (Page 28)

Multicultural Concerns: **C4:** *Developing Intercultural Competency...* (Page 17); **C20:** *Dig Deeper:...* (Page 20); **C30:** *Supporting a DREAM:...* (Page 23); **C31:** *Getting off on the right foot:...* (Page 23); **C42:** *Discovering Student Narratives:...* (Page 31); **P14:** *Advising in the Middle:...* (Page 30); **P5:** *Integrating Culture:...* (Page 28); **PC2:** *Intervention of Academic Crises:...* (Page 11)

New Advising Professionals: **C1:** *Advisors: Put YOUR Oxygen Mask on First* (Page 16); **C16:** *Destination Leadership:...* (Page 19); **C45:** *Advising & Supporting:...* (Page 32); **P11:** *Passport to Proficiency:...* (Page 29); **P4:** *Basic Training:...* (Page 28)

Peer Advising & Mentoring: **C10:** *RETENTION MADE EASY (AND FREE):...* (Page 18); **C14:** *Been there, done that:...* (Page 19)

Probation/Dismissal/Reinstatement Issues: **C22:** *Exploring Opportunities with Students on Academic Probation* (Page 21)

Science, Technology, Engineering and Mathematics Advising: **C44:** *Reasons for their Departure:...* (Page 32); **P9:** *Global Opportunities...* (Page 29)

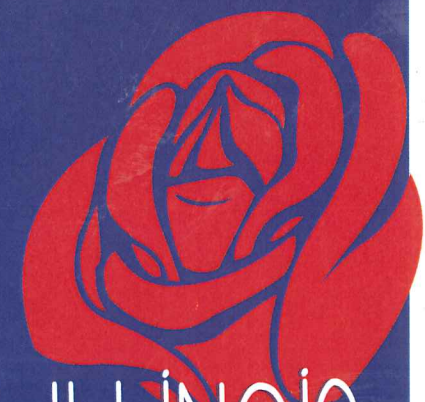
Technology in Advising: **C36:** *The Problems and Promise of Big Data in Advising* (Page 25); **C37:** *Wiki-Wise:...* (Page 25); **PC4:** *Flip Your Advising...* (Page 12); **PC5:** *Building Your Own Online Student Community* (Page 12)

Theory, Philosophy and History of Advising: **C13:** *Is Academic Advising a High-Impact Practice?* (Page 19); **C38:** *A feminist approach to academic advising* (Page 25); **C51:** *Queering Advising* (Page 33)

Two-Year Colleges: **C5:** *Got Grit?...* (Page 17); **C23:** *Get out of the Office!...* (Page 21); **P2:** *Developing Grit...* (Page 28)



2017
MARCH 15-17

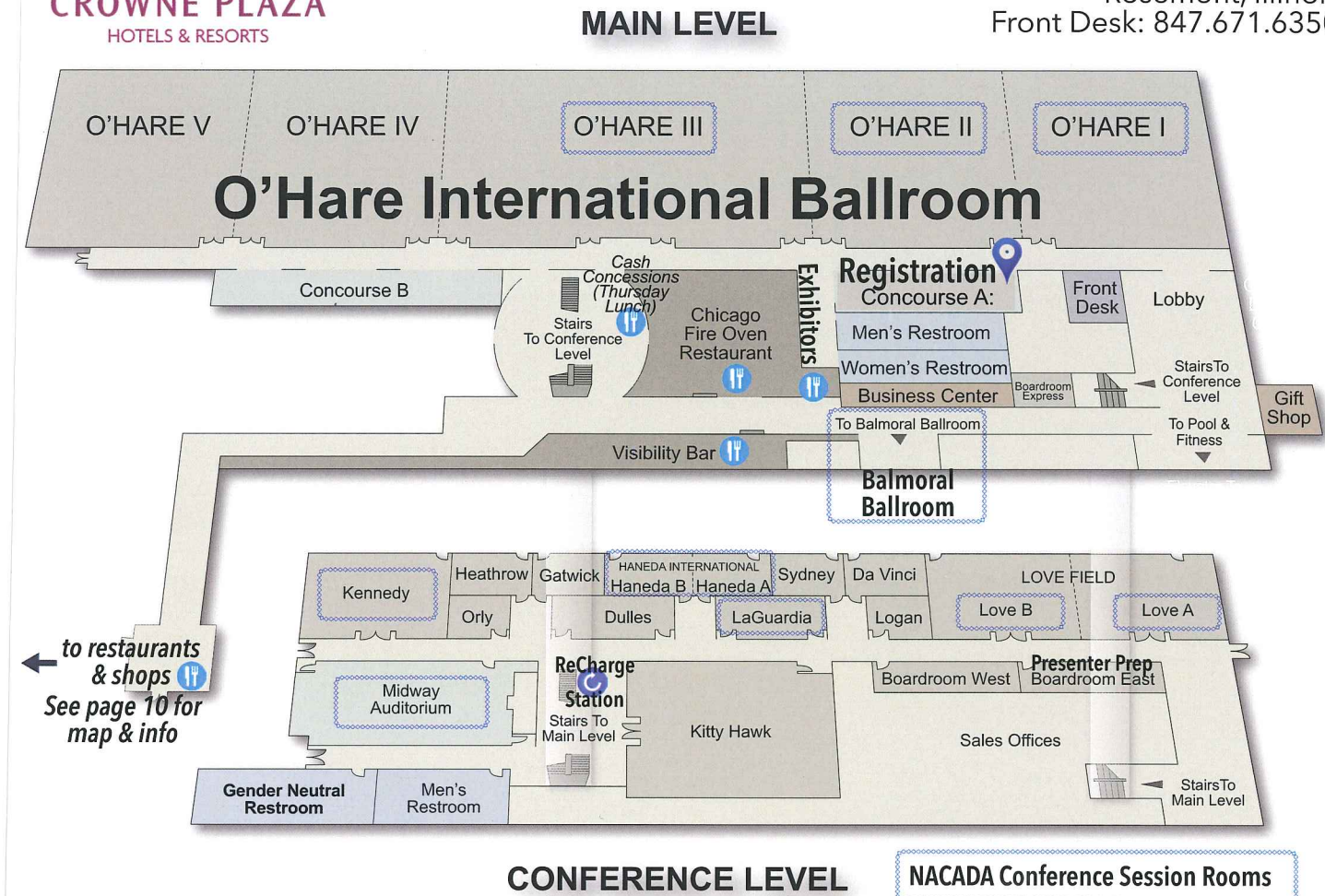


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i Helpful Information on page 10 (Advise & Thrive, Food & Fun, Exhibitors, & Additional Information for Presenters & Attendees)