Region 1

Schedule

Registration Information

Hotel Information

Travel Information

Region 1 2016 Service Project

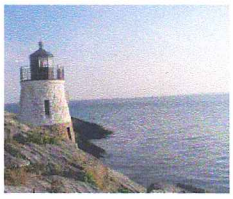
Region 1 Cares - One Smile at a Time! Check out this United Way Service Project!

Exhibitors

AdviseStream, Inc.

Check this out!

How to convince those who control the purse strings!



2016 NACADA Region 1 Conference

The conference materials are all available on our blog at www.nacadar1.wordpress.com/category/conferencematerials

Region 1 Sessions Here!

Join us March 9-11, 2016 for the Region 1 Conference in Portland, ME!

Special Conference Edition - Region 1 2016 Newsletter!

NACADA Northeast Region 1 has exceeded all attendance predictions and has currently reached the meeting space capacity of the conference hotel. With nearly 500 registrants we are **required to close registrations** at this time. Please see complete details at the **Registration tab**. Thank you for your understanding.

Pre-Conference Workshops are still available for those registered for the conference! Click here for form.

Steering Committee Roster	
Region Chair	Jennifer Fath (2015-2017)
Past Region Chair	Rodney Mondor (2015-2017)
Conference Co-Chair	Melissa Jenkins (2015-2017)
Conference Co-Chair	Patrick Cate (2014-2016)
Communications	Jessie Karner (2015-2017)
Communications	Tara Maroney (2015-2017)
Awards & Recognition	Felecia Edwards (2015-2017)
Awards & Recognition	Ana Frega (2014-2016)

More Info

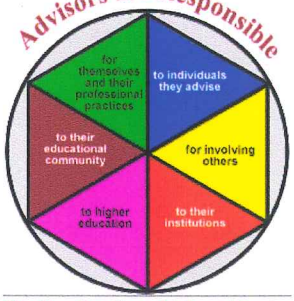
Call for Proposals
Nov 11, 2015
Awards & Scholarships
Nov. 15, 2015
Preconference Workshops
Exhibitor Opportunities
Donations
Past/Future Conferences
Region 1 Community Page

Region Chair
Jennifer Fath
University of Vermont
(802) 656-3151

Conference Co-Chairs 2016
Patrick Cate
Plymouth State University
(603) 535-3065

Melissa Jenkins
Bentley University
(781) 891-2090

Join the discussion at Region Conference!



Review the Core Values Now!

Budget	Joshua Hine (2015-2017)
Site Selection	Linda Searing (NY - 2017)
Site Selection	Betty Hillman (NY - 2017)
Liaisons	
Canada	Shashana Kalfon (2014-2016)
Canada	Neil Cole (2015-2017)
Connecticut	Sarah Scheidel (2015-2017)
Massachusetts	Cindy Firestein (2015-2017)
Maine	Erin Churchill-Krummell (2015-2017)
New York-East	
New York-West	Linda Searing (2015-2017)
Rhode Island	Eric Dusseault (2015-2017)
Vermont	Genevieve Anthony (2014-2016)
New Hampshire	Patricia Halloran (2014-2016)

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Tentative Schedule

Tentative 2016 schedule - subject to change

See Concurrent Session Abstracts and a detailed schedule **HERE!**

March 9

8:00am - 9:00am	Pre-Conference Registration
8:00am - 4:15pm	Conference Registration & Evaluations
9:00am - 11:00am	Pre-Conference Workshops
11:30pm - 12:45pm	Lunch on Your Own
1:00pm - 2:00pm	Session 1
2:15pm - 3:15pm	Session 2
3:30pm - 4:00pm	Unconference Session 1
4:15pm 5:15pm	Session 3
5:30pm - 7:30pm	opening Reception
7:30pm	Dinner on Your Own

March 10

7:30am - 11:45am & 1:00pm - 4:00pm	Conference Registration and Evaluations
8:00am - 8:45am	Continental Breakfast; Academic Advising Excellence Awards Program; Welcome from the National Office; Region Update
9:00am - 10:00am	Session 4
10:15pm - 11:15pm	Session 5
11:30am - 12:00pm	Meet Your State: Updates from State Liaisons and Networking Opportunities
12:15pm -1:45pm	Lunch (included in conference fee) Keynote address
2:00pm - 2:30pm	Poster Presentations
2:30pm - 3:00pm	Unconference Session 2
3:15pm - 4:15pm	Session 6
4:30pm - 5:30pm	Region One Steering Committee Meeting - All are welcome
5:30pm	Dinner on Your Own

March 11

8:30am - 9:30am	Session 7
9:45am - 10:45am	Session 8
11:00am -12:15pm	Brunch (included in conference fee): Closing Keynote and State Basket Give-Aways
12:45pm - 1:45pm	Open Planning Meeting for 2017 Conference: Please Join Us

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NACADA REGION ONE
2016 CONFERENCE SNEAK PEEK

Portland, Maine ▪ March 9-11, 2016

Below is a DRAFT schedule of the upcoming NACADA Region One Conference, including session abstracts. Events are subject to change.
We hope this is useful for initial planning purposes.

REGISTER NOW!
http://www.nacada.ksu.edu/Events-Programs/Events/Region-Conferences/Region-1/Registration-Information.aspx

Join the NACADA REGION ONE FACEBOOK PAGE (Closed Group) for more updates on the conference and other great Region One happenings throughout the year.
NACADA: Northeast Region 1

TIME	SESSION	PROGRAM TITLE
WEDNESDAY, MARCH 9, 2016		
8:00-9:00am		Pre-conference Registration
8:00am-4:15pm		Conference Registration & Evaluations
9:00-11:00am	**PRE-CONFERENCE SESSIONS:** *Additional Registration Fee Required*	
	PC1	**Appreciative Advising: It's Not Just for Students Anymore** *Appreciative advising is intuitive and makes sense, right? Getting in to the appreciative mindset is something advisors do naturally, correct? The answer to both these questions is yes, but what if we were to take being appreciative to the next level, and make it about more than just the work we do with students? Going from "good to great" takes effort; getting to great can be transformative—on a professional and/or personal level. This interactive workshop will help you discover your dreams for yourself, your department or your work with students. Design your path for getting there and begin to think about how you will deliver on your action plan. Don't settle. Come see the way appreciative advising could be!*
	PC2	**#Engagement: A Dialectical Approach** *Both of NACADA's most recent publications about technology in advising discuss social media tools (online s networks, podcasts, and blogs) mainly as means of "information delivery." This use does not fully appreciat relationship-building and engagement potential of these environments: the reason students use them in the place! This workshop will be dialectical in both exploring the use of social media for engagement between stu and advisor, and by engaging participants to conversationally contribute to the outcomes and take-aways. workshop is designed for participants with any comfort level with social media. Participants will create an a plan for application of these concepts in their office and/or their advising praxis.*
	PC3	**Green Zone: Military Awareness Training** *As the wars in Iraq and Afghanistan wind down veterans are increasingly hanging up their uniforms and picking up their school books. Often, these veterans are not prepared for college. But, are colleges prepared for veterans? As universities across the country see a continued increase in this population, how are we supporting their transition and success? This session will discuss how the University of Southern Maine has adapted to this growing population. We will include information on some of the challenges and how we overcame them. We will also discuss what we are doing now for our student-veteran population. Finally, we will include suggestions and facilitate discussion on what can be further done to provide the support needed to foster success.*

11:30am-12:45pm		Lunch on your own
1:00-2:00pm	**SESSION ONE**	
	1.1	**"Make It Work" – Exploring Personalities within the Workplace** *In most cases, we do not get to choose our colleagues (unless we serve on a search committee, even then well, which candidate gets hired?!), but learning to work effectively as a team is critical. This session will help you greater understand how your personality and the personalities of your colleagues match against one another. Acquiring a better understanding and recognizing the differences amongst personalities, ultimately allows us to greater understand our colleagues. We're a team, make it work! Attendees will complete the "True Colors Personality Test" and through a structured roundtable discussion we'll learn together. This session may be beneficial for office teams to attend together. The information received during this discussion may also be applicable to our interactions with students; acknowledging the many personalities we encounter.*
	1.2	**Getting Gritty: Discovering the Relationship between Personal Qualities and Student Success** *What are the personal qualities that separate students who are able to achieve their long-term goals from others who cannot? This question is at the forefront of a recent educational shift from the notion that students who are successful academically excel because of their inherent intelligence and economic status to the notion that intelligence and economic opportunity do not always result in academic success. Educational researchers are discovering that personal characteristics such as self-control, conscientiousness, and a growth mindset, can also be strong (if not better) indicators of a student's ability to excel. This interactive presentation will focus on current research in the field of grit and resilience and present theoretical applications for incorporating character skill development to students.*
	1.3	**EARN IT, OWN IT: Promoting Self-Advocacy in First Year Students from Orientation to Advising** *Step into the shoes of an incoming first year student by coming to experience our orientation presentation! This interactive presentation proposes an orientation and advising model that encourages incoming first year students to be their own best advocate and become active knowledge-gatherers and solution-seekers. You will learn how we can support this unique millennial generation and their increasing need for support by discussing strategies to develop resilience and agency in first year students.*
	1.4	**From SAP to Success: Using a Strength-Based Advising Approach to Empower and Support Students in Academic Difficulty** *Schools receiving federal financial aid funds must monitor Satisfactory Academic Progress (SAP) through their financial aid office. The goal of this presentation is to show the strong collaboration between the Financial Aid Office and the College of Science and Mathematics Student Success Center at UMass Boston through the creation of a program that supports students on SAP. These SAP meetings move away from a punitive approach and were designed as an opportunity for developmental and strength-based advising. Join us to learn more about this program, its multifaceted approach to advising, and the use of an academic support model to promote the retention and degree completion of these students in academic difficulty.*
	1.5	**Evolution of a Peer Advising Program over Seven Years: A SWOT Analysis** *A peer advising program is a critical link to the new student transition as we are cultivating student engagement in an academic community. What defines a successful program? Is Peer Advisor commitment and training the only pieces two components to a thriving program? Since 2009, the College of Liberal Arts and Science's Peer Advising program at (insert University's name) has doubled in membership, established a budget, introduced a leadership course, and defined opportunities for involvement in the first year experience. Come find out how and review an exciting SWOT analysis covering the evolution of program development and factors related to challenges, growth, and success!*
	1.6	**So Many Advisees, So Little Time** *Have your advising caseloads increased? Is your advising staff strategizing ways to see everyone? These issues precipitated an overhaul of advising strategies at the UConn School of Business that included required advising workshops, hiring a peer advisor staff, and integration of other points of contact. Using a case study approach, we will present issues our office faced, detail new strategies and techniques we developed, reflect on problems we encountered, and engage attendees in a discussion on best practices. We hope attendees will leave the session with strategies they can employ on their campuses to handle larger or increasing advising loads while providing a more comprehensive and holistic advising approach, a knowledge of where pitfalls may occur, and insight into successfully managing those issues.*

