Preconference Workshops

Please take this opportunity to attend one or more of the excellent preconference workshopes offered by Region 6 in 2016!

If you have already registered for the conference, there will be a form you can complete and fax to EO office 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 25.**

All Preconferences will be held Wednesday, May 11, 2016
Cost: ~~$25 each~~ Free!
(refunds will be sent to those who have paid)

If you want to add a preconference, please email Pam@ksu.edu with your name and choice.
The presenters would like to know how many to expect!
You can also fill out this form.

1:00 - 3:30

P1. Best for Vets, an Office of Military and Veteran Services
Leah Meyer, University of Nebraska at Omaha

The Office of Military and Veteran Services works to support UNO's military community by providing military-affiliated students with resources and services developed to help them succeed. Through consistent outreach, specialized tutoring, and an office and lounge dedicated to the military-affiliated student body, we have consistently grown this demographic and improved its persistence and retention rate every year since our inception in 2012. We are happy to share our programming and best practices with NACADA members. In 2015, for the second year in a row, the University of Nebraska at Omaha (UNO) was named the best four-year school in the nation for military friendliness by Military Times magazine.

1:00 - 3:30

P2. Proactive Advising: Relationship Building for Students of Color
David Pollock, Iowa Western Community College

Using relationship building as a tool for proactive advising for students of color. David Pollock addresses his experience with the proactive advising model and how to increase touch points with students of color to increase retention.

3:30 - 4:30

P3. First Time Attendee Orientation (FREE)

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NACADA Executive Office
Kansas State University
2323 Anderson Avenue, Suite 225
Manhattan, KS 66502-2912

NACADA
The Global Community for Academic Advising

Region 6 ADD PRECONFERENCE WORKSHOP

May 11-13, 2016, Omaha, NE

Last Name:_____ First Name:_____

Institution: _____

Email:_____

Phone:_____

Preconference Workshops – All at No Cost

Wednesday, May 11, 2016

- ☐ P1 1:00 – 3:30 Best for Vets, an Office of Military and Veteran Services
- ☐ P2 1:00 – 3:30 Proactive Advising: Relationship Building for Students of Color
- ☐ P3 3:30 – 4:30 First Time Attendee Orientation

Email to pam@ksu.edu or Fax this form with to the NACADA office at 785-532-7732 or call the office at 785-532-5717 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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Phone: (785) 532-5717 Fax: (785) 532-7732
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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:_____

❒ Donation $_____

❒ Sponsorship $_____

From: Institution_____

Contact Person:_____

Address 1:_____

Address 2:_____

City/State/Postal Code:_____

E-mail:_____ Phone:_____ Fax:_____

****

____Check enclosed – Check #_____

____Credit Card NOTE: Purchase orders are not accepted.

Credit Card Number:_____ Expiration Date:_____

Print Name of Card Holder:_____

Card holder Signature:_____

Billing address of Card (or indicate same as above)_____

Comments:

NACADA cannot accept credit card information electronically – only by FAX or Mail.
We sincerely appreciate your support for our National Academic Advising Association Regional Conference!
NOTE: **NACADA's FEIN # is 48-1114759**

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 *Web site* http://www.nacada.ksu.edu/

Past and Future Conferences

Year - Place	Region Chair	Attendance
2017 - Winnipeg, Manitoba, Canada		
2016 - Omaha, NE	Amy Korthank	296
2015 - Fargo, ND	Amy Korthank	207
2014 - Des Moines, IA	Randy Rummery	242
2013 - Sioux Falls, SD	Amy Sannes	403
2012 - Minneapolis, MN	Amy Sannes	147
2011 - Winnipeg, Manitoba, Canada	Pat-Mason Browne	262
2010 - Lincoln, NE	Pat-Mason Browne	136
2009 - Fargo/Moorhead, ND		176
2008 - Ames, IA		183
2007 - Duluth, MN		203
2006 - Iowa City, IA		163
2005 - Sioux Falls, SD		229
2004 - St. Paul. MN		112
2003 - Madison, WI		160
2002 - Mahnomen, MN		
2001 - Nebraska City, NE		
2000 - Duluth, MN		
1999 - Des Moines, IA		
1998 - Minneapolis, MN		
1997 - Omaha, NE		
1996 - Fargo/Moorhead, ND		
1995 - Nebraska City, NE		
1994 - Ames, IA		
1993 - Bloomington, MN		
1992 - Iowa City, IA		
1991		
1990		

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Exhibits/Donations

University of Nebraska at Omaha's Division of Continuing Studies

Nelnet

Check this out!

How to convince those who control the purse strings!

2016 NACADA Region 6 Conference

One Step Further in Academic Advising!

Call for Proposals
Jan 29, 2016

Join us May 11-13, 2016 for the Region 6 Conference in Omaha, Nebraska!

Conference Committee 2016

Chairs:		
Amy Dillard	*IWCC*	712-325-3390
Lyndsey Rice	*UNO*	402-554-4900
Registration and Volunteers:		
Brooke Clements	*UNO*	402-554-2114
Kyran Connor	*MCC*	402-457-2608
Ashley Cunningham	*UNO*	402-554-3718
Proposals:		
Christopher Scott	*Bellevue*	402-557-7743
Meagan Savage	*UNL*	402-472-4190
Hospitality:		
Kevin Howard	*UNO*	402-554-4037
Karen Rodgers	*MCC*	402-457-2683
Missy Brunow	*Bellevue*	402-557-7040
Program Design:		
April Paschall	*Doane*	402-891-6600

More Info

Call for Proposals
Jan 29, 2016
Awards & Scholarships
March 1, 2016 extension
Preconference Workshops
Exhibitor Opportunities
Donations
Past and Future Conferences
Region 6 Community Page

Region Chair
Amy Korthank
University of Iowa
(319) 353-2484

Conference Co-Chairs
Amy Dillard
Iowa Western Community College
(712) 325-3390

Lyndsey Rice
University of Nebraska-Omaha
(402) 544-2370

Join the discussion at Region Conference!

Review the Core Values Now!

On-Site Coordinator:

Spencer Mathews	*IWCC*	712-325-3494

Presenter Gifts:

Spencer Mathews	*IWCC*	712-325-3494
Christopher Scott	*Bellevue*	402-557-7743

Audio/Visual

Christopher Scott	*Bellevue*	402-557-7743

Sponsoships and Forms:

Spencer Mathews	*IWCC*	712-325-3494
Sammi Kaiser	*UNO*	402-554-4077

Food and Beverage:

Lindsey Marr	*UNO*	402-554-3245
Kim Schuchmann	*MCC*	402-289-1212
Susan Sa'eed	*MCC*	402-457-2692

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Region 6
Schedule
Registration Information
Hotel Information
Travel Information

Home » Events & Programs » Events » Region Conferences » Region 6 » Schedule

Tentative Schedule

View **Concurrent Session Abstracts** Revised 5/10/16

Printable **At a Glance**

At-A-Glance

Wednesday, May 11, 2016

	Room	Session	Event
9:00 am – 5:00 pm	Grand Ballroom Hallway		**Registration**
9:00 am - Noon	Kansas		**Steering Committee Meeting**
1:00 pm – 3:00 pm			**Pre-Conference Workshops**
	Missouri	A.	Best for Vets, an Office of Military and Veteran Services
	Nebraska	B.	Proactive Advising: Relationship Building for Students of Color
3:30 pm – 4:30 pm	Iowa		**Orientation for First Time Attendees**
5:00 pm – 6:00 pm	Grand Ballroom		**Welcome and Keynote Address**
6:00 pm – 7:00 pm	Grand Ballroom		**Social Reception and Poster Sessions**
			(Cash Bar)
7:00 pm			**Dinner on your Own**

