

# NACADA

National Academic ADvising Association



**A Grand Odyssey:**  
Academic Advising's Impact  
on the Student Experience  
April 6-8, 2008 Grand Rapids, MI

**2008 GREAT LAKES  
REGION V CONFERENCE**

## CONFERENCE SCHEDULE AT-A-GLANCE

### SUNDAY, APRIL 6

11:30 am - 6:00 pm	Registration	2nd Floor Center Concourse
1:00 pm - 5:00 pm	Pre-Conference Workshops	See Description for Location
3:00 pm - 3:30 pm	Refreshment Break	2nd Floor West Concourse
5:00 pm - 6:30 pm	Dinner on Your Own	See Page 23 for Ideas
6:30 pm - 8:30 pm	Opening Reception	Pantlind Ballroom

### MONDAY, APRIL 7

7:30 am - 5:00 pm	Registration	2nd Floor Center Concourse
7:45 am - 8:45 am	Breakfast Buffet	Ambassador Ballroom
8:00 am - 4:30 pm	Exhibitor Booths	2nd Floor West Concourse
8:45 am - 9:45 am	Conference Welcome	Ambassador Ballroom
10:00 am - 11:00 am	Breakout Session I	See Description for Location
11:15 am - 12:15 pm	Breakout Session II	See Description for Location
12:30 pm - 2:00 pm	Lunch/Keynote Speaker	Ambassador Ballroom
2:15 pm - 3:15 pm	Breakout Session III	See Description for Location
3:30 pm - 4:30 pm	Breakout Session IV	See Description for Location

### TUESDAY, APRIL 8

7:00 am - 12:00 pm	Registration	2nd Floor Center Concourse
7:00 am - 8:00 am	Breakfast Buffet	Ambassador Ballroom
7:00 am - 12:00 pm	Exhibitor Booths	2nd Floor West Concourse
8:00 am - 8:45 am	Plenary Session	Ambassador Ballroom
9:00 am - 10:00 am	State/Province Meetings	See Description for Location
10:15 am - 11:15 am	Breakout Session V	See Description for Location
11:15 am - 11:30 am	Refreshment Break	2nd Floor West Concourse
11:30 am - 12:30 pm	Breakout Session VI	See Description for Location

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### NACADA

**Non-Discrimination Statement**  
 N A C A D A does not discriminate on the basis of race, creed, gender, sexual orientation, national origin, age, disability, or marital status.

### NACADA Vision and Mission Statement

**Vision:** NACADA is the leader within the global education community for the theory, delivery, application and advancement of academic advising to enhance student learning and development.

**Mission:**

- Addresses the academic advising needs of higher education
- Advances the body of knowledge of academic advising
- Champions the educational role of academic advising to enhance student learning and development.
- Affirms the role of academic advising in supporting institutional mission and vitality
- Encourages the contributions of all members and promote the involvement of diverse populations

## CONFERENCE PLANNING TEAM

<b>Conference Co-Chairs</b>	
Debra Dotterer	Michigan State University
Jennifer L. McCaul	Grand Valley State University
<b>Programs</b>	
Peg Steele, Chair	The Ohio State University
William Hart	Davenport University
Judy Cordes	Michigan State University
Lisa Miller	Grand Valley State University
Jessica Noble	Grand Valley State University
Patricia Gardner	The Ohio State University
Keith Branham	Western Illinois University
Todd Taylor	The Ohio State University
<b>Evaluations</b>	
Betty Sanford, Chair	Michigan State University
<b>Registration</b>	
Liza Lagmann-Sperl, Chair	Wayne State University
Heidi Purdy	Michigan State University
<b>Speical Events and Hospitality</b>	
Tom Owens, Chair	Grand Valley State University
Michelle Beede	Grand Valley State University
Theresa Vitale	Grand Valley State University
Shannon Burton	Michigan State University
Shawn Watson	Grand Valley State University
<b>Volunteers</b>	
Leigh Brownley, Co-Chair	Grand Valley State University
Betty Schaner, Co-Chair	Grand Valley State University
Rob Freidhoff	Grand Valley State University
Joyce VanBaak	Grand Valley State University
<b>Communications and Publications</b>	
Anne London, Chair	Grand Valley State University
Sandra Eagan-Hill	Michigan State University
Brian Hinterscher	University of Southern Indiana
Abby Burlingame	Grand Valley State University

## WELCOME FROM THE REGION CHAIR

Welcome to *A Grand Odyssey*, NACADA's Great Lakes Region V conference this year! I am so proud to be part of Region V! We have one of the largest memberships, one of the strongest regional conferences, and the most involved members in the country! This year will surely be no different here in Grand Rapids.