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	1.7	**BADvising - When Good Intentions Go Awry** *We start out with the best intentions of advising our students well, wanting them to feel comfortable. So we self-disclose in hopes of having the student 'open up to us'. We connect on some level. And then...the advising session sounds more like a gab-fest. Or, we have 'done this a thousand times' and expect the student to know what we know. The appointment takes a turn...where? We aren't sure. Come learn about five types of pitfalls some advisers may stumble into and discuss how to get back on the advising track!*
	1.8	**Unlock Career Opportunities with Just a Minor Change** *If you advise students in Liberal Arts, Humanities, and Social Sciences, you are all too familiar with the pressures they feel by not choosing a career-driven major. Students in these fields of study are often asked: "what are you going to do with that degree?" The answer is not always clear to these majors; sometimes they just don't know. Minors are key to broadening opportunities for those with undefined career paths. Using the 3-I model of career advising of Inquire, Inform, and Integrate (Gordon, 2006), we will show you how to better prepare your students for the job market by expanding their studies through minors that complement their majors, reflect their curiosities and abilities, and ultimately multiply the career paths before them. Let's show them all that they can do!*
2:15-3:15pm	**SESSION TWO**	
	2.1	**Engaging Students' Motivation in Advising- A Discussion on Diversifying Our Approach** *As advising professionals we find reward in working with students who do well academically, proactively engage with their major and faculty, and reciprocate the dialog in a productive advising meeting. Conversely and perhaps too often, we find ourselves challenged in the face of students who lack motivation to attend appointments, choose a major, or pick classes that will whet their academic appetites. In this round-table discussion, we will reflect on our own motivations, review motivation theories as they relate to advising, and talk about challenges and successes with motivation in our advisees. Most importantly we will share and create strategies for meeting the varying motivations of our diverse advisees!*
	2.2	**LinkedIn: More Than Just Social Media** *LinkedIn is the largest career database in the world and is now used by nearly every recruiter and human resource person in the country to discover candidates and to research potential employees. It is much more than a social media site. Learn how to help your students to research possible career paths, discover what other people have done with their majors after 1 to 10 years beyond college graduation. An important part of this session will be an exploration of how LI can be used to discover potential companies who have hired people with certain majors.*
	2.3	**Academic Advising at International Student Orientation: 30 Days of Success** *The first 30 days of college are critical for students in terms of connecting with resources, understanding academic, institutional and cultural expectations, and balancing academic and social priorities. Academic advising, in collaboration with the international student office, developed an interactive orientation for international students, presenting specified challenges students could master during their first 30 days on campus. Learn about this collaborative process, experience a modified version of the presentation, and interact through incorporated activities. This session will provide an overview of the C.U.B. Challenge, connecting participants with the material, information about the model and its adaptability, balance between learning and meeting colleagues. Though the C.U.B. model was originally developed for international students, the concepts are appropriate for all incoming freshmen and transfer student orientations and first year experiences*
	2.4	**Chickering Has Vectors, Right?** *Student development theories are fundamental tools in advising, but how many of us actually remember the theories we were taught in graduate school? How many of us have never been exposed to formal learning of student development theory? It's ok either way. We're going to help you! Using fun and interactive methods, we will provide an overview of five popular student development theories, apply each to a different advising scenario and offer strategies on incorporating theory into your team's every day practice. Consider this session to be Student Development Theory 101.*

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	2.5	**Team-Advising for Student Success** *Graduate school is an exciting and challenging time for students. In addition to balancing the demands of work and family life with academic requirements, students are trying to navigate programmatic requirements at their institutions at the same time. Academic advising provides critical support and guidance to students who might otherwise flounder. Faculty advisors and professional advisors work carefully to support students. At Lesley University, we have found that our unique team-advising approach provides a supportive framework and is a key element in student success. While the emphasis in this presentation is on the graduate student, this is an excellent framework for advising undergraduate students as well. Through real-world case studies, we will identify best advising practices and illustrate how this advising approach and other student "touch points" reinforce important programmatic elements and build strong relationships with our students.*
	2.6	**Take the Lead in Your Professional Development: NACADA's Emerging Leader Program** *Are you interested in taking your involvement in NACADA to the next level, but do not know how? Learn how NACADA's Emerging Leader Program helps increase diversity within NACADA's Region 1 Committee. The program pairs new, emerging leaders with mentors to help each participant find individual ways in which s/he can contribute to NACADA's global advising community. This session will describe the program and its history, and will explain how and when to apply. Attendees will learn about the array of achievements and experiences of current and previous mentors and emerging leaders. Participants will have a chance to discuss individual goals of involvement in NACADA and how to get through perceived obstacles.*
	2.7	**Rethinking Student Success -A Coaching Approach** *Let's orient, integrate, educate and graduate our students! As part of the City University of New York (CUNY), Hostos Community College is the first and only of the 24 campuses to implement a Student Success Coaching Model. Since 2012, the Student Success Coaching Unit has enhanced student engagement practices and increased retention and graduation rates. The Unit supports first time college freshman guiding them through their college experience until graduation by providing academic and personal support services along the way. Our workshop will explain how Student Success Coaches utilize a holistic approach to support adult learners, first generation and language learning student populations. Our strategies will include financial literacy and planning, academic advancement techniques and data tracking and assessment.*
	2.8	**Identifying and Developing Strategic Learners to Improve the Academic Performance and Retention of Students Enrolled in an Educational Opportunity Program** *When working with at-risk college students, advisors and counselors have a small window of opportunity to positively impact their academic performance and retention. Research (include example or primary source citation?) has consistently shown that teaching college students specific learning strategies can significantly improve their academic performance. Consequently, since 2008, the SEEK Program at Lehman College has administered the Learning and Study Strategies Inventory (LASSI) to approximately 1600 students. The presentation identifies the difference in learning strategies implemented by successful and unsuccessful students. The presentation also outlines how program staff utilizes LASSI results to create curriculum, program policies and expectations that lead to the development of confident strategic learners.*
3:30-4:00pm	**UnConference Session 1**	
SOMETHING DIFFERENT!	This year, we are offering two separate UnConference Sessions—one on Wednesday and one on Thursday. This unconference session will be grounded in recent articles and research. Attendees are asked to read one (or more) of the selections below and come prepared to dialogue - sharing questions, comments, and take-aways. While not an official leader of the session, volunteers will be on hand to facilitate the conversation, share session ground rules, briefly summarize the piece, and get the conversation started with some discussion questions. In true unconference fashion, attendees are invited to remain with one group for the entire time, or join another group.	
	UC1.1	**Admissions and Academic Advising** Readings: - Cohen, S. (2016, February 6). Real compassion in college admissions. New York Times. - Making Caring Common Project: Harvard Graduate School of Education. Turning the Tide: Inspiring Concern for Others and the Common Good Through College Admissions.

	UC1.2	**Advising Conversations with a Texting Generation** Reading: - Weisberg, J. (2016, February 25). We are Hopelessly Hooked. The New York Review of Books.
	UC1.3	**Spring 2016 NACADA Reads - Cultural Competence** Reading: - Archambault, K. Developing Self-Knowledge as a First Step Towards Cultural Competence. NACADA New Advisor Handbook.
	UC1.4	**Spring 2016 NACADA Reads - International Students** Reading: - Chow, Y-H. Voices from the Field: Advising International Students. NACADA New Advisor Handbook.
	UC1.5	**Crowdsourcing 'Promising Practices'** Readings: - Mehaffy, G. (2016, February 4.) Remarks at the Opening Event, Launch of the Re-Imagining the First Year of College. AAASCU Academic Affairs Winter Meeting. Nothing is Written: Re-imagining the First Year of College. - Boschma, J. (2016, February 2). How Should Colleges Share Ideas? The Atlantic.
	UC1.6	**Advising and Assessment** Reading: - Cuseo, J. Assessment of Academic Advisors and Academic Advising Programs.
	UC1.7	**Partnering with Student Activists** Readings: - Nair, A. (2016, January 6.) Reimagining the University: A New Paradigm for Racial Justice. Huffington Post. - Ellin, A. (2016, February 1). Meet the New Student Activists. New York Times.
	UC1.8	**Metacognition: Learning about Learning** Readings: - Chick, N. Metacognition. Vanderbilt University. - Tanner, K. (Summer 2012). Promoting Student Metacognition. Life Sciences Education.

4:15-5:15pm	**SESSION THREE**	
	3.1	**Move Over Millennials! Make Way for Gen Z: Academic Advising for the Next Generation** *It is commonly thought that each generation is more complex, challenging, and disruptive than previous generations. In the case of the widely studied Gen Y, or Millennials, this may be true. In this interactive round table, we investigate what academic advising and resource delivery looks like using the College Transition Advisor model – a non-traditional academic advising model created to meet the unique needs of Gen Y. Additionally, we will learn of best practices from academic advising professionals from other institutions, and the implications of these advising practices for Gen Z. Come and learn about what the growing literature is saying about Gen Z and take away strategies on how to effectively advise these students.*
	3.2	**Advising in the Community College: What Should it Be?** *Working in a 2-year institution can be a unique experience that comes with its own challenges and successes. This presentation aims to address this question by providing a foundation of knowledge for participants to better understand the community college advising experience and learn about some of the innovative practices coming to the forefront across the country. Participants from all sectors of higher education will find value in this discussion including professionals working in the community college who want to discuss their best practices or find new ideas to bring back to their own institution, as well as our colleagues from 4-year colleges who may encounter a community college transfer student seeking support.*

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	3.3	**Numbers to Names: Getting a Grip on Mass Probation** *Making meaningful connections with students on scholastic probation is often a challenge for advisors at large and small institutions. The College of Liberal Arts and Sciences at UConn has developed a multi-faceted approach to working with at-risk students by combining intrusive and holistic advising methods. Attendees will learn how our academic advisors work with students to: identify areas that are affecting their academic performance, discuss campus resources available to them, and develop goals to help students plan their path to success. The presenters will demonstrate how this individualized approach can strengthen the relationships with advisees and positively affect student retention. This presentation is ideal for advisors seeking innovative ways to connect with their academically at-risk students!*
	3.4	**The Way Advising Should Be: Using Proactive and Appreciative Advising to Improve Student Success** *A strong focus on student outcomes has our institutions looking for more effective ways to support student success. There is no magic bullet for student success, but our advising/success centers are in a position to make a difference! And utilizing proactive and appreciative advising provides a framework for how we can be more intentional and optimize our interactions with students to help them stay on track and graduate. In this session, the presenters(s) will provide examples of proactive and appreciative strategies and interventions that work synergistically to create an advising model that strengthens our effectiveness and provide evidence on how this has positively impacted student outcomes. You will leave with ideas on how to implement these strategies!*
	3.5	**Graduate Advisement: Servicing Students in Traditional Versus Cohort Programs** *Presenters will provide a comparison of traditional and cohort MPA programs and discuss institutional and advisement challenges. The pros and cons of each delivery method will be discussed and participants will provide examples of what can be done to ensure successful program delivery and services for both students and administrators. Advisors and administrators of similar programs are encouraged to attend in order to facilitate in-depth discussions on these methods and discuss best practices of graduate advisement.*
	3.6	**Blurring the Lines: Embedding Academic Advising in a Residence Hall Community** *This session will focus on the Connect program at Mount Ida College: a living learning community that has successfully embedded academic advising in a residence hall to support students who are traditionally most at-risk for attrition. The communication and collaboration between Residence Life and Academic Advising has helped make this model successful and sustainable for both departments. Our advisors imbedded right in the residence hall alongside our students, which has helped to increase student academic performance and satisfaction with advising. The Director and Academic Advisor for the program, the Associate Dean for Campus Living, and Connect students will all discuss this revolutionary model and its impact on the college, the residence hall community, and the students themselves.*
	3.7	**Exploring Students: How to Fill their Backpack** *In what ways are your students exploring major and career options? Do you panic when you hear students use phrases like "unsure", "undecided", or say "I don't know if this is the path for me"? Fear no longer! This presentation will provide you with a framework for those challenging conversations and allow you to consider how students' values and strengths influence their exploration. We will examine the different levels of exploration typical in the student experience through reflective exercises, group discussion, and brainstorming while referencing Brott's Storied Approach in major and career advising. You will gain methods and resources for supporting and challenging students through exploration.*
	3.8	**An Advising Team: Greater Than the Sum of its Parts** *As five academic advisors within Lesley University's Graduate School of Education (GSOE), we each work with a diverse student population of Master's and Doctoral candidates in distinct programs with unique requirements. Rather than let the individual nature of our work separate us, we draw from the Social Interdependence Theory, which explores how the dynamics of teamwork and group goal setting interact to meet desired outcomes. Through purposeful collaboration, we support each other as advising professionals, enhance our individual advising philosophies, and incorporate new strategies into our work to create a consistent advising experience that supports student success. This session highlights the Social Interdependence Theory and, using GSOE as an example, illustrates how a team can collaborate to foster professional growth and improvements in the art of advising.*
5:30pm -7:30pm	**Opening Reception**	
7:30pm	Dinner on your own	