Thursday, May 12, 2016

	Room	Session	Event
7:30 am – 4:30 pm	Grand Ballroom Hallway		**Registration**
8:00 am – 9:15 am	Grand Ballroom		**Continental Breakfast**
9:30 am – 10:30 am			**Concurrent Session 1**
	Capital	1.1	Publish with NACADA: Find the appropriate NACADA venue for your writing
	Clark	1.2	We help build better students: A qualitative study of a business school peer mentoring program.
	Dakota	1.3	Aiming For Success: Using sports psychology to enhance

			academic performance
	Dodge	1.4	I Advise With a Little Help From My Friends: When Higher Ed and helping professions collide.
	Iowa	1.5	Using Habit Theory to Influence Student Behavior
	Missouri	1.6	Microaggressions: Did that just really happen?
	Nebraska	1.7	Beyond Certification: Creating a collaborative support system for military students
10:45 am – 11:45 am			**Concurrent Session 2**
	Capital	2.1	A Conversation with NACADA Leaders
	Clark	2.2	Boomers, Generation X and Millennials! Who's next...?
	Dakota	2.3	Conflict as Creative Catalyst: The art of confrontation in advising
	Dodge	2.4	Flipping Over Flipped Advising: One college's experience transitioning from group to flipped advising
	Iowa	2.5	Policies and Protocol: How far can they bend?
	Missouri	2.6	Bachelor's Required, Master's Preferred: Job search strategies for Academic Advisors
	Nebraska	2.7	Going Beyond the Classroom: Using technology to "Start Smart"
12:00 pm – 1:15 pm	Grand Ballroom		**Lunch and Business Meeting**
1:30 pm – 2:30 pm			**Concurrent Session 3**
	Capital	3.1	A walk in their shoes: Advising from multiple perspectives
	Clark	3.2	Taking Advisor Development to the Next Level
	Dakota	3.3	Making Your Advising Space a Safe(r) Space for LGBTQIA+ Students
	Dodge	3.4	One Step Further in Supporting Transfer Transitions
	Iowa	3.5	Seizing Opportunities for Student Success from The Completion Agenda
	Missouri	3.6	Dreaming Big From the Start: Appreciative Advising and New Student Orientation
	Nebraska	3.7	Style, Success, Service, Scholarship: What pageants taught me about advising (and how to apply it to your practice!)
2:45 pm – 3:45 pm			**State and Province Meetings**
	Capital		Manitoba and Saskatchewan
	Clark		Iowa
	Dakota		South Dakota
	Dodge		Minnesota
	Iowa		Nebraska
	Nebraska		North Dakota
5:30 pm			**Dinner on your Own or Group Dinners**

Friday, May 13, 2016 School Spirit Day

	Room	Session	Event
7:45 am – 1:00 pm	Grand Ballroom Hallway		**Registration**
7:45 am – 8:45 am	Grand Ballroom		**Continental Breakfast**
9:00 am – 10:00 am			**Concurrent Session 4**
	Capital	4.1	Should your team specialize? What we gained, what we lost, and what we learned.
	Clark	4.2	A Penny for Your Thoughts - Inviting Advisors' Tales
	Dakota	4.3	Academic Interventions for Academically At-Risk
	Dodge	4.4	Steps to Integrating Career and Academic Advising
	Iowa	4.5	Representing the Underrepresented: NACADA's Emerging Leader Program
	Missouri	4.6	Serving the Immediate Needs of Adult Learners in Community Colleges using Coaching Methods
10:15 am – 11:15 am			**Concurrent Session 5**
	Capital	5.1	Comprehensive Academic Intervention Strategies for Traditionally Underserved First-Year Students
	Clark	5.2	Furthering the Field: Exploring advisor identity through collaborative, reflective research
	Dakota	5.3	Starting Small with Peer Advising: Getting a program off the ground with 2 or 3, not 23
	Dodge	5.4	Bridging the gap between suspension and retention: Minnesota State University Moorhead's process and procedure
	Iowa	5.5	Mapping a Path to the Future: Self-authoring in the First Year Experience
	Missouri	5.6	The Art of Effective Conversations with Parents
11:30 pm – 12:30 pm			**Concurrent Session 6**
	Capital	6.1	Advising Through a Cohort Learning Model: Creating a community of success
	Clark	6.2	Encouraging Highly Motivated Students to Apply for Prestigious Awards
	Dakota	6.3	Faculty--Student Perceptions of Advising and a mismatch in expectations
	Dodge	6.4	Developing Independent Learning Groups: An alternative to peer tutoring
	Iowa	6.5	Taking the Step into Academic Advising

	Missouri 6.6	Ready, Aim, FIRE! The evolution of Metropolitan Community College's student education planning and its impact on Academic Advising
12:30 pm		**End of Conference**

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Region 6: Revised 5/10/16

1.1 Publish with NACADA: Find the appropriate NACADA venue for your writing
Capital
Advisor Training & Development
Craig McGill, Florida International University
Charlie Nutt, Kansas State University

There are many opportunities to write for NACADA. Last year 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field's literature base. This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

1.2 We help build better students: A qualitative study of a business school peer mentoring program
Clark
Peer Advising & Mentoring, Advising Business Majors
John McArdle, Salem State University
David Goodof, Salem State University

Good peer mentoring programs provide strong developmental opportunities for students. Relying on Chickering's theory of identity development rooted in Bandura's construct of self-efficacy, we assessed whether participation in our program as either a peer mentor or a client had an impact on identity development and/or enhanced individual perceptions of self-efficacy. This session has three parts. First, it will describe how our program has led to increased student retention, persistence, and success. Then, it will discuss the link between the program and students' identity development and self-efficacy. Finally, it will provide a model for employing this program at your school. Session participants will receive our peer mentor handbook and a copy of the research study design.

1.3 Aiming for Success: Using sports psychology to enhance academic performance
Dakota
Advising and Academic Coaching, Advisor Training & Development
Katherine Resler, University of Iowa

As the stress and pressure to perform to a student's highest potential increases, how can advisors help them aim for their dreams, while developing mental toughness? We can think of ourselves as academic coaches, teaching the principles of sports psychology to students of all levels to help enhance their academic performance. Sports psychology allows students to identify their motivation, set achievable goals, use positive self-talk and visualization to boost academic performance, self-image and resiliency. With increasing focus on student resiliency, sports psychology provides a method to help develop mental toughness through language changes and exercises that can easily be added to advising sessions. This presentation will provide advisors with tools, language and strategies to use as they coach students to their highest potential.

1.4 I Advise with a Little Help from My Friends: When Higher Ed and helping professions collide
Dodge
Advisor Training & Development, New Advising Professionals
Marnie Andrews, University of Minnesota - Twin Cities
Joanna Lilley, Colorado State University

Just like our students, advisors come from all kinds of unique backgrounds. While many advisors find their passion for advising through higher ed programs, there are a number of professionals working as advisors without a degree in

higher education. Through this interactive presentation, we will provide a brief overview of the various similarities and differences among three particular educational backgrounds: higher education, social work, and counseling. We will also discuss different approaches individuals from each background may use when interacting with students in an advising setting. Lastly, we will provide insights into various skills we have developed and weaknesses we have found through our collaboration with colleagues from each of these backgrounds.

1.5 Using Habit Theory to Influence Student Behavior
Iowa
Theory & Philosophy of Advising, Probation/Dismissal/Reinstatement Issues
Amber Kargol, Iowa State University
Kyle Holtman, Iowa State University
Lisa Phillips, Iowa State University
Chelsey Knoespel, Iowa State University

This presentation will outline habit theory based on the book by Charles Duhigg entitled, The Power of Habit. The presenters will explain why habits exist and how they can be changed. We will discuss this theory and apply it to three different advising scenarios: (1) the transition between high school and college (2) warning/probation students and (3) transfer students. Worksheets and activities will be provided for each scenario listed above to assist our students in changing their habits as well as student feedback from using these activities and worksheets.