*Odyssey*, the epic Greek poem by Homer, is about Odysseus' ten year journey home after a war. Can you imagine a ten year journey?! Maybe not; but what about the multi-year journeys that our students pursue? Or our own professional journey through higher education?

If this is your first regional conference, I recommend that you take a few minutes to think about what you want to get out of this *Grand Odyssey*, then go through the program and decide which sessions will help you there. With so many informative and exciting sessions, making a plan can help you stay focused and get the most out of the conference.

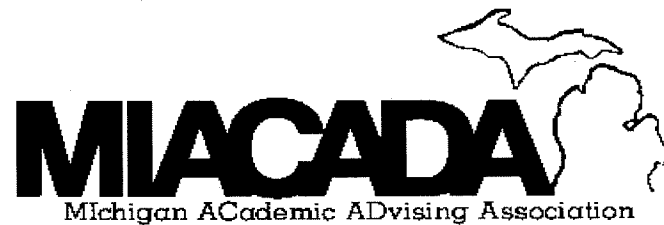
And, most importantly, meet new people and ask about how to get involved in NACADA (at the campus, state, regional or national level). Make this valuable time with your colleagues invaluable to YOUR professional development and renewal.

Odysseus' story is an one of the grandest adventures in western literature; may your journey through this year's conference bring you renewed commitment to students, to learning, and to professional growth!

Best wishes,

Lynn Freeman, University of Wisconsin - Osh Kosh

NACADA Great Lakes Region V Chair



**WELCOMES THE 2008 NACADA GREAT LAKES  
REGION V CONFERENCE TO MICHIGAN**

**FURTHER INFORMATION ON MIACADA CAN BE FOUND AT OUR WEBSITE:**

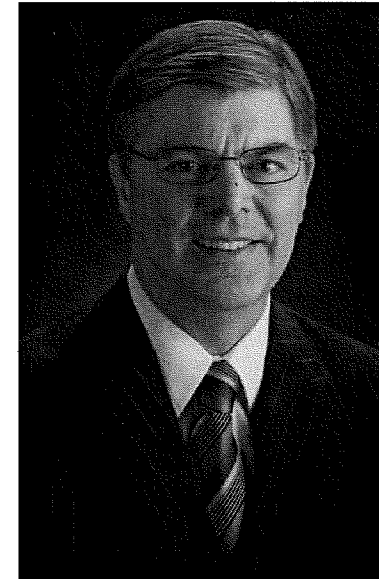
[HTTP://WWW.NACADA.KSU.EDU/MIACADA/INDEX.HTM](http://www.nacada.ksu.edu/miacada/index.htm)

## WELCOME FROM THE CONFERENCE CO-CHAIRS

Welcome to Michigan! We hope that you enjoy your conference experience whether this is your first conference experience or your twenty-first we hope that there is something here for everyone! It has been so enjoyable to work with so many colleagues from across the region to put this event together, it would not be a success without all of your hard work! We would like to thank our institutions, the planning team members, Lynn Freeman—Region V chair, and Diane Matteson in the NACADA national office for all of the time, energy, and support you have provided us in preparing for this conference. As participants, please take this time away from the office to celebrate your *Grand Odyssey* in the advising profession. This time will provide you with a variety of opportunities and experiences that will inform your work. You can take back to your campus new ideas, new contacts, and perhaps a new outlook on the work ahead in the upcoming year and beyond. We hope you enjoy your time in Grand Rapids!

Debra Dotterer, Michigan State University & Jennifer L. McCaul, Grand Valley State University

## WELCOME SPEAKERS

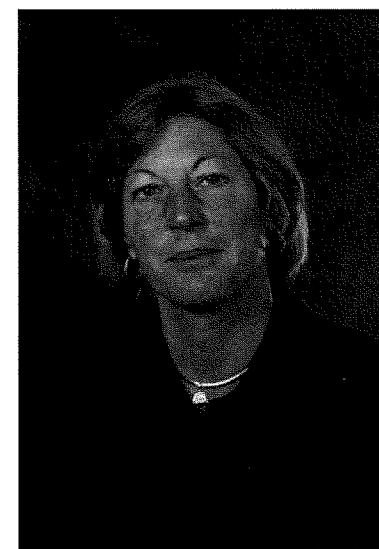


**Dr. Doug Estry**  
Associate Provost  
Michigan State University

The Associate Provost for Undergraduate Education & Dean of Undergraduate Studies is responsible for overseeing university-level undergraduate initiatives that support and enhance the undergraduate experience, providing direction to a number of university-wide programs that serve undergraduate students, and coordinating the development and implementation of academic policies and procedures related to undergraduate education.