THURSDAY, MARCH 10, 2016		
7:30-11:45am & 1:00-4:00pm	Conference Registration and Evaluations	
8:00-8:45am	**Continental Breakfast & Academic Advising Excellence Awards Program; Welcome from the National Office; Region Updates**	
9:00-10:00am	**SESSION FOUR**	
	4.1	**Creating Intercultural Communication Strategies for Advising** *Every day advisors and students encounter inter-cultural communication, whether in our Advising offices or working, studying, and traveling around our country and abroad. Sometimes we are successful, sometimes we struggle, and sometimes we do not even have the awareness of communication styles to know that what we are experiencing is cultural. We will begin by introducing a broad definition of culture, and then allow participants to explore multiple elements of inter-cultural communication. Participants will use activities, personal reflection, and discussion to determine best-practices and explore better ways to communicate with their students and co-workers.*
	4.2	**The Way Job Searching Should Be: A Panel Discussion** *Are you a graduate student searching for your first professional job in Academic Advising/Higher Education? Our panel of new professionals will share their experiences, tips, and tricks for searching for and landing a job. Our panel has experience in searching at four-year schools, searching at community colleges, searching at public schools, searching at private schools, making a switch from a different functional area within higher education (Residence Life, Career Services) to advising, conducting a job search outside of their home region, and making a professional switch from a related field outside of higher education. This moderated conversation will include time for our panelists to share their stories, resources, and strategies, while also allowing for ample time for questions from the audience.*
	4.3	**Don't DQ the EQ! – An Emotionally Intelligent Approach to Academic Advising** *Three important components of quality advising include informational knowledge, relational skills, and conceptual understanding. Although each plays a significant role in providing quality advising to students, the relational piece is arguably the most impactful. Without strong communication and rapport-building skills, advising is little more than authoritative information dissemination. The question, however, is how some advisors are able to effectively navigate the relational dynamics between themselves and their advisees while others, sadly, are not. This is where an exploration of emotional intelligence in general can be invaluable to the academic advisor, both novice and seasoned advisors! In this session, we will discuss the five main components of emotional intelligence, review the leading EQ research, and explore the connection between advisor EQ and the relational component of advising. Join us for a dynamic discussion about emotionally intelligent advising!*
	4.4	**Navigate Career Exploration Resources** *Propel your knowledge of career advising on this guided, high-speed tour. Get on board while with embracing serendipity on the non-linear passageway of career exploration. We will voyage into six free career resources and explore lesser known features and applications of these. Three online career databases and three social media "wave makers" will be examined and ways of using these to explore career pathways, including looking at new ways to use LinkedIn to discover possible careers.*
	4.5	**Consider the Whole of Advising: Peer Mentoring in a Residential Learning Environment** *Yes, there is a peer mentor for that! Mustering all the troops and campus resources in a holistic advising campaign is best done when students lead and advise each other. Participants in this session will imagine a robust peer advising program using the College Reading and Learning Association's certification requirements and a holistic vision of student wellbeing and academic success. This participatory session defines the varied roles of peer mentors in a residential learning community, investigates good mentoring habits, and encourages session participants to formulate their own lists of advising topics and campus recourses central to administering to the whole student. The challenges facing students today are myriad. Let's position peer mentors to share their wisdom and talent.*

	4.6	**What College Could Be: A Transitional Model for Underprepared First Year Students** *Higher education is currently facing difficult challenges. Increasingly students are underprepared for college level academics and exhibit unprecedented levels of learning, motivational and emotional challenges. The Compass program at Merrimack College is a first-year transition model geared towards addressing challenges and helping students succeed in "life" as well as college. This panel will provide an overview of the ways in which Compass fosters academic and socio-emotional growth in students, and the application of this approach for other institutions. The panel will address supporting socio-emotional difficulties, learning and attention difficulties, college level mastery through academic support, cultivating a growth "Mindset" (Dweck), perseverance, and increasing student's own self-reliance. The first year is a struggle for many students, with an academically challenging and emotionally supportive milieu in place, underprepared students can transition and thrive.*
	4.7	**Persistence Advising: When Going Off Track Can Be Just a Comma, Not a Full Stop** *At college, students count on an unmatched campus experience. Parents seek a supportive community guided by a culture of caring. Academic demands are strenuous, and peer expectations are increasingly complex. College retention and the academic persistence of all students are critical topics in academic advising today. Often, academic advisors form the first line of defense in solving students' multifaceted problems. Persistence advising was created due to simultaneous challenges familiar to academic advisors. From meeting the requests of students who are successfully navigating college life to managing complicated time-consuming, and sometimes urgent needs, of struggling students. Learn how persistence advisors partner with colleagues to help students succeed. Discover a model for providing individualized guidance for students facing obstacles to their academic progression. Leave with techniques to help students whose needs for assistance span multiple campus partners.*
	4.8	**Understanding & Supporting Military Veteran Students** *Supporting military-veteran students has become a hot topic in higher education since the upgrade of the GI Bill in August 2009 resulted in an increase of veterans attending our institutions. The U.S. Department of Veteran Affairs (VA) is investing billions of dollars in VA benefits and these benefits are limited to 36 - 48 months. Therefore, it behooves colleges to provide special support and advising to ensure the success and timely graduation of this cohort of students. During this session, we will review a history of educational benefits; challenges and barriers that veteran students encounter; and strategies to support and advise military veterans.*
	4.9	**Vendor Presentation:** Advisor Stream
10:15-11:15 am	**SESSION FIVE**	
	5.1	**Now What? : Advising and Supporting Students Turned Away from Selective Majors** *The College of Health Sciences (CHS) comprises several academically selective programs, whose requirements inevitably turn away some students who are still qualified to enter many other majors. To best support these students' development and retention, Centers for Learning and Academic Support Services (CLASS, or "Centers") staff collaborate with CHS student success staff to identify these students as early as possible. Come learn how to target outreach and assist these students through this potentially complicated transition.*
	5.2	**"What was I Thinking?!? Understanding the Life of a Doctoral Student"** *Are you passionate about education and thinking about pursuing a doctoral program in the field? Do you wonder if it is something you can pull off? Are you currently in or have you completed a doctoral program and want to share your experience with others? We are hoping our panel discussion and presentation will help answer these and many other questions about doctoral programs in education. There will be four individuals to discuss diverse experiences in EdD or PhD programs, with specific emphasis on types of programs, preparing to apply, and how doctoral studies could impact your professional life. Lastly, this program will describe how to select a research topic and provide attendees the opportunity to brainstorm topic ideas.*
	5.3	**We Don't Mean to Intrude, but We're Here! FY Students & Intrusive Advising** *Intrusive advising should not be confused as invasive or unwelcoming method of advisement. There is information that students must learn in order to thrive; delivery of this information is key. Intrusive advisement programs must be conveyed with a warm, friendly, welcoming message and attitude! The First Year Programs communicate the procedures of the advising and registration processes and prepares them for the future. Gear Up 4 Registration, Academic Adviser on the Run, and Explore Majors Open House tackle common problems of educating students on how to prepare for an advisement session, as well as the resources available to them to help them begin to decide on a major and explore their options. Learn more about these program and start thinking about how you can translate them to your campus.*

	5.4	**A Conversation with NACADA Leaders** *This session is designed for our leaders to provide information about NACADA to our members as well as for participants to ask questions about the Association, including how to become involved and learn about leadership opportunities. In addition, this year's session will be an opportunity discuss and make suggested revisions to the NACADA Core Values, as well as learn more about the Center for Academic Advising Research being opened at Kansas State University in the near future.*
	5.5	**Coaching Advisors to Provide Exceptional Service to Students** *Are you a great advisor? Do you have strong advising techniques that you think could help guide a group of advisors to excellence? Are you looking for a strategy for building your advising team? This workshop will help you think about the value of your own advising techniques and help you to explore some advisor development strategies used at Southern New Hampshire University's College of On-line and Continuing Education. You will have a chance to listen to a recorded phone call and participate in a discussion about how to coach the advisor. This is a workshop designed for supervisors, team leads, directors, and any advisor that is interested in taking on a leadership role.*
	5.6	**The Way Advising Should Be Depends: Perry's Theory of Intellectual and Ethical Development** *How students find meaning can have profound impact on themselves and others. William Perry's theory of intellectual and ethical development (1968) can enhance our understanding of meaning-making processes and serves as a resource for appropriate ways of responding to students' differences in meaning-making, including approaches to assisting students with growth in cognitive complexity. In this session, participants will be provided a historical overview of Perry's theory, examine the theory, and discuss ways in which the theory can be used in academic advising.*
	5.7	**Advising "Those Millennial" Students: Utilizing Student Development Theory and Appreciative Advising for a More Informed Practice** *Wondering how to better connect with and engage your millennial students in the advising process? Interested in learning how specific student development theories and the appreciative advising philosophy can be incorporated in your practice? In this session we will explore ways in which our work with millennial students can be enhanced through application of advising strategies tied to the developmental experiences specific to this generation, while also discussing the utility of the appreciative advising approach as an applicable philosophy guiding practice with millennial students.*
	5.8	**How Advisor Interviews Could Be** *Are you applying for advising jobs? Graduate students and seasoned advisors have heard common interview tips: "research the institution, express interest in the school, relate your skills to the job, ask questions." But, how do you prepare for unexpected questions, draw connections, and generate "good" questions? Above all, how do you stand out, leaving the interview without regrets? In this session, two advising administrators (not career counselors), with experience interviewing and being interviewed, will share lessons learned. Consider how you would make sense of those general tips and learn the importance of a personal mission statement or manifesto. The presenters will share their experiences and personal statements, and illustrate how these can guide interview responses. Participants will have a chance to start articulating their own guiding principles.*
11:30am-12:00pm	**Meet Your State: Updates from State Liaisons and Networking Opportunities**	
12:15 -1:45pm	**Lunch (Included in conference fee) and Keynote address**	
2:00-2:30pm	**Poster Presentations**	
	P.1	**Professors, Professionals, and Peers: Meeting Students' Needs Through a Multifaceted Advising Model** *With increasingly tight budgets for advising programs, how do we foster student-faculty/advisor interactions while also providing consistent and holistic advising to diverse student populations? In response, the Department of Communication at UMass Amherst developed a multifaceted advising model comprising a core team of lecturer-advisors, professional advisors, and peer advisors. Students benefit from consistent and holistic advising and relationships with faculty/advisors; institutions benefit from lecturer-advisors' ability to meet advising and curricular needs. This presentation introduces the multifaceted advising model, discusses the opportunities and challenges of implementation, and highlights its strengths through real examples. Participants will discuss their own advising models, including how a model like this one could be incorporated within their advising structures.*