1.6 Microaggressions: Did that just really happen?
Missouri
Multicultural Concerns
Tracey Hammell, University of Minnesota - Twin Cities
Donald Riley, University of Minnesota - Twin Cities

Using the work of Dr. Derald Wing Sue and Dr. Maura Cullen we will examine microaggressions, specifically its role in society and the effects on students in higher education. The goal is to create more awareness around microaggressions and how they play out in everyday life. Creating language around microaggressions is a necessary part of changing the dominant narrative. This will be a discussion of what steps we can take to understand and limit microaggressions in our own way of being and create awareness of microaggressions with others across work spaces. We will use case studies and lived experiences to engage in meaningful dialogue.

1.7 Beyond Certification: Creating a collaborative support system for military students
Nebraska
Advising Military Students & Dependents
Jennifer Farinella Olson, Walden University
Caroline James, Walden University

With the establishment of new government guidelines for the support of military students, institutions are faced with finding cost effective measures to ensure compliance while juggling other regulatory directives from the Department of Education. The average student has up to 20 different touch points from the time entering into college to the time of graduation. For a military student, where order is essential, a system such as this can be overwhelming. In this session participants will be provided with best practices on how to connect the pieces of a sometimes disconnected university system to ensure that every military student feels supported from start to finish of their program. A specific focus will be on potential support services that could be offered if successful collaborative efforts are made across the institution.

2.1 A Conversation with NACADA Leaders
Capital
Theory & Philosophy of Advising
Amy Sannes, Minnesota State University Moorhead
Charlie Nutt, Kansas State University

This session is designed for our leaders to provide information about the association 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 to discuss and make suggested revisions to the NACADA Core Values, and to learn more about the Center for Academic Advising Research being opened at Kansas State University in the near future.

2.2 Boomers, Generation X and Millennials! Who's next...?
Clark
Two-Year Colleges, High School to College Advising
Yolanda Robinson, Metropolitan Community College

What generation are you and what generations are you advising? For the first time in the history of generational studies, the latest identified generation is the largest and is still growing. In this session we will take time to explore and define generational differences and how it can influence the way we advise. Participants will have the opportunity to discuss the current generational representation on campuses, identify some commonly effected areas by generational differences, and explore methods for limiting generational barriers. Awareness is half the battle, let's tool ourselves for success!

2.3 Conflict as Creative Catalyst: The art of confrontation in advising
Dakota
Advisor Training & Development, Probation/Dismissal/Reinstatement Issues
Julie Nelson, University of Iowa
Holly Haddad, University of South Dakota

Conflict with advisees can be one of the most creative and productive catalysts for transformation within the advising relationship. Conflict can strengthen rapport with students while giving advisors an opportunity to model effective conflict resolution skills. When conflict is present, advisors have an opportunity to use the creative tension inherent in disagreement to help students move forward and encourage collaboration throughout the process. This interactive presentation draws upon conflict resolution models, counseling theories, and communication strategies to teach participants how to effectively channel conflict within the advising relationship to strengthen rapport with students. Participants will learn how to use conflict resolution skills will have an opportunity to share their experiences with conflict in advising and how they work with this dynamic in advising students.

2.4 Flipping Over Flipped Advising: One college's experience transitioning from group to flipped advising
Dodge
Technology in Advising, Two-Year Colleges
Stacy Griffey, St. Cloud Technical and Community College
Susan Brunn, St. Cloud Technical and Community College
Amie Bordwell, St. Cloud Technical and Community College
Bretta Edwards, St. Cloud Technical and Community College

With increased student enrollment and limited human resources, advising centers are required to be creative in their approach to meeting students' needs. Using the concept of the flipped classroom, advisors from this college have transitioned to a flipped advising model to better support their students. This approach involves students reviewing information on their online learning platform including program information, updates, and other related content. Students then fill out a worksheet before meeting with an advisor. Advisors found that this new approach has resulted in greater student satisfaction, confidence, and students taking a larger role in planning their education. Join us to explore the flipped advising model and leave with a tool kit for implementation on your campus.

2.5 Policies and Protocol: How far can they bend?
Iowa
Ethics & Legal Issues in Advising, Two-Year Colleges
Dr. Tony Thomas, Ivy Tech Community College

When a student comes to an advisor crying and panicking and asks what can be done about a special circumstance that is beyond the student's control, what is an advisor to do? Most advisors will listen very carefully and develop a plan of action for the student based on the advisor's experience, college policies, and college protocol. Student affairs is often a grey area, and strictly following the protocol may not always be the best for the student. This is in no way stating to break policies, but sometimes a little bending is required – Ethical? This interactive presentation will discuss potential scenarios, expectations versus reality, and strategies for choosing a path which promotes success and limits obstacles for all stakeholders. Open dialogue and all perspectives are encouraged and supported.

2.6 Bachelor's Required, Master's Preferred: Job Search Strategies for Academic Advisors
Missouri
Advising Graduate & Professional Students, Advisor Training & Development
Billie Streufert, Augustana University

Whether you seek to advance in the field or simply want to update your LinkedIn profile, this session will help you take your advising career one step further. From resumes to LinkedIn, you will learn personal branding strategies specific to the field. As advisors, we spend lots of time helping others. Take a moment to invest in your own development at this conference. After attending this session, you will be able to avoid common resume mistakes, revise your LinkedIn profile, and craft quality text that will appeal to your readers.

2.7 Going Beyond the Classroom: Using technology to "Start Smart"
Nebraska
Technology in Advising, Advising First-Year Students
Megan Friesen, University of Nebraska-Lincoln
Ashley Wegener, University of Nebraska-Lincoln
Jennifer Mostek, University of Nebraska-Lincoln

What do you wish you would have known prior to starting college? We asked this question to current students and developed an online seminar for incoming students in response. This presentation will introduce you to the methods incorporated into the seminar to ease the academic transition to a 4-year university. Topic areas include using Blackboard, understanding a syllabus, communicating with faculty, time management, academic integrity, and additional academic success strategies/resources. Catering to Generation Z, the seminar utilizes a variety of technology mediums, such as infographics, video clips, word clouds, cartoons, games, and social media storyboards. Participants will come away with a handout of technology tools and new ideas for incorporating these methods to ease student academic transition at their own institution.

3.1 A Walk in Their Shoes: Advising from multiple perspectives
Capital
Theory & Philosophy of Advising, Advising and Academic Coaching
Denise Gorsline, Minnesota State University Moorhead
Amy Sannes, Minnesota State University Moorhead
Tim Borchers, Peru State University
Craig McGill, Florida International University
Brooke Earnest, Peru State University
Charlie Nutt, Kansas State University

This session will share perspectives from administrators and advisors on how, through collaboration, they can maximize the impact of advising on student success. Academic administrators who work with either advisors assigned to them or advisors housed in some type of academic support center have achieved much greater success than they would have without these relationships. This panel will share experiences from multiple institutions.

3.2 Taking Advisor Development to the Next Level
Clark

Advisor Training & Development, Faculty Advising
David Marchesani, University of Northern Iowa
Jean Neibauer, University of Northern Iowa
Janessa Hageman, University of Nebraska - Lincoln

This presentation will provide insights to the concepts and components of a comprehensive advisor development program at the University of Northern Iowa. Program goals are to promote a culture of academic advising and enhance the quality of advising across campus by creating opportunities for understanding theory, practice, and resources. We will focus on designing an Advisor Development eLearning Course and Advisor Certificate. The eLearning course provides core knowledge and resources on specific topics to successfully advise students. The session will provide the process, tools and resources utilized for creating these programs, developing course content, and a demonstration of the eLearning course. We will share the challenges of development and implementation and engage participants through focused discussions.