Douglas Estry is a Professor of Pathobiology and Diagnostic Investigation appointed in the Biomedical Laboratory Diagnostics (BLD) Program. His initial research interests focused on hemostatic factors including studies on specific complexes in the coagulation pathway and subsequently on transmembrane signaling and the role of platelet membrane receptors in the hemostatic process. While with the BLD Program, Dr. Estry served initially as Graduate Director and then Director of the Program. During this time, he was active on several national committees and served as President for the Michigan Society for Clinical Laboratory Sciences. Prior to leaving the program, he was responsible for leading the development of a new undergraduate curriculum and assisting in the implementation of a molecular diagnostics continuing education program for practicing laboratory professionals.

Most recently, Dr. Estry served as the Associate Dean for Student and Academic Affairs in the College of Natural Science, providing administrative oversight for issues relevant to both undergraduate and graduate recruitment and retention in science and mathematics. During his tenure as Associate Dean, he focused on issues of teaching and learning in science and mathematics, student engagement, and learning outcomes assessment. He was fortunate to be able to work closely with the MSU Teachers for a New Era project and assisted with the implementation of professional development programming for K-12 teachers in conjunction with the Mathematics and Science Partnership grant (Promoting Rigorous Outcomes in Mathematics and Science Education, PROM/SE).



**Dr. Nancy Giardina**  
Assistant Vice President  
Grand Valley State University

Nancy Giardina is currently Assistant Vice President for Academic and Student Affairs and Professor of Movement Science at Grand Valley State University. Dr. Giardina holds a Doctorate of Education from Teachers College, Columbia University in Curriculum and Instruction.

Dr. Giardina has been at Grand Valley since 1999. She served as a faculty member in Movement Science and was Department Chairperson from 2000-2005. In addition, she has served on numerous committees at the unit, college and university levels related to curriculum and support services for students. Previously, Dr. Giardina served ten years as Coordinator for BS and MAT Teacher Certification programs in Movement Science at Montclair State University in New Jersey.

Dr. Giardina's career in education spans 34 years. Throughout those years she has experience in academic advising and instructional support services, university administration, curriculum/program development activities, program assessment and evaluation, as well as faculty and staff development activities. She has served as a faculty and staff mentor, administrator of teacher education programs and professor of graduate and undergraduate courses. Dr. Giardina has been engaged as a researcher, author, advisor of graduate research, advisor to undergraduate students, supervisor of internships and field experiences. She has academic advising, teaching and administrative experience at the K-12, community college and four-year college levels. Dr. Giardina has also served as an education consultant to K-12 school districts, as well as an education consultant to state government offices. She also has held leadership roles in professional organizations at state, district and national levels. Her commitment to high quality education and educational support services for students has been well recognized by the many awards and honors she has received over the years. Most importantly, Dr. Giardina has been recognized as an outstanding teacher and administrator who truly cares about student learning and success.



## KEYNOTE SPEAKER

Jennifer L. Bloom is a Clinical Associate Professor and Director of the Master's degree program in the Higher Education & Student Affairs Program housed in the Department of Educational Leadership and Policies at the University of South Carolina. Prior to her appointment at the University of South Carolina in August, 2007, she served as the Associate Dean for Student Affairs & the Medical Scholars Program at the University of Illinois College of Medicine at Urbana-Champaign. She earned her doctorate in Higher Education Administration from the University of

Illinois at Urbana-Champaign in 1995.

Dr. Bloom is the current elected President of the National Academic Advising Association (NACADA) for the 2007-08 term. Her research interests include appreciative advising, academic advising, career paths in higher education administration, leadership, and change Management Services for persons with disabilities.

## KEYNOTE SESSION APPRECIATIVE ADVISING

This fun and uplifting session will focus on how as advisors we can use the organizational development theory of Appreciative Inquiry to enhance our interactions with students. Appreciative Advising is focused on giving you specific techniques and questions to help you build rapport with your advisees, discover your students' strengths, uncover their hopes and dreams, and then partner with them to develop a plan for accomplishing those dreams. The student success and retention literature clearly demonstrates that the work we do as advisors is important. Appreciative Advising translates theory to practice to enable you to optimize your interactions with students. Appreciative Advising is being successfully utilized at institutions like the University of North Carolina at Greensboro where they have data that shows that Appreciative Advising has positively impacted their retention and student success rates for students on probation and students returning from suspension.