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	P.2	**Improving Student Satisfaction through Innovative Technology** *It's registration week. A student calls the advising office and no one is able to answer. He needs to meet with an advisor and the deadline to add a class is today. The student is unable to travel to campus due to inclement weather. How do you use technology to provide a solution to the student? How do you standardize practices to give students numerous avenues of accessibility? According to Carter (2007), "Academic advisors can enhance the communication process with students through the use of electronic forms of communication." With tools like live chat, e-advising, e-signature solutions, and student surveys, we are standardizing best practices that will enhance the student's experience and help to foster student/advisor relationships through open communication and direct feedback.*
	P.3	**Guiding Students through a Smart START to College** *We all know how much the first semester matters students' success and retention. Before the semester begins, though, it is important to set up incoming students for success. Through our START process, all new and transfer students attend a one-day session at which they take any required placement tests, meet 1:1 with an advisor, access their online student account, and more. Our presentation will provide an overview of our very intentional START content, with special focus on our Academic Planning Guide and our comprehensive set of tools for advisors. Attendees will receive copies of our guide and samples of other advisor tools used in our initial advisement process.*
	P.4	**Stimulating STEM Student Success at Community College and Beyond!: A Collaborative, Proactive and Integrative Approach** *Traditional advising models which separate academic and career advising often result in poor retention, low enrollment, and reduced graduation rates in community colleges. Traditionally, there is little communication, cohesiveness, or goal setting between academic and career advising. We have developed an integrated, proactive academic and career advising model utilizing Starfish, an early alert software, coupled with mentoring and engagement initiatives which have been well documented in stimulating success and retention in STEM fields. This model has enabled us to help students identify and establish clear academic, career and social goals This presentation will share how we approach student intakes for both academic and career advising in STEM, work collaboratively to promote successful student transitions to our college, and conduct targeted student outreach.*
	P.5	**Work Smarter, Not Harder...Using a Collaborative and Group Advising Approach to Support Large Advising Caseloads** *The College of Science and Mathematics (CSM) at UMass Boston has experienced significant enrollment growth, which has resulted in a large student to faculty advisor ratio in the Biology program. This urgent issue led to a collaboration between the CSM Student Success Center and the Biology Department to implement an advising strategy that involved establishing a partnership and having faculty and professional advisors work together to offer group and/or individual advising sessions to students. This collaboration maximizes resources and allows advisors to meet the advising needs of our students. Our outcomes show this collaborative advising approach has led to more effective and efficient advising, a strong, valuable relationship between faculty and professional advisors, and a more positive advising experience for everyone involved.*
	P.6	**Probation for Nothing, Retention for Free** *Do you have the urge to start a new program but do not have the funding to sustain it? Does your school need to offer more outreach to students who have received "Early Warning" letters or are on probation? Come to our poster session where we offer you advice on enhancing a probation program and retaining students at no cost to the College! Using a hybrid approach, we email, e-surveys, and encourage face-to-face sessions. We are attempting to 'meet students where they are' and have them return to our institution.*
	P.7	**Fostering Student Community on a Budget: Peer Modeling in the Liberal Arts** *How do colleges and universities provide a face for the often vague areas of social sciences and humanities? What role does student community play in demonstrating the value of a liberal arts degree? This session provides opportunities to improve existing recruitment and engagement initiatives by increasing the visibility of student leadership, all within the framework of shrinking liberal arts budgets. The presentation will define the concept of peer modeling, demonstrate the use of the model in both interpersonal and social media contexts for the purposes of increasing student community, and attendees will leave with programming examples easily implemented regardless of financial constraints in their own institution.*

	P.8	**Slow Crawl to the Finish Line: Bachelor's Degree Attainment Among Early College Students** *College degree attainment rates in the United States are on the rise but are still persistently low. The Early College High School Initiative (ECHSI) was introduced as a means to provide easier college access to underrepresented populations, with the goal of aiding the degree attainment process. However, early college students come to our institutions with a particular set of needs. The students' development, growth and success may be hindered if their needs are unmet. The purpose of this poster is to provide an overview of who these students are, identify their needs, and how can we, as college advisors, help them achieve and attain the bachelor's degree.*
	P.9	**Peer Circles: A Student Leadership and Mentoring Model** *Circle: Creating International Relationships through Collaboration, Leadership and Experience. Circle is an academic advisor developed student leadership program teaming incoming international students with upper-class students guiding new students as they navigate and connect to Northeastern, their college, and Boston. Throughout the semester teams plan various "Global Café" activities to local museums, cafés, and events on-campus and in Boston. Other events include Circle Thanksgiving, Registration Week Walk-ins, and Reading Day Reception. Through these events students connect with each other and their new environment, understand and exchange culture, build leadership skills, and balance academics and social life. We will share a model for international student engagement, how academic advising can impact student retention, and how to develop and provide student leadership opportunities.*
	P.10	**When the Discipline's "Objective" Practices Stand in the way of Diversity** *Most campus members are appreciative of efforts to diversify our student body, from actively recruiting students of color to creating diversity clubs. However, some majors may be perceived as less welcoming of non-native English speakers because of narrow definitions of success, and less appreciation of the rhetorical forms that they bring with them. This poster will propose some concrete ways in which advisors can grapple with this matter, remain committed to this diverse student population, and some strategies for gaining support from faculty and colleagues around campus.*
	P.11	**One Institution's Approach to Building Relationships with Freshmen** *Building relationships with students is a fundamental aspect of advising, and it is especially significant to establish them early on. Through developmental and intrusive advising, advisors at Rochester Institute of Technology have successfully cultivated strong relationships with freshmen, and have demonstrated a 95% persistence rate after first term of entry. In this poster session you will learn about one institution's method to build and maintain relationships with freshmen. You will understand how and when to start the advising relationship, the various tools and techniques used, and the implications. Hands on materials will be provided for you to walk away with for possible implementation at your institution.*
2:30– 3:00pm	**UnConference Session 2** This session will follow the traditional UnConference format that our attendees have come to enjoy over the past few years. To submit your own idea for an UnConference session and discussion, please use this new online submission form: **http://tinyurl.com/nacada1unconf**. Do you have an item on your to-do list that you don't know how to tackle, an idea you want to brainstorm further, or a desire to hear what others are doing to address shared concerns or problems on their campus? Propose an unconference! Topics from last year featured conversations on *Title IX, tutoring, building community with online students, advisor supervision, collaborating with faculty members and peer advisor programs* – to name a few. **Ideas can be put in NOW – right up until noon on Thursday, March 10, 2016.**	
3:15 - 4:15pm	**SESSION SIX**	
	6.1	**Calling New Advisors and Supervisors: Applying Theory to Training and Professional Development** *As the Academic Advising Profession expands, one year veteran advisors are here to help you apply the core essentials of "Habley's Framework" to successfully transition into the practice! Wherever you are in the profession, you'll benefit from applying the framework to onboarding and continuous training, developing a model of peer support, and implementing new strategies in your Advising Office. Learn and share your own best practices in conceptual, informational, and relational development. Join the discussion, and take away new approaches and ideas for your ongoing professional development and to support the growth of your peers.*

	6.2	**In the Trenches: Advising our Military Students** *Student veterans are a growing population in our colleges and universities. With their life experiences and training in high stress areas, relating to these students as advisors and appropriately assisting them can be challenging. At the University of Southern Maine, we are focused on creating advisor expertise in our veterans' successful transition back to school, understanding and recognizing possible disabilities, and correctly interpreting veteran benefits. This session will focus on Region 1 and what the University of Southern Maine is doing to support our student veterans. Advising professionals will have the opportunity to ask student veterans and our Veterans Services team possible ways of better advising and involvement challenges and opportunities.*
	6.3	**Put Me In, Coach... Oh Wait I'm Not Ready! Working with Self-Sabotaging Students** *Why does a prepared student fail? Academic Advisors regularly coach students academically so that they are able to thrive at their institution, but it seems that some students are not willing or able to reach their full potential. How do you identify the problems these students are having? How do you encourage students to confront this behavior in themselves? How do you motivate students who are self-sabotaging to succeed? This interactive session will discuss theories behind self-sabotage, the common reasons that students self-sabotage, and ways to work with students to combat their need to self-sabotage so that they can be more successful in the future.*
	6.4	**Call Me Tete: A Guide to Pronouncing Chinese Names, Chinese Culture and High School Education** *More than 30% of incoming international students arriving to our universities and colleges are from China (Institute of International Education, 2014); therefore, academic advisors should be prepared to work with students from China on a regular basis. Have you ever stumbled over someone's name when calling them into your office? Pronouncing names can be a challenge when working with people from around the world, and Chinese names in particular can feel troublesome for English speaking tongues. This session will provide participants with a practical guide to pronouncing Chinese names, an understanding of the Chinese high school experience and Chinese culture, and how this information can inform an Appreciative Advising approach to working with students.*
	6.5	**Who Do I Want to Be? An Existential Approach to Advising Exploratory Students** *At its foundation, existentialism is a philosophy of being, grounded in the notion that we are the authors of ourselves. Psychotherapist Irvin Yalom championed the utilization of existentialism in counseling, yet research around its application to advising is seemingly absent. This framework, however, offers unique value to supporting exploratory students. An advising approach grounded in the principles of existential counseling offers students a path to meaning inherent in the very question with which they're grappling. Namely, the question, "What do I want to do?" may become, "Who do I want to be?" In this theory to practice session, the presenter will cover existential counseling theory and outline a method of applying this approach to advising exploratory students.*
	6.6	**Conversation with the Keynote: Nancy Davis Griffin**
	6.7	**Helicopters, Lawnmowers, and Snowplows** *From original design to initial construction, the helicopter was envisioned as a tool for good – designed to bring aid and comfort. The function of the helicopter changed over time, and, when applied to the parents of college students, became negative. These parents, however, have garnered respect of late, when compared to their more forceful and destructive lawnmower and snowplow compatriots. This presentation will briefly examine the history and purpose of this varied machinery and how they morphed into labels for parents. Further, the presentation will examine how higher education is responding to the trends of involved parents, and will provide response strategies for advisors. Join us for a fun and interactive session as we explore a new take on the tools needed to keep our parents and students in excellent working order.*
	6.8	**It's a Sophomore! No, it's a Transfer! No, it's a Dual Enrollment Student!** *With the explosion of concurrent enrollment opportunities, more first-time college students are arriving on campus with significant college credit, but little experience in true college culture. While the benefits of obtaining early credit are wonderful, we also must acknowledge and be ready for the challenges these students sometimes bring. Both academic and non-cognitive challenges are among them. For example, though students may have advance standing, they may have never ordered their own textbooks, navigated a real syllabus, learned that some of their credit simply will not apply to their degree. They may not have truly developed self-regulation yet. We will use real case studies and participant experience to explore some of the topics that advisors need to consider when guiding such students.*
4:30-5:30pm	**Region One Steering Committee Meeting - All are welcome**	
5:30pm	**Dinner on your own**	