3.3 Making Your Advising Space a Safe(r) Space for LGBTQIA+ Students
Dakota
Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, & Ally, Advisor Training & Development
Jen Skidmore, University of Nebraska-Lincoln

The LGBTQIA+ Community has greater visibility now more than ever, but our LGBTQIA+ students still face very real challenges on our campuses that you and I can help address. The first steps on our part are to educate ourselves, learn about LGBTQIA+ students' challenges on campus, and identify ways we can reduce or eliminate these barriers to student success, specifically through advising. This session is a safe space for professionals of ALL knowledge and comfort levels. This roundtable discussion (1) will incorporate need-to-know language, (2) will center around a productive dialogue for creating positive change, and (3) will provide all attendees with action steps and an action plan. The facilitator identifies with this community, has worked with LGBTQIA+ students at 4 institutions over the past 9 years, and is a Safe Space Trainer at the University of Nebraska at Omaha.

3.4 One Step Further in Supporting Transfer Transitions
Dodge
Advising Transfer Students, Large Universities
Amber Kargol, Iowa State University
Cheryl Pfluger, University of Nebraska - Lincoln

Transfer students have a unique set of needs when beginning at a new institution. Barriers such as cost of attendance, policies, and campus climate can result in transfer shock. Transfer seminars, transfer learning communities, and transfer mentor programs can reduce these barriers and provide more support for transfer students. This session will discuss these support systems at both the University of Nebraska – Lincoln and Iowa State University. The presenters will highlight the commonalities between the programs and necessary elements to make them successful. Participants will have the opportunity to consider the needs of and resources available to transfer students at their own institutions in order to provide similar resources.

3.5 Seizing Opportunities for Student Success from the Completion Agenda
Iowa
Advising Adult Learners, Ethics & Legal Issues in Advising
Jessica Lewis, South Dakota State University
Theresa Ireland, South Dakota State University
Carey Kilmer, South Dakota State University

The President's 2009 call to increase degree attainment by 60% drives today's "completion agenda" in higher education. The policy provides a distinct opportunity for student affairs educators to demonstrate their impact on student success. Presenters will address collaboration, communication, and unique campus resources used to promote AA degree

completion with targeted initiatives. Attendees will discuss resources, tools, and challenges to respond to the completion agenda in their home units/institutions' to meet their strategic goals.

3.6 Dreaming Big from the Start: Appreciative advising and new student orientation
Missouri
Appreciative Advising, Advising First-Year Students
Matthew Tollefson, South Dakota State University

South Dakota State University utilized Appreciative Advising strategies and activities in the summer of 2015 during New Student Orientation. Nearly 2,000 new students and their families participated in activities throughout their one-and-a-half-day stay on campus. Adding Appreciative Advising to New Student Orientation led to many thoughtful conversations about how the student's time at South Dakota State University can impact and help them reach their dreams. This session will explore what worked well, what changes we plan to make, the student response and how we have seen this play out during our fall advising interactions.

3.7 Style, Success, Service, Scholarship: What pageants taught me about advising (and how to apply it to your practice!)
Nebraska
Advisor Training & Development, Theory & Philosophy of Advising
Kacey Gregerson, University of Minnesota - Twin Cities

What can you possibly learn from the Miss America pageant that you could apply to your advising practice? Did you know that the Miss America crown has four points that the contestants strive for: style, success, service, and scholarship? Attendees to this interactive presentation will learn how those four points can also lend to a solid foundation to advising. Attendees will start the process of considering their own style, success, service and scholarship. This program is very adviser-development centric, so come prepared to work and discuss!

State/Province Meetings

Room	State/Province
Capital	Manitoba and Saskatchewan
Clark	Iowa
Dakota	South Dakota
Dodge	Minnesota
Iowa	Nebraska
Nebraska	North Dakota

4.1 Should your team specialize? What we gained, what we lost, and what we learned
Capital
Advising Administration, Advising Education Majors
Lauren Bhogal, University of Nebraska at Omaha
Huai-Mei Furman, University of Nebraska at Omaha
Katie Larson, University of Nebraska at Omaha

An advising team faced with a challenging transition chose to reinvent and restructure the entire operation. Advisors moved from generalist roles, advising students in many majors, to specialist roles, responsible for students in specific majors or stages in their college careers. We'll explore the benefits and the challenges of the major model for students and staff, provide a brief review of current literature, and offer some guiding principles and discussion questions for colleagues considering a similar move.

4.2 A Penny for Your Thoughts - Inviting Advisors' Tales
Clark
Faculty Advising, Theory & Philosophy of Advising

Caroline Ledeboer, University of Northern Iowa

Facilitating story-telling in advising sessions allows advisors to become 'readers' to the student's unfolding narrative of her academic life. As we encourage the story-teller, provide options for the plot, feedback on the structure, and responses to the main ideas that guide the narrative, the student learns to tell and retell her story with advisors as the sounding board. Ownership remains with the student. And the story, as it develops, gathers strength from the revising and retelling, re-visioning, re-imagining, with deepening knowledge and experience forming a foundation for future plans. So how do these stories impact advisors and their worlds?

4.3 Academic Interventions for Academically At-Risk
Dakota
Advising First-Year Students, Probation/Dismissal/Reinstatement Issues
Katie Hodgden, Morningside College

One of the most difficult tasks of an advising center is to develop successful interventions for students who might be identified as academically at-risk. This session will include a presentation of how Morningside College identifies first year students who are academically at-risk and applies interventions to lead to success. We will then have an open discussion allowing participants from other institutions to share their current interventions and a brain storming session where participants can leave with ideas for future ways to implement interventions at their own institution.

4.4 Steps to Integrating Career and Academic Advising
Dodge
Advisor Training & Development, Undecided & Exploratory
Katie Wessel, University of Nebraska at Omaha
Sammi Kaiser, University of Nebraska at Omaha

Take your academic advising one step further by incorporating career development into advising conversations. Join us in discussing the importance of integrating career and academic advising using "Gordon's 3-I Process." Participants will learn practical applications of ways to inquire, inform, and integrate career advising through handouts, discussion, and student scenarios.

4.5 Representing the Underrepresented: NACADA's Emerging Leader Program
Iowa
Advisor Training & Development, New Advising Professionals
Jason Wiegand, Iowa State University
Yvonne Halden, University of Manitoba
Amy Korthank, University of Iowa
Craig McGill, Florida International University

Are you interested in learning more about professional development opportunities within NACADA? Are you also interested in getting more involved and assuming a leadership role within NACADA? Through attending this session, you will learn how the Emerging Leader Program (ELP) has helped increase diversity within NACADA's leadership. The ELP program pairs new, emerging leaders with experienced mentors in order to help each participant develop and achieve a set of individual goals that will contribute to the global advising community. In this session, a panel of current and former participants of the ELP program will introduce the program and its history, in addition to sharing their own experiences. Attendees will learn more about the application process and opportunities for engagement within the NACADA community.

4.6 Serving the Immediate Needs of Adult Learners in Community Colleges using Coaching Methods
Missouri
Advising and Academic Coaching, Advising Adult Learners
Lyndsie Gibbs, Metropolitan Community College

Metropolitan Community College was issued a $2.94 million grant from the US Department of Labor to launch an IT training program. These funds were used to launch Project PROTO (Providing Realistic On-ramps to Technology Occupations). Project PROTO currently serves 150 current students which 62% of those students are deemed Adult Learners. Using best practices of appreciative advising, intrusive/proactive advising, and coaching, Project PROTO has developed an intake process that helps identify and determine the immediate needs of adult learners and resources available on and off campus to assist in any capacity. Using these best practices, Coaches have been able to successfully aid in IT training and education for students, which has led to increased persistence and gainful employment for many students.