## PRECONFERENCE SESSIONS

Sunday, April 6, 2008

**Pre-Conference 1 - 3:00pm - 4:00pm**

**NACADA Leadership Training  
Grandview A**

*Charlie Nutt*, Executive Director - NACADA

This session is designed for current NACADA leaders and members recently elected to serve in any leadership role within the association, either on a state, regional or national level and including commission and committee chairs, as well as regional steering committees, **or anyone interested in leadership in the Association.** Participants will be provided with a brief background on the Association's governance model and an overview of their new responsibilities as a NACADA leader. Current and past leaders will be available to answer questions and give guidance on how they handle (d) their positions. Other members with an interest in future leadership roles within NACADA are welcome to attend to get an idea of how they might like to get involved.

**Pre-Conference 2 - 1:00pm - 3:30pm**

**A Grand Odyssey for Advisors: 360 Degree  
Process for Professional Development  
Berkey**

*Lynn Freeman*, UW OshKosh

Do you need to tap into a new source of motivation? Are you interested in getting specific feedback from the broad group of people at your institution, including students? This workshop will teach the basics of a 360 degree professional development process and provide the tools and structure for participants to design their own 360 process to fit their advising environment. The model is borrowed from the business sector and adapted for our work in higher education; and, participating advisors, new and experienced, have evaluated it as the 'best professional development experience' of their careers. Your growth as an advisor is imperative to your impact on the student experience; come learn about a new way to grow.

**Pre-Conference 3 - 1:00pm - 3:00pm**

**Speaking of Odysseys...How One Small School  
Brought Academic Affairs and Student Affairs  
Together  
Haldane**

*Janis Williams*, Elmhurst College

*Ian Crone*, Elmhurst College

Are you involved in planning your institution's summer advising, registration and/or orientation process? What role does Student Affairs take? Do

you have an opinion regarding which side should handle which portion of that process? Academic Affairs? Student Affairs? Who decides who does what? If these are familiar questions, then join co-presenters as they share how one small school discovered that it is possible to peacefully coexist when there is a common goal. One from both sides of campus, the presenters share their experience as co-directors of Elmhurst College's Student Orientation, Advising, Registration committee. As many schools lean toward erasing that line drawn between the two distinct sides of the college, this session gives an example of how it is working at Elmhurst.

**Pre-Conference 4 - 1:00pm - 3:00pm**

**Promoting Classroom and Campus  
Connectedness through the Development of  
Conversational Intelligence: A Factorial  
Approach  
Emerald A**

*Ronald Dunlop*, Indiana University Southeast

*Bernardo Carducci*, Indiana University Southeast

Explores a lack of conversational intelligences (CI)—the ability to initiate and maintain conversation in informal social situations - among college students. It will examine the impact of CI and shyness on their college, personal, and professional life "Carducci et al, 1997", their misunderstanding of shyness "Carducci, 2000", and strategies that will help advisors and/or faculty members assist students in recognizing and controlling their shyness in a positive way. The factorial approach to social skills development "Carducci, 2005" is discussed and demonstrated as an aid to initiating and maintaining conversations in personal and professional social settings "Carducci, 1999". How the development of CI can improve students' social skills and connectedness to the campus community and translate into improved retention will also be discussed in this presentation.

**Pre-Conference 5 - 1:30pm - 3:30pm**

**Writing for the NACADA Journal, Academic  
Advising Today, and the Clearinghouse  
Emerald B**

*Barb Miller*, Kent State

There are many opportunities to write for NACADA. Authors from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. While

(Continued on page 8)

## PRECONFERENCE SESSIONS

*(Continued from page 7)*

NACADA publishes books, video-dvd-cds, and brochures, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, and the Clearinghouse. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

### Pre-Conference 6 - 1:30pm - 3:30pm Introduction to Academic Advising Research Pearl

*Joshua Smith, IUPUI*

*Cathy Buyarski, IUPUI*

This workshop facilitated by members of the NACADA Research Committee serves as an introduction to the research process in academic advising. Topics include defining research as scholarly inquiry, identifying inquiry questions, selecting appropriate methodology, conducting literature reviews, and finding support for your inquiry process. Additionally, participants will discuss potential the NACADA Research Grants including the guidelines for a NACADA grant proposal and the criteria by which they are judged. Participants will better understand the value of scholarship in advising, explore inquiry topics of interest, and review the NACADA

### Pre-Conference 7 - 4:00pm - 5:00pm Introduction to NACADA

**Berkey**

*Lynn Freeman, Region V Chair*

The purpose of this session is for new NACADA members and new conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will be provided an overview of NACADA and the benefits of membership, including professional development opportunities, quality publications, and additional networking opportunities. The session will be interactive with multiple opportunities for participants to network, learn and meet new friends and colleagues.