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8:30-9:30am	**SESSION SEVEN**	
	7.1	**First Year Strengths: Engaging Students in a Different Conversation** *Colleges and universities are increasingly tasked to focus on student engagement and retention, specifically on the first-year experience. How can we connect better with first-year students? The University of Southern Maine uses Strengths-Based Advising and programming to shift the conversation away from deficit-based remediation (fixing what is wrong), toward a student's strengths and growth. Using the foundation of positive psychology, we help students identify and develop their natural talents so they can understand their individual needs and achieve academic success. Discussion will include an overview of strengths in Advising, Living Learning Communities, and First-Year Seminars. Exploration of parallels between developmental and strengths advising models, the unique needs of first-year students, and tools for a variety of educational settings.*
	7.2	**Proactive Advisement Methods Lead to Student Success** *A Student Success pilot study was conducted at Excelsior College, an online-learning institution, to determine the effect of proactive academic intervention on student persistence, retention, and degree completion. The intervention focused on newly enrolled students and first-time course takers. The findings of the study indicate that proactive academic intervention has a positive effect on students' academic progress. Participants who attend this session will: 1) gain a deeper understanding of the unique challenges of adult learners; 2) learn of the methods used to promote student engagement, and 3) develop a draft communication that can be further refined to help promote academic progress within their own institutions.*
	7.3	**Ready, Set, Go!: Building Relationships and Student Major Readiness through the Engagement Model** *In a time when retention efforts rule the higher education conversation, it is imperative that advisors use best practices to engage, advise, and guide students to successful completion of their academic programs. Using Yarbrough (2002) Engagement Model for Effective Academic Advising, the Lienhard School of Nursing has developed an engagement-focused curricula within its Introduction to University Life course that enables advisor-student relationship building while fostering professional and academic growth. This session will detail the Engagement Model and its utilization through curricula for incoming first year students. Student and advisor assumptions, course development, student buy-in, course assignments and activities, faculty participation, and advising outcomes will be discussed. Participants will take home specific information on how they can spearhead such programs in their own institution.*
	7.4	**The Connection between Academic Performance and GPA: A Math-Light, Logic-Heavy, Highly Interactive Approach** *Do you cringe when advisees ask: What grades do I need to get off probation this semester? Am I eligible to graduate with honors/apply for graduate school? Is it beneficial for me to repeat this class? Do you envision yourself furiously scribbling calculations while the student awkwardly waits? Do you (or does your student) feel a lack of engagement in the advisement conversation that follows? Our Academic Advisement Center has taken a math-light logic-heavy highly interactive approach to helping students calculate and understand their GPA and to set attainable GPA goals while reflecting on course performance. This session will outline the development of this advisement service and its impact on our students and staff.*
	7.5	**Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing** *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 you! Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.*

	7.6	**Academic Services for College Athletes at Division II and III Institutions: Academic Advisor Perceptions** *This multiphase mixed methods study will assess the perceptions of academic services provided to Division II and III college athletes from the academic advisor's perspective. A sample from two national associations (N4A and NACADA) will consist of N=2 elite informant interviews with academic advisors; a survey questionnaire sent to academic advisors N=600; N=6 semi-structured interviews and a reflective questionnaire sent to academic advisors (N=50). Boyatzis' (1998) thematic analysis approach will be applied to all data. SPSS will be applied for descriptive statistics, t-tests, and one-way ANOVA followed by Scheffe' post-hoc tests for Phase II. This study may inform institutions about the academic services associated with Division II and III and how academic advisors rank those services.*
	7.7	**Reflect, Restore, and Accomplish More** *Budget constraints have continued and advisors are doing more with less resources and increased advising loads. Advisors need to find ways to get work done while being informed, available, empathetic and committed to taking care of ourselves. Stop putting out fires and get more done by developing ways to invigorate your advising. Come to this interactive session to: discover your zone and understand how to stay there; learn the impact of multi/switch-tasking on time management; utilize time management principles to set priorities and manage multiple responsibilities; set goals to create a productive learning/working environment and inform the practice of advising; bring these ideas back to your institution. Join us as we share some practical and fun ways to reflect, restore, and accomplish more!*
	7.8	**Starfish: Advising, Retention, and Students in One!** *In today's world, everything is on-line: ordering food, buying clothes, catching up with friends, sending letters - everything. So, why is it so hard to keep important student data on-line, too? Regis College is in its 3rd year using Starfish, an on-line retention and advising software designed to give real time, one-stop shop data on a student and their academic progress. This presentation will review how Regis chose Starfish, how the college currently uses the software, our challenges faced along the way, and plans for the future. The session will also review how Regis brought various advising and student support services together in order to have all needed and shared information in one place.*
9:45-10:45am	**SESSION EIGHT**	
	8.1	**Closing the Loop: Using Technology to Manage and Support Peer Leaders** *The research is out there-peer tutoring and peer-led instruction are worthwhile retention tools. But how do staff members stay informed about the progress, successes, and concerns that arise in peer tutoring sessions? With more students utilizing academic support resources (tutoring, supplemental instruction, and disability services), it is essential that advising and academic support professionals employ new and creative ways to ensure we are kept "in the loop," to provide appropriate direction and support for our peer mentors and the students they serve. In this session, you'll explore innovative ways to utilize the resources available to you through your online learning platform to stay connected with your peer leaders.*
	8.2	**Beyond Access: Making Higher Education Achievable for First Generation Students** *Once first generation students reach a college campus they face unique barriers to success that often result in high attrition rates. How can institutions and advisors better support their first generation students? Our interactive presentation will discuss techniques, language, policies, and core values that can help first generation students feel supported and ultimately persist and achieve their academic goals. We bring three unique perspectives from academic advisors: one from a college access and success organization in a mid-size city, one from a community college in a large city, and one from a flagship state institution in a rural area. Through activities and group discussion, we will practice advising techniques and discuss how they may be applicable to advisors' everyday work.*
	8.3	**Just Because You Can Doesn't Mean You Should** *Most traditional aged students are products of a college admissions process that values hyper-involvement in the pursuit of "well-roundedness" and a parenting style that provides high levels of structure with limited exposure to uncertainty. As a result, advisees are increasingly anxious about the most central of college questions - What should I study? How should I spend my time? – and managing that existential anxiety by attempting to do it all. Advisors may recognize these students by their exhaustion, lack of reflection and self-care, and overwhelming stress over differentiating between what they can do and what they should do. In this presentation we will learn how to help students edit their academic and personal pursuits, and manage the ambiguity inherent in making adult decisions.*

	8.4	**Partnerships for Student Success: Living-Learning Communities** *For years, academic and student affairs operated as silos at many colleges and universities. Perhaps your institution operated in this way and maybe it still does. Academic and student affairs at UMass Lowell joined forces to amplify student success via living-learning community programs. In five years, the LLC program has grown from three to sixteen communities with plans for further expansion well underway. This presentation will examine the history of the LLC program at UMass Lowell and its effects on student success and retention. It will explain the process of creating a new LLC and approaches to overcoming challenges. The presentation will conclude with a brainstorming session on how to implement LLC programs at your respective institution.*
	8.5	**The Interconnectedness of Advisors with Faculty** *Bridging the gap between advisors and faculty is essential to student success. One initiative implemented at Dartmouth College was designed to create a greater collaborative working relationship between advisors and faculty members. Through structured meetings with faculty and advisors, discussions touched upon curriculum, early warning systems, and resources for students. From the faculty, advisors have gained a better understanding of each department curriculum and from the advisors, faculty have learned about resources on campus and how/when to engage in advisor support of a student. This session will discuss the implementation of the initiative, give attendees the ability to share initiatives or hurdles at their institutions and talk over the integral reasons for enhancing faculty-advisor connectivity.*
	8.6	**Best Practices for Advising Graduate Students** *Graduate school is a major adjustment and our experience has shown that just because students are older or have more life experience does not mean that they are adequately prepared for the challenges of graduate school. Simply put, graduate students need quality advisement and guidance. Responding to the needs of our students, we use a team-advising model, complemented by program-specific advising worksheets, to provide a consolidated source of information for our students. We work to highlight the importance of a positive advising relationship, and the need for student engagement in the advising process. Our presentation will identify the advising needs specific to graduate students, explore the relevant research, and provide an overview of our best advising practices. If you work with graduate students, this is the right session for you.*
	8.7	**Here Comes the Bride... the Marrying of Academic Advising and Career Development** *Academic advisors spend hours with their advisees deciphering academic requirements and helping their students find success. These same students use career advising staff to aid in the job search process. We believe students are expecting, and institutions are recognizing the need, to find a more holistic approach. We will explore the value of this partnership and how that advances the programmatic goals of both advising and career development offices. Our journey started with the act of establishing learning outcomes with an assessment plan for academic advising that included career development objectives. We will discuss finding resources in your community, establishing expectations in students, training professional staff, creating tools, developing partnerships and engaging alumni to empower advisors to discuss students career goals to ensure they are marketable at graduation.*
	8.8	**Practice what you Preach: How do you put your Advising Philosophy into Action?** *The purpose of this session is to explore connecting theory to academic advising practice. Presenters will share how their office uses Kolb's Theory of Experiential Learning to inform the development of our advising philosophy and current advising practices. Participants will engage in conversations related to student needs, advising philosophies, and strategies to implement these philosophies short and long-term. Attendees will leave with a toolkit of action items to test and assess at their home institutions.*
11:00am-12:15pm	**Brunch *(included in conference fee): Closing Keynote and State Basket Give-aways***	
12:45-1:45pm	**Open Planning Meeting for 2016 Conference: Please join us**	

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Region 1
Schedule
Registration Information
Hotel Information
Travel Information

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Registration Information

Registration is now closed.

1. **We are unable to accept wait list requests.**
2. **There will be no on-site registration for this event.**

NACADA Northeast Region 1 has exceeded all attendance predictions and has currently reached the meeting space capacity of the conference hotel.