5.1 Comprehensive Academic Intervention Strategies for Traditionally Underserved First-Year Students
Capital
First-Generation College Students Advising, Advising First-Year Students
Ashlee Young, University of Nebraska at Omaha
Bianca Bautista, University of Nebraska at Omaha

How do we connect traditionally underserved students to the resources needed to succeed academically in their first-year and beyond? At the University of Nebraska at Omaha Thompson Learning Community (TLC), recipients of the Susan Thompson Buffett Scholarship are largely multicultural, first-generation college students. Thompson Scholars receive academic intervention through strategic collaborative efforts between scholarship advisors, faculty, and campus partners. TLC successfully retains a high percentage of first-year students through early detection of academic risk and ongoing individualized motivational techniques to help students set goals and reflect on their strengths and challenges. This session will outline how TLC utilizes campus wide collaboration to provide academic warning and academic probation students with wrap-around care to ensure they connect to critical resources during their first year and persist to their second year.

5.2 Furthering the Field: Exploring advisor identity through collaborative, reflective research
Clark
Theory & Philosophy of Advising, History of Academic Advising
Andrew Puroway, University of Saint Thomas
Craig McGill, Florida International University
Mark Duslak, Lake-Sumter State College

Who are academic advisors? How does 'who you are' impact what you do (and vice versa)? Advising does not occur in a vacuum; an advisor's backgrounds, beliefs, experiences, knowledge, skills, and dispositions season his or her advising practices. Despite advisor professional identity being a critical issue for the field it has not been the subject of much scholarship. To investigate these issues, we engaged in a collaborative autoethnographic study, a method appropriate for lending insight into an advisor's professional identity. In this interactive presentation, participants will learn about the research study, understand the basic tenets of autoethnographic research, and further their ability to engage in reflection to inform future advising practices.

5.3 Starting Small with Peer Advising: Getting a program off the ground with 2 or 3, not 23
Dakota
Peer Advising & Mentoring, Advising Administration
Hanna Solberg, University of Nebraska at Omaha
Griffith Watson, University of Nebraska at Omaha

Reading about the many great peer advising models being used today can be inspiring, impressive -- and intimidating. Many of the best examples involve large-scale programs employing dozens of students. What if you want to start small or stay small? For those looking to begin or sustain programs with a handful of peer advisors, this presentation will explore the challenging and rewarding experience of bringing student voices to the team. We'll share some details of our processes, but focus on universal issues and the questions you should ask yourself as you develop or improve a small scale peer advising operation.

5.4 Bridging the Gap between Suspension and Retention: Minnesota State University Moorhead's Process and Procedure
Dodge
Probation/Dismissal/Reinstatement Issues
Troy Schmidt, Minnesota State University Moorhead
Kristin Nelson, Minnesota State University Moorhead

We invite participants to come learn about our policies, procedures, and method of support for students who we feel deserve a "second chance". We will be sharing our appeal process, the structure of our appeals committee, and our academic counseling approach. Statistics will be shared that indicate our end of term suspension data and the success of our requirements for students who's appeals are granted through the process.

5.5 Mapping a Path to the Future: Self-authoring in the First Year Experience
Iowa
Advising First-Year Students, Undecided & Exploratory
Sherrie Bosse, University of South Dakota

With the increasing costs of tuition coupled with statistics showing that fewer than 60% of students complete a bachelor's degree in 6 years, and the average student changing their major 3 times during their undergraduate career, institutions of higher education are looking for strategies to increase completion rates and reduce unneeded credits. This presentation will share research on an approach to goal setting that can easily be integrated in first year experience courses to assist students in identifying their paths to completion along with other high impact practices that advisors can use when helping the "not so decided" student make wise decisions about their next steps.

5.6 The Art of Effective Conversations with Parents
Missouri
Advisor Training & Development
Maureen Schafer, University of Iowa
Paula Kerezsi, University of Iowa

When a parent of a student calls, we have opportunity not only to respond to their question, but also to build good will toward the institution, encourage their partnership, and guide them in helping their student. This session, led by advising administrators at a large public university, will focus on the parent perspective, confidentiality considerations, and strategies to facilitate a positive interaction. Participants will gain knowledge about the information that parents have become accustomed to in the K-12 system, the limits and opportunities within FERPA, and strategies to facilitate an effective conversation with parents (particularly those who are upset or relying on incomplete information).

6.1 Advising Through a Cohort Learning Model: Creating a community of success
Capital
Multicultural Concerns, Advising Adult Learners
Andrea Mann, University of Mary

Cohort programs provide a vigorous, collaborative and vibrant setting for students to enhance their knowledge and understanding. This form of learning surpasses course materials and traditional lecture learning to provide coaching on essential life skills. Cohort learning provides students the opportunity to develop connections and network through thoughtful channels of success. This forum will provide insightful commentary to identify benefits and barriers to cohort learning. Strategies for success and advising themes will be provided through the application of diverse learning environments and cultural mindfulness. Cohort learning allows advisors the opportunity to provide outreach and support to at-risk populations, group instruction and maximize an already hectic and busy advising schedule!

6.2 Encouraging Highly Motivated Students to Apply for Prestigious Awards
Clark
Advising High Achieving Students, Advising and Academic Coaching

Giovanna Walters, Minnesota State University, Mankato

In recent years, various universities have instituted fellowship advising offices on their campuses. Many of these newer offices exist within mid-size regional comprehensive universities, defying previous conventions that fellowship advising should only occur at prestigious universities or research-driven institutions. As universities continue to create and grow fellowship advising offices, we must consider how fellowship advisors and academic advisors in colleges and other programs can work together to identify and encourage highly motivated students in their pursuit of prestigious awards. Attendees will learn about the development of fellowship offices and various types of awards. We will brainstorm and explore ways for academic advisors and fellowship advisors to work together to encourage these students to apply for prestigious award opportunities, even if their university does not have a designated fellowship advising office.

6.3 Faculty--Student Perceptions of Advising and a Mismatch in Expectations
Dakota
Assessment of Advising, Faculty Advising
Aaron Bunker, Morningside College

The advisee perspective provides but half of the picture of the whole advising experience; faculty advisors are also a rich source of information. Faculty (n=48) and students (n=323) were surveyed regarding their advising experiences. Survey data indicated 70% of faculty survey respondents felt their advisees should be responsible for much of the advising process. Approximately 40% of faculty felt their advisees were not prepared for advising sessions. Over 80% of student survey respondents felt they were familiar with college rules/regulations and had gathered the information needed to make informed educational decisions. This information is important for campuses to know in order to create meaningful development opportunities to improve the overall advising system for both faculty and students.

6.4 Developing Independent Learning Groups: An alternative to peer tutoring
Dodge
Peer Advising & Mentoring, Small Colleges & Universities
Heidi Rogers, Concordia College
Brittanie Watson, Concordia Collage

We know students learn from each other. The efficacy of study groups has been repeatedly demonstrated. Unfortunately, many students seem reluctant to make an effort to form a study group on their own. They bring up barriers like, "I don't know anyone in my classes" and "we probably would just waste time." To respond to this issue, we developed a program called Independent Learning Groups. This program helps students form study groups while providing training about effective study methods. Students can dig in to the information together and study interactively to enhance understanding. Through this method, students should feel more confident in course content and more socially connected with their peers. The development and results of this program will be shared and attendees' questions and feedback are welcomed!

6.5 Taking the Step into Academic Advising
Iowa
Advising and Academic Coaching, Large Universities
Garrett Gassman, University of Nebraska - Lincoln

We help students with transitions every day, but often times, we don't get time to reflect on our own transitions. I recently took a step into Academic Advising after working in University Housing Services & Residential Life programs for 7 years. I know that I'm not the only one who has made a similar transition. This session will allow you to reflect on your transition, as well as hear from the experiences of other professionals in attendance. You will gain new connections in the field and tips, strategies, and advice that can be used while continuing the step in academic advising.