- If you registered online by Feb 19, you will have received an email receipt. (check your spam)
- If you have faxed a form to the Executive office by 4 p.m. Eastern time Feb 19, you will have received a receipt.
- If the EO receives mailed registrations in next week's mail (Feb 22-26) that were postmarked by Feb 18, we will do our best to accommodate those registrations.

Please either call the Executive Office at 785-532-5717 or email nacada@ksu.edu if you have questions regarding registrations. We will respond as quickly as possible.

Thank you for your understanding.

Registration Fees	Early On or Before February 17, 2016	Regular After February 17, 2016	Membership Status
Current Member	$140	$175	Already a member
Student / Retiree	$100	$100	Full time students, not hired as a full-time advisor. Retirees.
Non-Member	$230	$265	

- **Want member discounts? Be sure to add membership to your shopping cart before or during your conference registration process!**
  (Regular membership - $65; Student membership - $20; Retiree membership - $30; Associate Membership - $85)
- **Please note:** ***If you register as a Non-Member, you acknowledge that no reimbursement will be made for lost discounts, even if membership status changes.***

Register by Mail/Fax with a Purchase Order or check.

NOTE: All fees are in U.S. Dollars if you send a check, it must be from a U.S. Bank in U.S. Dollars. Thanks!

As the premier academic advising association, NACADA provides the most comprehensive and cost-effective resources for professional development and achieving student success. The association does not grant commercial endorsements, and does not engage in political activities of any sort. Membership dues are not used for any of the aforementioned activities.
Due to budgetary considerations, the conference is unable to offer complimentary registration or lodging for presenters.

REFUND/SUBSTITUTION POLICY: If you are required to cancel you may

- **Transfer** your conference registration to another individual from your institution. (If this person is not a current NACADA member, they will either be asked to pay the $65 membership or pay the non-member fee.)
- **On or Before February 17, 2016**: Request a refund of paid registration fees (less $25) in writing. Membership fees will be retained.
- **Between February 18- March 4, 2016:** Request a refund of 50% of paid registration fees in writing.
- **After of March 5, 2016**, no refunds can be issued due to facility obligations, but substitutions will be allowed.
- In the very unlikely event that this conference is cancelled, registration fees will be returned.

WEATHER RELLATED CANCELLATIONS: No refunds will be issued should travel to a NACADA event destination become difficult due to weather, curtailment of transportation, or other circumstances beyond the control of NACADA, provided the event moves forward as planned.

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NACADA Executive Office
Kansas State University
2323 Anderson Avenue, Suite 225
Manhattan, KS 66502-2912
Phone: (785) 532-5717 Fax: (785) 532-7732
e-mail: nacada@ksu.edu

NACADA
The Global Community for Academic Advising

2016 Conference Registration – Region 5

April 6-8, 2016, Toronto, Ontario

Last Name: First Name: MI:

Nickname: Job Title:

E-Mail:

Institution:

Address: City:

State: Zip Code: Country:

County: Business Phone:

Home Phone: Fax:

Registrant Information

Emergency Phone:

☐ I would like to Volunteer ☐ This is the 1st NACADA event I have attended

List Vegetarian, Vegan or Severe food allergy:

List ADA physical accessibility need:

Participants with accessibility needs must contact and confirm ADA arrangements by March 7, 2016 with **Rhonda Christian at** rhonda.christian@durhamcollege.ca

Check the registration fee that applies	On or Before March 7	AFTER March 7
Current Member (Does not include membership fee.)	☐ $140	☐ $175
Student / Retiree (Does not include membership fee.)	☐ $100	☐ $100
Non-Member	☐ $230	☐ $265
Pre-Conference Workshops		
P1- 1-3pm Happiness, Meaning Making, & the Advising Profession	☐ $25	☐ $25
P2- 1-3pm Advising in Ontario: Roundtable Discussion about Current State	☐ $25	☐ $25
P3 - 1-3pm Incorporating Social Justice into Advising	☐ $25	☐ $25
P4- 1-4pm Show Some Skin: Engaging Identity & Diff. through Advis. Practice	☐ $25	☐ $25
P5- 3:15-5:15pm Grant Writing 101	☐ $25	☐ $25
P6- 3:15-5:15pm Do You KNOW They Know? Student Learning Outcomes	☐ $25	☐ $25
P7- 3:15-5:15pm Negot. Diff. Towards Practices for African American Males	☐ $25	☐ $25
P8- 4:15-5:15pm NACADA Orientation for First-Time Attendees **(FREE)**	☐ $0	☐ $0

Total Due:

PAYMENT INFORMATION- pay in U.S. Dollars on an U.S. Bank - Thank You

Method of Payment (choose one):

☐ Check (payable to NACADA): # ***Returned check fee is $35***

☐ Agency Purchase Order (PO): # ***A PO MUST be attached.***

☐ Credit Card (choose one): ☐ Visa ☐ Master Card ☐ American Express ☐ Discover

Cardholder Signature Required: _____

I certify that I will secure payment for the total amount due

Name on card (print): Expiration Date:

Card number: CVV Number:

Registration

Registration may be made via:
Fax: 785-532-7732
Online: www.nacada.ksu.edu
Mail: NACADA
2016 Region 5 Conference
2323 Anderson Avenue, Suite 225
Manhattan, KS 66502-2912
On-site: If on-site registration is necessary, you will need to call the Executive Office at **785-532-5717** with a credit card # before your registration can be completed.

All individuals, including presenters, must register and pay the conference fee.

Cancellation and Refund Policy

All requests must be in writing and mailed or emailed (nacada@ksu.edu) to NACADA.
On or before March 7, 2016: A refund of conference fee, less $25 administrative fee.
Between March 8 - April 1, 2016: A 50% refund of conference fee.
After April 1, 2016: Due to facility and conference obligations, no refunds are given.
-Registrations may be transferred to another individual from your institution. -If the conference in cancelled, registration fees will be returned.

Want Member Discounts?

If you register as a Non-Member, you acknowledge no reimbursement for lost discounts will be made, even if membership status changes.

To receive Member Discounts!
1. Attach membership form WITH PAYMENT to this registration
OR
2. Join on-line at www.nacada.ksu.edu

Questions & Information

Web Site: www.nacada.ksu.edu
Email: nacada@ksu.edu
Phone: (785) 532-5717

Registration in this meeting authorizes NACADA to include you in event photos to be shared with the group or in promotional materials in the future. If you wish to opt out of these photos, please email your request to nacada@ksu.edu.

For Office Use Only

Initials
Date
Ck #/Amount
Deposit #
Notes:

NACADA FEIN number: 48-1114759

NACADA
The Global Community for Academic Advising

MEMBERSHIP INFORMATION R-5

To join or renew membership at this time (& receive member discounts) you may:
Apply on-line for immediate confirmation of your membership status at www.nacada.ksu.edu,
OR Attach this form WITH CHECK (mail) OR CREDIT Card (fax or call).

Last Name First Name M.I.

Institution Email:

ROLE

- ☐ Faculty Advisor
- ☐ Academic Advisor
- ☐ Academic Counselor
- ☐ Advising Administrator
- ☐ Licensed Counselor
- ☐ Non-Institutional
- ☐ Student
- ☐ Other
- ☐ Prefer Not To Answer

DEMOGRAPHIC INFORMATION

Ethnic Background

- ☐ Amerindian/First Nations
- ☐ Asian
- ☐ Black (non-Hispanic)
- ☐ Latino/Hispanic
- ☐ Multi-ethnic
- ☐ White (non-Hispanic)
- ☐ Other
- ☐ Prefer Not To Answer

Gender

- ☐ Female
- ☐ Male
- ☐ Transgender
- ☐ Prefer Not To Answer

Birth Year: ☐

YEARS ADVISING

- ☐ < 3 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ > 15 years
- ☐ N/A

☐ Periodically NACADA distributes mailing lists to other educational entities. To be excluded, check box.

You may choose any four (4) of these specific advising areas:

Refer to www.nacada.ksu.edu for further information on Commission and Interest Group membership.

Administration of Advising

- ☐ CIG101 Advising Administration (C)
- ☐ CIG102 Advisor Training & Development (C)
- ☐ CIG103 Assessment of Advising (C)
- ☐ CIG104 Ethics & Legal Issues in Advising (IG)

Advising in Academic Programs I

- ☐ CIG201 Advising Business Majors (C)
- ☐ CIG202 Advising Education Majors(C)
- ☐ CIG203 Advising Fine Arts Students (C)
- ☐ CIG204 Advising Graduate & Professional Students (IG)
- ☐ CIG205 Doctoral Students (IG)

Advising in Academic Programs II

- ☐ CIG301 STEM Advising (C)
- ☐ CIG302 Health Professions Advising (IG)
- ☐ CIG303 Liberal Arts Advisors (C)
- ☐ CIG304 Pre-Law Advising (IG)

Advising Specific Populations I

- ☐ CIG401 Advising Adult Learners (C)
- ☐ CIG402 Advising First-Year Students (IG)
- ☐ CIG403 Advising Second-Year Students (IG)
- ☐ CIG404 Advising High Achieving Students (C)
- ☐ CIG405 Advising Student Athletes (C)

Advising Specific Populations II

- ☐ CIG501 Advising Students with Disabilities (C)
- ☐ CIG502 Advising Transfer Students (C)
- ☐ CIG503 Advising Veterans, Military Students & Family Members (IG)
- ☐ CIG504 Global Engagement (C)
- ☐ CIG505 First-Generation College Student Advising (IG)

Advising Specific Populations III

- ☐ CIG601 High School to College Advising (IG)
- ☐ CIG602 Commission for LGBTQA Advising and Advocacy (C)
- ☐ CIG603 Multicultural Concerns (C)
- ☐ CIG604 Probation/Dismissal/Reinstatement Issues (IG)
- ☐ CIG605 Undecided & Exploratory Students (CUES) (C)

Institutional Type

- ☐ CIG701 Advising at Historically Black Colleges & Universities (IG)
- ☐ CIG702 Canada (IG)
- ☐ CIG703 Large Universities (IG)
- ☐ CIG704 Native American & Tribal College (IG)
- ☐ CIG705 Small Colleges & Universities (C)
- ☐ CIG706 Two-Year Colleges (C)

Theory, Practice and Delivery of Advising I

- ☐ CIG801 Advising & Academic Coaching (IG)
- ☐ CIG802 Appreciative Advising (IG)
- ☐ CIG804 Faculty Advising (C)
- ☐ CIG806 Peer Advising & Mentoring (C)
- ☐ CIG808 Theory & Philosophy of Advising (C)

Theory, Practice and Delivery of Advising II

- ☐ CIG901 Career Advising (IG)
- ☐ CIG902 Distance Education Advising (C)
- ☐ CIG903 New Advising Professionals (IG)
- ☐ CIG904 Technology in Advising (C)
- ☐ CIG905 Retention & Persistence (PIG)

C= Commission IG= Interest Group PIG = Potential Interest Group

NACADA and Kansas State University are committed to nondiscrimination. Contact the Director of Affirmative Action, KSU, 214 Anderson Hall, Manhattan, KS 66506. NACADA may provide directory information on members. To withhold your information, email a request to nacada@ksu.edu

Join or Renew Your Membership

☐ **$65 General Member** (Employed by an accredited institution) ☐ **$85 Associate Member** (Not employed by an accredited institution) ☐ **$150 Institutional Member** ☐ **$20 Student Member**

Method of Payment (choose one): Payment must accompany this form.

☐ Check (payable to NACADA): # ☐ ***Returned check fee is $35***

☐ Credit Card (choose one): ☐ Visa ☐ Master Card ☐ American Express ☐ Discover

Signature for Credit Card below: _____

Name on card (print): ☐ Expiration Date: ☐

Card number: ☐ CVV Number: ☐

For Office Use Only
Initials
Date
Ck #/Amount
Deposit #
Notes:

NACADA FEIN number: 48-1114759

Region 1
Schedule
Registration Information
Hotel Information
Travel Information

Hotel Information

The Region 1 Conference and all meetings will be held at the Holiday Inn By the Bay,

Holiday Inn By the Bay
88 Spring Street
Portland, ME 04101
Wednesday, March 9 - Friday March 11, 2016
Room Rate: Standard Double/Double, Single, or Double Occupancy:$120 plus tax; Standard King: $130 plus tax; and Executive King or Double: $135.00 plus tax.NACADA has arranged for a block of rooms at the conference rate at the Holiday Inn By the Bay. Theses rooms may sell out well before the cut-off date of February 8, 2016, so reserve your room early! Reservations may be made by calling 1-800-345-5050 or directly to the hotel at 207-775-2311 extension 0. The group code is NACADA.

Overflow Hotel options
Our blocks may fill before the cut-off date, Hotel will release the unreserved rooms for general sale. Any reservation received after the cut-off dates will be accepted on a space and rate available basis.

Hyatt Place Portland Old Port
433 Fore St, Portland, ME 04101

Rate is $129 plu tax

1. Call Central Reservations at 855-312-7274. Group Code is G-NACA
2. To register on-line: group code, G-NACA. Go to (**www.portlandoldport.place.hyatt.com**), enter the check in and check out dates, click on "special rates", and enter the group code under "corporate or group code".
3. Check-In Time: 3:00 pm Check-Out Time: 12:00 pm
4. Reservations after Wednesday, **February 17,** 2016 will be provided based on space and rate availability
5. Parking is $18 per night.

- Complimentary hotel-wide high speed Wi-Fi Internet access
- Complimentary hot breakfast each morning

Portland Harbor Hotel
468 Fore St, Portland, ME 04101

Call 207.775.9090 for reservations and ask for the NACADA Region 1 rate. Group ID 6263
NACADA Rate is $139 + tax

1. Check-in time is 4:00 PM. Check out time is 11:00 AM
2. Reservations after Wednesday, **February 17,** 2016 will be provided based on space and rate availability.
3. Rates are based on single/double occupancy
4. Valet Parking $10.00 per car per night.

Courtyard by Marriott Downtown/Waterfront
321 Commercial Street
Portland, Maine 04101
Phone: 207.780.6000
Fax: 207.274.6820

1. Last day to book: 2/19/16
2. Call **207.780.6000** to reserve rooms at the NACADA rate of $129 plus tax. OR **register on-line.**
3. Hotel shuttle from Portland International Jetport - PWM complimentary - Etimated taxi fare: 12 USD (one way)
4. Wireless internet in guest rooms.

5. Parking is $18 per night
6. Check in is 3:00 pm and Check out is 12:00 pm

NOTE:
**Room reservation information may be requested from the hotel during the last 4 weeks prior to the conference by the NACADA Executive Office in order to check on status of room block. Please email Diane Matteson at matteson@ksu.edu if you request to have the hotel withhold your information.

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Kansas State University
2323 Anderson Avenue, Suite 225
Manhattan, KS 66502-2912
Phone: (785) 532-5717 Fax: (785) 532-7732
e-mail: nacada@ksu.edu

Travel Information

The closest airport to the hotel is:

- Portland International Jetport

Getting to Portland by Car:

- **Directions to Holiday Inn By The Bay from the North**
  - Take I-95 to Exit 45 to 295 North.
  - Then take Exit 7.
  - At the 5th light go right onto Middle Street.
  - In a half mile Middle Street turns into Spring Street.
  - The hotel is on the left.

- **Directions to Holiday Inn By The Bay from the South**
  - Take I-95 North to Exit 44 to 295 North.
  - Then take Exit 7.
  - At the 5th light go right onto Middle Street.
  - In a half mile Middle Street turns into Spring Street.
  - The hotel is on the left.

Getting to Portland by Train:

- To book your train ride visit: http://www.amtrakdowneaster.com/
  - The website will provide you with schedules, multi-ride passes, discounts, etc.

Getting from the airport to the hotel (About 4 miles):

- **Driving**
  - Start out going North on Westbrook St. toward Jetport Blvd.
  - Turn left onto Jetport Blvd.
  - Take the 1st right onto International Pkwy.
  - Take the 1st right onto Congress St/ME-9/ME-22. Continue to follow Congress St.
  - Turn right onto State St/ME-77.
  - Take the 1st left onto Spring St.
  - Holiday Inn By the Bay is on the right.

- **Complimentary Shuttle Available**
  - The hotel provides complimentary shuttle service to and from the airport.
    - When you are ready to be picked up just call the hotel at 1-800-345-5050 and they will send a shuttle to come pick you up.
  - The hotel provides complimentary shuttle service within a three mile radius of the hotel.

- **Taxi**
  - One Way - around $15.00
  - Takes about 10 minutes to get to the hotel
  - City of Portland, ME manages the rates of taxi cab service, therefore, all the rates for every taxi services providers are the same.
  - Some companies to consider:
    - National Cab - available 24/7. Call 207-766-6669
    - Jetport Cab - Call 207-807-9797

Region 1
Schedule
Registration Information
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Travel Information

Avoid Plagiarism

- Guide to Avoid Plagiarism
- Souce Document Example

Call for Proposals

Region 1 Call for Proposals
Join us in Portland, Maine at 'Holiday Inn By the Bay"
March 9-11, 2016

Proposals accepted until **November 11, 2015**

Cross the border into Maine and you are quickly greeted with a sign that reads, *"Welcome to Maine. The Way Life Should Be"*. Come to this year's NACADA Region 1 conference and you will quickly be greeted by this year's conference theme of, ***"Welcome to NACADA. The Way Advising Should Be".***

We all have different ideas of how advising should or could be: developmental, engaging, holistic, or intrusive – to name just a few approaches. But how do YOU think advising should be? How do students think advising should be? How is it really? What can we do to bridge the gap? What have you done or created to reach your ideal? How should we work with our diverse student populations in advising settings? Do you have a program that defines how advising should be at your institution? Which advising models have worked in your advising sessions? How should advisors be supported in their role on campus? How should or could we connect advising to other services and offices at our institutions? No matter how you think advising should be, could be, or is – we want to learn about it.

NACADA Region 1 is now accepting proposals for this annual conference. We encourage new and seasoned advising professionals, as well as graduate students, to submit proposals and share their noteworthy expertise; their invigorating advising programs; and their research results to commemorate what promises to be a rejuvenating analysis of current theoretical research and reflection of best practices.

ONLINE SUBMISSION PORTAL FOR REGION PROPOSALS

All proposals must be submitted by **NOVEMBER 11th, 2015**

What Can I Present On?
You can present on just about anything as long as it relates back to the important work we do in Academic Advising. Feedback from last year's Region 1 conference tells us that YOU want more sessions on topics like:

- Diversity and supporting diverse populations
- Personal professional development
- New professional orientated topics
- Career development
- Programs done 'on a budget'
- Advising theories and approaches applicable to individual or group advising sessions

Special consideration will be given to submitted proposals in those topics.

What Are My Options for Presenting?

CONCURRENT SESSION OPTIONS:

Lecture: This is the traditional 60 minute format for the conference. This is typically 'presenter-based' with some audience participation if desired. Some presentations are based on research, some share best practices, and some are developmental, while others can be theoretical. The format may be mostly lecture with a discussion following, a panel session followed by questions, or a more informal

discussion. Proposals grounded in both research and theoretical frameworks, if applicable, are preferred. Strong, interactive presentations are encouraged.

Roundtable: This is a less-structured 60 minute discussion on relevant advising topics emphasizing attendee participation and interaction as a part of the session. Again, some sessions are based on research, some share best practices, and some are developmental, while others can be theoretical.

Panel: This is a 60 minute session for various 'experts' on a given topic to share different experiences, research, and knowledge on a similar topic. Panels are required to be formed by the person submitting the proposal, and must have a moderator, also identified by presenters.

SPECIALIZED SESSION OPTIONS

Poster Presentation: This is presented in the form of a tabletop exhibit and delivered primarily through the use of visual display and handout materials. You will have the opportunity to discuss your poster's topic to interested parties in an informal manner during a designated Poster Session. Additionally, you will be required to provide a 'teaser poster' to be displayed leading up to the Poster Session to get attendees interested in learning more.

Pre-Conference Presentation: Sessions are 2 hour workshops and should be very interactive for the attendees. These sessions should delve into topics more deeply or discuss practices with more depth than a traditional concurrent session. Attendees will sign up in advance to reserve their spot in a pre-conference session. Typically no more than 25 people will be in attendance. Strong interactive presentations are encouraged.

OK! I'm Ready. What Do I Need To Do?

1. Be sure you're eligible. All advising professionals, administration, faculty, full-time advisors and administrative staff are invited to submit proposals.

2. All proposals MUST include at least three specific participant Learning Outcomes. These will outlined in more detail in your actual proposal. See #4.

3. Submit an Abstract. This is what conference attendees will read in the program book and on the conference website. It's important to 'hook' people into your session during this part by being creative. Conference participants use session abstracts to determine which sessions to attend; therefore, it should accurately describe the content and focus of your proposed session. Enclose cited publications in quotation marks. PLEASE proofread your abstract. Abstract may NOT exceed 135 words (the on-line program will not accept more). **Include the complete title of the presentation,** but do **not** include your name.

4. Submit the Proposal. This is where you explain your intended presentation in more detail for the review committee. Please be clear in what your three Learning Outcomes are and how they will be met (materials, methods, activities, etc.). Refer to evaluation criteria below. Include the complete title of the presentation, but do not include your name

What is the Evaluation Criteria?

Proposals will be evaluated based on the following criteria:

- Clear outline of the three Learning Outcomes
- Grounded research and theoretical frameworks cited
- Relevance to current issues in advising
- Appeal to conference attendees
- Thematically-based creativity and
- Pertinent for attendees beyond the conference.

PLEASE NOTE:

- Due to budgetary constraints, Region 1 is unable to offer complimentary registration or lodging for paper presenters.
- Commercial products are not to be promoted in NACADA sessions.
- NACADA does not discriminate on the basis of race, creed, gender, sexual orientation, national origin, age, disability, or marital status.

ONLINE SUBMISSION PORTAL FOR REGION PROPOSALS

Region Awards

Regional Awards Information

NACADA Regional Awards / Scholarships / Grants Programs

NACADA Regions select and fund a variety of awards, scholarships and grants to recognize excellence in advising and recognize and support quality programs.