6.6 Ready, Aim, FIRE! The evolution of Metropolitan Community College's student education planning and its impact on Academic Advising
Missouri

Advising and Academic Coaching, Technology in Advising
Susan Saeed, Metropolitan Community College

Imagine this scenario, it is five days before the start of the term, and you have a room full of mostly unprepared students waiting for your assistance with registration! MCC has come up with a revolutionary method to combat this last minute chaos; Student Education Planning, a web based tool. This multifaceted method allows students to register for classes, review their degree requirements, search and switch sections to accommodate their busy schedule and most importantly, have greater control of their educational path. This session is a case study illustrating the evolution of Student Education Planning from inception to development and then the wide spread use. We will also discuss how Student Education Planning Workshops have been effective in creating a better channel for advising and has propelled students towards meeting their degree requirements.

Region 6
Schedule
Registration Information
Hotel Information
Travel Information

Registration Information

Region Conference participation is at an all-time high and meeting space is limited. Don't miss out - register early!

Registration Fees	Early On or Before April 11, 2016	Regular After April 11, 2016	Membership Status
Individual Current Member	$130	$165	Already a member
Student / Retiree	$100	$100	Full time students, not hired as a full-time advisor. Retirees
Non-Member	$220	$255	

Register Online

- **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.***

Mail/Fax

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 April 11, 2016:** Request a refund of paid registration fees (less $25) in writing. Membership fees will be retained.
- **Between April 12- May 6, 2016:** Request a refund of 50% of paid registration fees in writing.
- **After May 6, 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 RELATED 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 6

May 11-13, 2016, Omaha, NE

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 April 11, 2016 with Amy Dillard at adillard@iwcc.edu

Check the registration fee that applies	On or Before April 11	AFTER April 11
Current Member (Does not include membership fee.)	☐ $130	☐ $165
Student / Retiree (Does not include membership fee.)	☐ $100	☐ $100
Non-Member	☐ $220	☐ $255
Pre-Conference Workshops		
P1. 1:00 - 3:30 Best for Vets, an Office of Military and Veteran Services	☐ $0	☐ $0
P2. 1:00 - 3:30 Proactive Advising: Relationship Building for Students of Color	☐ $0	☐ $0
P3. 3:30 - 4:00 First Time Attendee Orientation	☐ $0	☐ $0

Total Due:

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

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 6 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 April 11, 2016: A refund of conference fee, less $25 administrative fee.
Between April 12 - May 6, 2016: A 50% refund of conference fee.
After May 6, 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.

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Initials
Date
Ck #/Amount
Deposit #
Notes:

NACADA FEIN number: 48-1114759

NACADA
The Global Community for Academic Advising

MEMBERSHIP INFORMATION R-6

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: ☐

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

YEARS ADVISING

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

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

Hotel Information

The Region 6 Conference and all meetings will be held at the

Doubletree by Hilton Omaha Downtown
1616 Dodge Street
Omaha, NE 68102
Wednesday May 11, - Friday May 13, 2016

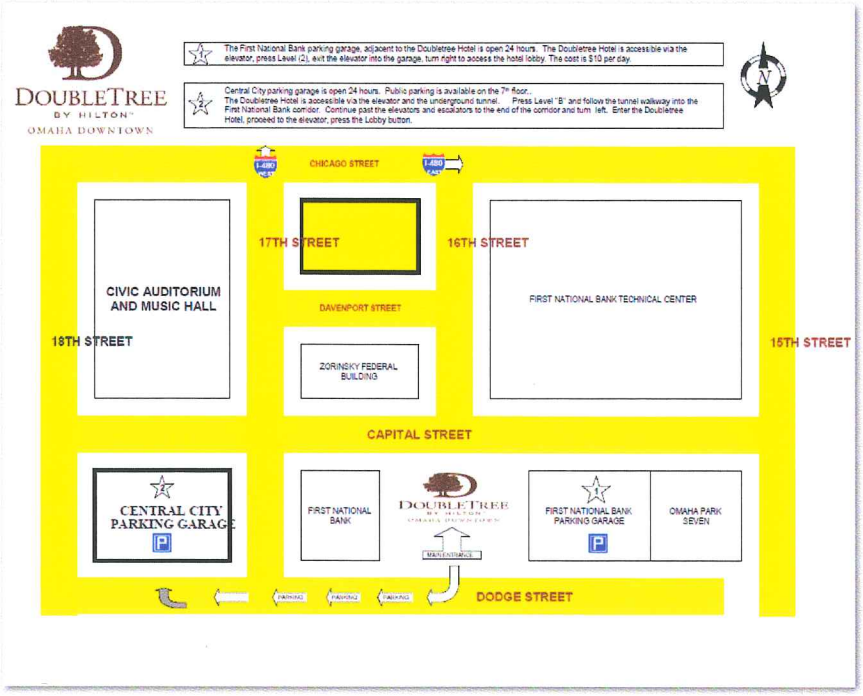
Room rate: Single: $124 plus tax. NACADA has arranged for a block of rooms at the conference rate at the Doubletree by Hilton Omaha Downtown. These rooms may well sell out before the cut-off date of April 10, 2016, so reserve your room early!

Reservations may be made by calling 1-800-222-TREE or directly to the hotel at 1-402-346-7600. The group name is NACADA 2016.

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.

2 garages attached to the hotel are available for overflow parking:

First National Bank
Central City
The overnight fee is usually $10.00 but you have a discounted rate of $7.00.
Hourly - (First National) $2 for the 1st hour and $1 for every hour additional



Travel Information

Getting from the airport to the hotel (4 miles, about 10 minutes)
Omaha Eppley Airfield

- Complimentary Hotel Shuttle Available
- Driving:
  - Exit airport left on to Abbott Dr. Abbott Dr. turns into Cuming St. Turn left on 14th St. Turn right on Dodge St. Turn right on 16th St. which is entrance of hotel and parking garage on the right.
  - Distance from Hotel: 4 mi.
  - Drive Time: 10 min.
- Taxi - one way about $10.00 USD

Driving in:

- *From the East:* I-80 West to Hwy 75 North. Take I-480 East to the 14h Street Exit. Continue straight on 14th Street to Dodge Street. Turn right at Dodge Street to 16th Street. Turn right into the DoubleTree Hotel Entrance. The parking garage is on the right-hand side.
- *From the West:* I-80 East through Omaha to I-480 East. Take I-480 East to the 14th Street Exit. Continue straight on 14th Street to Dodge Street. Turn Right on Dodge Street and go to 16th Street. Turn right at 16th and you will be at DoubleTree Hotel Entrance. The parking garage is on the right-hand side.
- *From the North:* I-29 to I-480 West to Omaha. Take Exit 3 for 14th Street. Turn left onto 14th Street. Continue straight on 14th Street to Dodge Street. Turn right on Dodge Street to 16th Street. Turn right at 16th and you will be at DoubleTree Hotel Entrance. The parking garage is on the right-hand side.
- *From the South:* I-29 North to I-480 West to Omaha. Take Exit 3 for 14th Street. Turn left onto 14th Street. Continue straight on 14th Street to Dodge Street. Turn right on Dodge Street to 16th Street. Turn right at 16th and you will be at DoubleTree Hotel Entrance. The parking garage is on the right-hand side.

Getting around downtown Omaha:

- The hotel provides complimentary shuttle service within 4 miles of the hotel. Shuttles run throughout the day and evening.
- The historic Old Market district is about .5 miles from the hotel.