You may **only apply within your region.**

Region Awards are open for applications between July 1 & Nov 1 each year.

In 2015, the deadline has been extended to **Nov 15** for all regions except Region 8.

Please read the instructions and tips listed below before you begin your award/scholarship submission.

- Determine requirements and application components that are needed. You may save and come back to your application but once you choose SUBMIT, you will not be able to change it. If there is a problem, e-mail Matteson@ksu.edu.

Instructions

1. Access the Online Submission Portal.
2. Enter a password - this can be simple and you can use the same one for other submissions.
3. Select your Region.
4. Next select the award for which you are applying from the 'Awards/Scholarship Category' drop down box.
5. Be sure to **write down your Award/Scholarship Nomination Number and your password** so if you have to stop and come back to the nomination form, you can do so easily!
6. Enter the information as it is requested.
7. NOTE: The NOTIFICATION section is a list of people who you would want to know if you are selected for this award/scholarship. We would suggest your president/provost, your supervisors, and your public relations department contact.
8. You will need to upload some documents. **They must be in PDF format.**
9. Required documents are different for each award, please see your Region Awards page for more information before you begin the submission process.
10. REMINDER: You may save your application and come back as long as you have *not hit* the SUBMIT button. Remember to **save** your entry and use your Award/Scholarship Nomination Number and your password to come back at a later time.

Information and Tips for Applicants or Nominators

Quick Links

Apply for Region Awards

Region 1 Awards

Connecticut, Maine, Massachusetts, New Hampshire, New York, Quebec, Rhode Island, Vermont, New Brunswick, Newfoundland and Labrador, Nova Scotia

Region 2 Awards

Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia

Region 3 Awards

Kentucky, North Carolina, South Carolina, Tennessee, West Virginia

Region 4 Awards

Alabama, Caribbean, Florida, Georgia, Mississippi, Puerto Rico

Region 5 Awards & GRANTS

Illinois, Indiana, Ohio, Ontario, Michigan, Wisconsin

Region 6 Awards

Iowa, Manitoba, Minnesota, Nebraska, North Dakota, Saskatchewan, South Dakota

Region 7 Awards

Arkansas, Kansas, Louisiana, Missouri, Oklahoma, Texas

Region 8 Awards

- Nomination packets must include only original documentation prepared specifically for the NACADA Awards Program. Materials intended for other award programs will not be considered.
- Self-nominations are acceptable. Directors may nominate their own advising programs.
- Current members of the Board of Directors and Council are not eligible for consideration for any annual NACADA individual awards. After the member's term of office is over, s/he may then be eligible for consideration.
- Nomination materials submitted cannot be returned.

To help present your nomination in the best possible light:

- All uploaded documents must be in *pdf format* so save them in this format, or scan and then save them in pdf format so you will be ready to upload at the proper time. Paper copies of nominations will no longer be accepted.
- It is best to submit only letters and/or materials that *add substance* to the nomination. Quality is appreciated more than quantity. A well-written and documented submission increases the likelihood of a positive outcome.
- The committee will not accept or consider additional material sent separately from your on-line submission or letters sent directly to the committee. Be sure to request that all support letters and documentation be returned to the nominator gathering the information for inclusion in the nomination packets for online submission.
- Videos, CDs and DVDs will not be accepted in support of any nomination in any Region Awards category.
- Submissions that do not meet the submission requirements will not be evaluated.
- If you do not receive an e-mail confirming receipt of your nomination within 48 hours after you have completed the online submission process please contact NACADA. If possible, include the **application # and the Region #.** Contact NACADA at nacada@ksu.edu

Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, Washington, Yukon Territory, Northwest Territories

Region 9 Awards

California, Hawaii, Nevada

Region 10 Awards

Arizona, Colorado, New Mexico, Utah, Wyoming

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e-mail: nacada@ksu.edu

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Home » Events & Programs » Events » Region Conferences » Region 1 » Preconference Workshops

Preconference Workshops

Please take this opportunity to attend one or more of the excellent preconference workshops offered by Region 1 in 2016!

If you have already registered for the conference, there will be a form you can complete and fax to the EO with payment. If you haven't already registered, the preconference options will be on the online or printed registration forms. **Registration for the preconference workshops will open the week of January 20.**

All Preconferences will be held Wednesday, March 9, 2016.
Cost: $25 each

If new to this Region Conference, P4 attendance is REQUIRED - at no cost to you.
Pre-Conference Workshops are still available for those registered for the conference! Click here for form.

9:00-11:00 a.m.

P 1. Appreciate Advising: It's Not Just for Students Anymore
Lynn DeRobertis - University of New Haven
Helena Cole - University of New Haven

Appreciative advising is intuitive and makes sense, right? Getting into the appreciative mindset is something advisors do naturally, correct? The answer to both these questions is yes, but what if we were to take being appreciative to the next level, and make it about more than just the work we do with students? Going from "good to great" takes effort; getting to great can be transformative—on a professional and/or personal level. This interactive workshop will help you discover your dreams for yourself, your department or your work with students; design your path for getting there and begin to think about how you will deliver on your action plan. Don't settle. Come see the way appreciative advising can be!

9:00-11:00 a.m.

P2. #Engagement: A Dialectical Approach to Understanding Advising in Social Media
Art Esposito - Quincy College

Both of NACADA's most recent publications about technology in advising discuss social media tools (online social networks, podcasts, and blogs) mainly as means of "information delivery." This use does not fully appreciate the relationship-building and engagement potential of these environments: the reason students use them in the first place! This workshop will be dialectical in both exploring the use of social media for engagement between student and advisor, and by engaging participants to conversationally contribute to the outcomes and take-aways. This workshop is designed for participants with any comfort level with social media. Participants will create an action plan for application of these concepts in their office and/or their advising praxis.

9:00-11:00 a.m.

P3. Green Zone: Military Awareness Training
Camden Ege, Lorraine Spalding, and Dan Jenkins - University of Southern Maine

As the wars in Iraq and Afghanistan wind down, veterans are increasingly hanging up their uniforms and picking up their school books. Often these veterans are not prepared for college. But, are colleges prepared for veterans? As universities across the country see a continued increase in this population, how are we supporting their transition and success? This session will discuss how the University of Southern Maine has adapted to this growing population. We will include information on some of the challenges and how we overcame them. We will also discuss what we are doing now for our student-veteran population. Finally, we will include suggestions and facilitate discussion on what can be further done to provide the support needed to foster success.

11:30 am - 12:45 pm

P4. First Time Attendee Orientation and Lunch (no cost to first time attendees)

On your campus, you know the value of orientation for new students is to be involved early with eachother and begin to build lasting connections to the campus. If this is your first time at this Region conference, attending our NACADA Orientation is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.

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NACADA
The Global Community for Academic Advising

Region 1 ADD PRECONFERENCE WORKSHOP

March 9-11, 2016, Portland, ME

Last Name:_____ First Name:_____

Institution: _____

Email:_____

Phone:_____

Pre-Conference Workshops are $25 each.

Wednesday, March 9, 2016

- ☐ P1 9-11a.m. Appreciative Advising: It's Not Just for Students Anymore
- ☐ P2 9-11a.m. #Engagement: A Dialectical Approach to Understanding Advising in Social Media
- ☐ P3 9-11a.m. Green Zone: Military Awareness Training
- ☐ P4 11:30a.m.-12:45p.m. First Time Attendee Orientation Lunch **(FREE)**

Total: $_____

Method of Payment

Credit Card (choose one): ☐ Visa ☐ Master Card ☐ American Express ☐ Discover

Cardholder Signature Required:_____

I certify that I will secure payment for the total amount due.

Name on Card (print): _____ Expiration Date: _____

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Fax this form with credit card info to the NACADA office at 785-532-7732 or call the office at 785-532-5717 with a credit card to add specific pre-conference workshops.

Please do not email credit card information.

Exhibitor Opportunities

Application Form

On behalf of the National Academic Advising Association (NACADA), we would like you to consider the benefits of having your organization exhibit at our regional conferences.

Attendees at NACADA's ten regional conferences are advisors/counselors, faculty, and academic and student affairs administrators representing two-year, four-year, and graduate level higher education institutions. They work in advising, testing, registration, student support services, assessment, special needs, and career planning and placement offices. More information on our professional association is available at our web site: www.nacada.ksu.edu.

This is an excellent opportunity for you to introduce and display your services or products to conference delegates who are instrumental in implementing change and using new products and services on campus. Our membership is involved in all areas influencing student success at institutions of higher education throughout the country. We provide an excellent opportunity for you to meet face-to-face with the decision-makers in such areas as integrated software, study abroad programs, career planning and placement, distance learning, enhancing student retention, textbooks, student record and tracking systems and all other areas influencing student success.

For additional exposure, NACADA also offers exhibitors the opportunity to co-sponsor conference events, meal functions, or registration materials.

This is a wonderful opportunity to reach academic advisors and administrators at colleges and universities across the nation. Complete the contract attached to reserve your table and/or ad space. Please do not hesitate to call if you need additional information. We hope that you will join us as an exhibitor at our Regional Conferences!

For 2016 Regional Conference Dates Click Here!

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Donation or Sponsorship for NACADA Regional Conference Form

NACADA The Global Community for Academic Advising

Please complete this form and

1. Fax it to NACADA at 785-532-7732.
2. Then send it by mail with a check or credit card number to:

National Academic Advising Association
Attn: Regional Conference / Diane Matteson
2323 Anderson Avenue, Ste 225
Manhattan, KS 66502

NACADA Region _____ Conference

Date and place of Conference:_____

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We sincerely appreciate your support for our National Academic Advising Association Regional Conference!
NOTE: **NACADA's FEIN # is 48-1114759**

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Phone 785-532-5717 *FAX* 785.532.7732 *E-mail* nacada@ksu.edu *Web site* http://www.nacada.ksu.edu/

Year-Place	Region Chair	Attendance
2017 -	Jennifer Fath	
2016 - Portland, ME	Jennifer Fath	491
2015 - Manchester, NH - March 18-20 Click here to read about the service project.	Rodney Mondor	457
2014 - Newport, RI - March 19-21	Rodney Mondor	527
2013 - Montreal, Quebec, Canada on March 20-22	Terri Downing	309
2012 - Mashantucket, CT	Terri Downing	435
2011 - Burlington, VT	Susan Moyer	296
2010- Newton, MA	Susan Moyer	382
2009- Saratoga Springs, NY	Susan M. Kolls	278
2008- Portland, ME	Gail Stepina	265
2007- Noth Conway, NH	Gail Stepina	323
2006- Hartford, CT		294
2005- Montreal, Quebec, Canada		276
2004- Burlingon, VT		239
2003-Newport, RI		267
2002- Saratoga Springs, NY		
2001- Framingham, MA		
2000-Portland, ME		
1999-Syracuse, NY		
1998- Portsmouth, NY		
1997- Montreal, Quebec, Canada		
1996- Newport, RI		
1995- Saratoga Springs, NY		

1994- Burlington, VY

1993- Newport, RI

1992- Saratoga Springs, NY

1991- Portsmouth, NH

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