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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

Region 6

Schedule

Registration Information

Hotel Information

Travel Information

Avoid Plagiarism

- Guide to Avoid Plagiarism
- Souce Document Example

Call for Proposals

The Call For Proposals for Region 6 Conference - One Step Further in Academic Advising

Proposal Submission Dates: September 25, 2015 - January 15, 2016

The 2016 NACADA Region 6 Conference is now accepting presentation proposals! The conference is Wednesday, May 11-Friday, May 13 in at the Double Tree Hotel near the Old Market in Omaha, Nebraska.

We are looking for creative, engaging presentations that connect to the conference theme – *One Step Further in Academic Advising*. Presentation topics can involve, but are not limited to, diversity, best practices for advising, persistence, assessment, serving special populations, and new technologies. Whether you are a seasoned advising veteran or a young professional, all are encouraged to submit proposals!

Proposals must be submitted by January 15, 2016, using the ONLINE SUBMISSION PORTAL.

ONLINE SUBMISSION PORTAL

Criteria for selection of paper/presentation: Proposals will be evaluated based on relevance to current issues in advising, appeal to conference participants, creativity, ingenuity, and applicability for participants after the conference. We are seeking a wide range of presentation topics relating to academic advising from a variety of advising professionals in our region.

Eligibility for submission: Those who are involved in advising- administration, faculty, full-time advisors and administrative staff are invited to submit proposals. We encourage novices and experienced presenters alike. Share your research, best practices or techniques with colleagues in the region.

Proposals should include your presentation title, learning objectives, and desired format (i.e. panel, roundtable, etc.) Titles do not need to incorporate the conference theme.

Please include a brief abstract describing your presentation and the desired learning objectives. Abstracts will be included in the conference program and on the conference website. Please limit abstracts to 130 words.

Format options for conference sessions include paper or topic presentations, panel discussions, and roundtable discussions. Paper or topic presentations and panel sessions discuss current issues in advising. Some are based on research, some share best practices, and some are developmental, while others are theoretical. The format may be mostly lecture with a discussion following, a panel session followed by questions, or a more informal discussion. Roundtable sessions are less-structured discussions on relevant advising topics that generate audience/presenter interaction. All sessions will be approximately 1 hour long.

- **NOTE:**
  - Due to budgetary considerations, the conference 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.

Region 6

Leadership Directory

Apply for Awards

Awards Recipients

Elections

Region 6 Archives

On-line Instructions

ONLINE SUBMISSION PORTAL

1. Enter a password -keep simple
2. **Select your Region**
3. **Select the award** from the drop down box
4. **RECORD your Award/Scholarship Nomination Number and your password**
5. Enter all information
6. All uploaded documents must be in pdf form
7. You can leave and come back as long as you have not hit the SUBMIT button.

Region 6 Awards and Scholarship Programs

NACADA Region 6 is proud to support student success by providing opportunities for recognition and professional development opportunities for academic advisors and administrators. Applications are due by **Nov. 1, 2015** through the on-line submission portal. **For 2015 only, the deadline has been extended to November 15. The system shuts down at midnight CENTRAL TIME on the 15th.**

1. Excellence in Advising - Primary Role
2. Excellence in Advising - Faculty Advisor
3. Excellence in Advising - New Advisor
4. Excellence in Advising - Advising Administrator
5. Region 6 Region 6 Tribal Advisor Grant - **Open until March 1, 2016**
6. Region 6 Graduate Student Scholarship - **Open until March 1, 2016**
7. Region 6 Service Award - **Open until March 1, 2016**
8. Region 6 Innovation Award - **Open until March 1, 2016**
9. **Region 6 Leader Mentor Program - Open until March 1, 2016**

Region Excellence in Advising Awards 2016

Excellence in Advising Awards are selected within each region. These awards recognize individuals who demonstrate qualities and practices that make significant contributions to the improvement of academic advising. Winners will receive complimentary registration to their region conference.

Submission timeline: July 1 -- November 1 each year

Region Awards committees review applications/nominations and winners will be announced in December or early January. The awards are presented at region conferences in the spring.

Categories:

Excellence in Advising - Primary Role
Recognizes individuals whose primary role at the institution is the direct delivery of advising services to students.

Excellence in Advising - Faculty Advisor
Recognizes individuals whose primary responsibility is teaching and who spend a portion of their time providing academic advising services to students.

Excellence in Advising - New Advisor
Recognizes individuals who have demonstrated qualities associated with outstanding academic advising of students and who have served as an advisor for a period of three (3) or fewer years.

Excellence in Advising - Advising Administrator
Recognizes individuals who may provide direct academic advising services to students but whose primary responsibility is as an administrator or director of an academic advising program.

Criteria: The Selection Committee will evaluate applications/nominations on the evidence of qualities and practices that distinguish the nominee as an outstanding academic advisor. Such evidence may include, but is not limited to:

- Interpersonal/human relations skills
- Professional practices
- Documented success
- Documented advisor development

Eligibility:

*Applicants/Nominees must be members of NACADA (except Administrators) and may only apply in their

own region
*Individuals may self-nominate.
*Applicants should plan to attend their spring Region conference and have support of their office/department.
*Applicants must have worked in the advising profession for a minimum of one year, prior to Jan 1 of current year.

Submission is via the NACADA Awards on-line nomination system which includes the following documents, ***uploaded in PDF form***:

- **Nomination/Application Letter:** This letter should summarize the nominee/applicant's qualifications and why the individual is being nominated for the award. This document should provide the evidence and specific examples that demonstrate excellent performance. Input from others is encouraged as the nomination letter is composed by and may include quotes or comments from colleagues and students. The letter SHOULD NOT exceed three pages, single spaced.
- **Letters of Support:** Include up to two additional letters of support. These letters may come from colleagues, employees, supervisors, students, or anyone who might augment the selection committee's understanding of the nominee. Each letter SHOULD NOT exceed two pages single spaced.
- **Nominee Resume or Curriculum Vita**- Please limit entries to material that pertains directly to academic advising, presenting relevant information from the nominees overall resume/vita. Please include your current job with either a position description or a list of job responsibilities.
- **Personal Philosophy Statement – (Optional but encouraged.)** Please provide a personal philosophy statement regarding the nominees approach to advising and/or advising administration. This document SHOULD NOT exceed two pages single spaced.
- **All documents will be submitted in pdf form, including letters.**

Region 6 Awards, Grants & Scholarships

Region 6 Tribal Advisor Grant

To recognize Tribal College advisors who are responsible for advising Aboriginal [First Nation, Metis Nation, and Inuit] students in Region 6. The grant will cover the entire registration fee for the regional conference and provide a one-year NACADA membership

Eligibility:
You may be eligible for one of two grants we are able to offer through the NACADA North Central Region 6 Steering Committee. The grant will cover the entire registration fee for the regional conference and provide a one-year NACADA membership. To be eligible, you must be a Tribal College advisor or have as your primary work assignment, responsibility for advising Aboriginal [First Nation, Metis Nation, and Inuit] students in Region 6, which includes: the Northwest Territories (Canada), Manitoba (Canada), Saskatchewan (Canada), North Dakota (US), South Dakota (US), Nebraska (US), Iowa (US), and Minnesota (US).

Submission Procedures:

- Complete the on-line application form.
- Submit your resume which includes your present employment information.
- Submit a brief essay (200 words maximum) describing your interest in the NACADA Region 6 Conference and your experience in developing programming for your office or campus based on your conference experiences.

Region 6 Graduate Student Scholarship

To recognize current students who are members of NACADA and plan to attend the Region 6 Conference in the spring. Students will receive a complementary conference registration.

- You must be a current graduate student (or have completed a recent graduate program, and not currently employed full-time in an advising field)
- You must be a current student member of NACADA (or join as part of the conference registration process).You must attend the Region 6 Conference
- You must attend the Region 6 Conference

Submission Procedures:

Please provide the following information using no more than 1-page typed:

1. The goals you hope to accomplish by attending the Region 6 Conference
2. Ways you would like to become involved with NACADA, especially Region 6
3. Future career goals after you complete your current degree program

Region 6 Service Award

This award annually recognizes the importance of volunteer service to Region 6 by a NACADA member through outstanding service to the organization and the Region. The winner receives a plaque, a one year NACADA membership, and is honored at the Awards Ceremony held during the Region Conference in the spring.

Eligibility:

1. A nominee must be a current member of NACADA and must also have a history of involvement and membership in the organization.
2. Previous winners are *not* eligible
3. Current members of the Region 6 Steering Committee are*not*eligible for consideration for this award. After the member's term of office is over, s/he may then be eligible for consideration

Submission Procedures:
Nominations must contain adequate factual or descriptive material for the selection Committee to evaluate the nomination, including:

1. A supporting letter from the nominator, providing evidence that the candidate has made significant contributions to Region 6 National Academic Advising Association, the profession of academic advising, leadership in the field of advising, as well as related professional areas, and a commitment to the importance of academic advising at a regional or national level.
2. Letters of support from colleagues, students or staff not to exceed two letters in any category
3. Nominee resume or vita
4. Additional materials that support the candidate's nomination

*Nominations must include only original documentation **prepared specifically for the NACADA Region 6 Awards Program.** Materials intended for other award programs will not be considered.

Award:
The winner receives a plaque, a one year NACADA membership, and is honored at the Awards Ceremony held during the Region Conference in the spring.

Region 6 Innovation Award

The NACADA Region 6 Innovation Award recognizes creative and unique approaches in bringing innovation and inclusive excellence to academic advising. This award recognizes professional advisors, administrators or faculty advisors who are advancing the field of academic advising through research, program development and implementation, or use of technology to support their academic advising practices and creating inclusive environments at their institutions. This category may include but is not limited to:

1. Programs, research projects, or initiatives serving specific populations of students, including but not limited to: adult learners, at-risk students, undecided students, student athletes, graduate students, international students, students of color or any other underrepresented population (i.e. LGBT students, students with disabilities, etc.)
2. Programs, research projects, or initiatives related to: advising models, advisor training and development programs, use of technology, advisor assessment, program evaluation, etc.

Eligibility:

1. Regionally accredited post-secondary institutions within Region 6 may submit an application. NACADA affiliation not required.
2. Previous winners of Program Awards or Certificates of Merit are eligible ONLY if three years have elapsed since their selection and the program has been significantly modified.
3. Only one submission per institution will be considered. The Selection Committee will not consider multiple nominations for different programs within the same institution. The first submission will be reviewed.
4. Programs must have been operational for two or more years (may include pilot period). Data to substantiate programs effectiveness must be included. Programs lacking data to substantiate at least two years of program effectiveness will not be reviewed.

Criteria:
Evidence of an outstanding program, research projects or initiatives include, but is not limited to, the qualities listed

below. In addition, program/project description, suitability for dissemination, and adherence to program/project guideline are key factors in selection.

1. Innovative Quality - represents new approaches to effective and inclusive academic advising practices. If program has been implemented elsewhere but is new to an institution, it is eligible.
2. Creativity - demonstrates creative use of resources (human, fiscal, and physical) in the delivery of innovative and inclusive academic advising services.
3. Institutional Commitment - demonstrates commitment to innovative and inclusive academic advising throughout the institution.
4. Impact - provides definitive evidence of positive student and/or institutional outcomes.
5. Transferability - applicable to a wide variety of institutions.

Submission Procedures:
Nominations must contain adequate factual or descriptive material to enable the Selection Committee to evaluate the program, including:

1. A program abstract not to exceed 250 words
2. A description of programs, research projects (publications), or initiatives related to advising models, advisor training and development programs, use of technology, advisor assessment, and program evaluation. Maximum of 2,500 words, typed and double spaced with content in the following format:
   - Institution description
   - Potential for adaptation by other institutions
   - Results/outcome (impact on students and/or the institution)
   - Procedures used in program evaluation (quantitative and/or qualitative)
   - Program description
   - Goals and objectives
   - Program development (how, when, and why the program was developed, including problems encountered, organizational concerns, budget, and other considerations)

Region 6 Leader-Mentor Program

This program will identify new members of Region VI interested in deepening their involvement within NACADA in addition to professional mentorship for their work-life as an advisor. The new leaders will be carefully paired for one year with a professional more seasoned in both their career and involvement in NACADA Region VI. The new leader will set develop goals, awareness of the association, and skills. We seek new leaders and mentors who will provide diverse and sustainable leadership for the Region and the larger Association.

Mentor Responsibilities

1. Maintain NACADA membership throughout the program.
2. Must be able to attend regional conference and participate in activities established for the Region 6 Leader-Mentor Program
3. Must be willing to commit to a year long program and be willing to communicate with their leader on a regular basis.
4. Assist the leader develop a written plan for leadership development to be submitted to their state/province liaison.
5. Develop progress reports due August 15 and February 15.
6. Submit a written report at the end of the program documenting the experience and complete an evaluation of the program.

NOTE: If you are interested in serving as a mentor, please contact Drew Puroway (dwpuroway@stthomas.edu).

Leader Responsibilities

1. Maintain NACADA membership throughout the program.
2. Must be able to attend regional conference and participate in activities established for the Region 6 Leader-Mentor Program
3. Must be willing to commit to a year long program and be willing to communicate with their mentor on a regular basis
4. Develop a written plan for leadership development to be submitted to their state/province liaison.
5. Develop progress reports due August 15 and February 15.
6. Submit a written report at the end of the program documenting the experience and complete an evaluation of the program.

Application Process

The application period for the 2016-2017 Class is November 15, 2015 through **March 1**, 2016. For consideration by the selection committee for program, plan to submit your completed application packet by March1, 2016.
We encourage applicants to begin thinking and preparing application materials well in advance of the deadline.
Applicants (both Leaders and Mentors) are required to respond to the following questions (in PDF format:

1. **How will your involvement** in the Region 6 Leader-Mentor Program support the program goal of providing increased representation from an underrepresented constituency in NACADA? NACADA defines diversity from a very broad perspective, which includes diversity in regard to ethnicity, gender, gender identity, and sexual orientation as well as diversity in regard to institutional type, size, and employment position.
2. **How do you see yourself participating** in the association as a future NACADA Leader, and how will involvement in this program assist you in achieving those goals? (think about the activities of the Association that you are most eager to explore to begin your involvement in the leadership of the Association)
3. **What qualities and experience** do you desire in a mentor? Think about the qualities of personality with which you think you can create a synergistic relationship. What types of roles do you hope to hold in your career that might help us in choosing a mentor for your specific ambitions (Examples: hope to work with a specific population of students or institutional type; hope to be an advising administrator; hope to publish articles)

Potential Leader applicants should also submit responses to the following questions:

- **Letter from applicant's supervisor** that includes his/her recommendation of the application, demonstrates his/her understanding that a one-year commitment is required (including Regional Conference attendance in 2016 and 2017), and indicates level of available institutional support (including financial). (Please be certain the writer is identified as your supervisor in the letter.)
- **Letter of recommendation** from a past or current advisee who can attest to the applicant's earnestness as a dedication as an advisor. (Please be certain the writer is identified as a student in the letter.)

Application Submission

- Gather the required application materials as word documents or pdf's
- Send these documents to Drew Puroway, dwpuroway@stthomas.edu, by Tuesday, March 1, 2016. Please attach all documents to one email if at all possible.

Selection

- Review of applications will occur during March, with the goal of having the selection process complete and applicants notified by mid-April.

Questions

- If you have questions about the Region VI Leader-Mentor Program, please contact Drew Puroway (dwpuroway@stthomas.edu) or Jason Wiegand (jwiegand@iastate.edu).

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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