### Conference Evaluations

NACADA will be sending out an electronic evaluation after the conference. Please take a few minutes to complete the evaluation form, your comments will be helpful in planning future conferences. We are also requesting that you provide feedback on each session you attend to assist presenters with improving their sessions as well as the conference planning team with selecting a "Best of Region" award winner.

## SPECIAL EVENTS

JOIN US.....FOR FUN,  
RAFFLE PRIZES,  
AND MUSIC.

Sunday Night,  
April 6th

Pantlind Ballroom  
6:30—8:30 p.m.

Drawings will be held to give away-  
Golfing Excursions, Fishing Trips, Gift  
Certificates, etc. Must be present to  
win

Offering Regional Food of Michigan,  
Cash Bar and Michigan Trivia

Opening  
Reception



FEATURING:

The Aquinas College Jazz Band



## ANNOUNCEMENTS

### Continuing Education Credits (NBCC)

NACADA is recognized by the National Board for Certified Counselors to offer continuing education to National Certified Counselors. NACADA adheres to the NBCC Continuing Education Guidelines. Sessions meeting the NBCC standards have been identified for you and are listed below. Forms will be available at the Registration table. If you would like to take advantage of this opportunity, you are responsible for completing the form. A NACADA Representative will sign it for you once it is returned to the

Pre-Con 2	C4	C12	C19	C27	C35
Pre-Con 3	C5	C13	C20	C28	C36
Pre-Con 4	C6	C14	C21	C29	C37
Pre-Con 5	C7	C15	C22	C30	C38
Pre-Con 6	C8	C16	C23	C31	Panel 2
C1	C9	C17	C24	C32	C39
C2	C10	C18	C25	C33	C40
C3	C11	Panel 1	C26	C34	

### School Spirit Day

Tuesday, April 8

Remember that Tuesday is school spirit day! Represent your institution by wearing a polo, rugby, or other item with your school's logo. Join the fun. See how many schools are represented.

### Services for persons with disabilities

The Amway Grand Plaza is an accessible facility. If you have additional concerns or require assistance, please see the Registration table in the Center Concourse.

### JOIN US FOR DINNER!

WHEN: Monday Night, April 7th

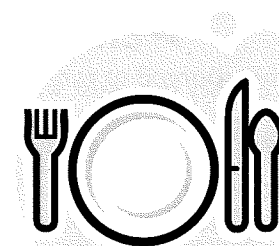
TIME: 5:30 p.m.

WHAT: Sign up to join other NACADA members for dinner at a local restaurant. Seven seats per table, six restaurants available. Each table will be hosted by a West Michigan NACADA representative. Sign up

sheets are located at the Registration/Information Table.

WHERE: Pearl Street Grill, TGI Fridays, Z's Restaurant & Bar, San Chez/Mezze Café, Bistro Bella Vita, Mojo's Dueling Piano Bar

COME ONE, COME ALL AND NETWORK AT DINNER  
WITH YOUR FELLOW NACADA REGION V  
CONFERENCE ATTENDEES!!



BE OUR EYES AND EARS...SHARE  
AND SEND YOUR CONFERENCE  
PHOTOS TO [MCCAULJ@GVSU.EDU](mailto:MCCAULJ@GVSU.EDU)

## SESSION DESCRIPTIONS

Monday, April 7, 2008

► 10:00-11:00am ◀

### C 1 Advising Communication Etiquette in the Age of Facebook

#### Grandview A

*Marisa Gift*, University of Notre Dame

As educators in this age of Facebook, we must arm our students with every day communication skills which will serve them well both on campus and in their future careers. A 2004 National Association of Colleges and Employers survey showed employers rate communication skills at the top of their wish list for new employees. In this presentation, we will discuss practical guidelines that advisors can offer students when discussing communication etiquette. The session will use sample student e-mails to consider how advisors can improve their e-mail communication and how they can best respond to students when faced with similar, often improper, e-mails and other forms of electronic communication. Advisors should find this session empowering; in this age of Facebook, we have the power to revive communication etiquette!

### C 2 Career Development in the 21st Century

#### Grandview B/C

*John Luther*, University of Michigan School of Art and Design

Do you ever think that things are changing faster than you can comprehend? Does the old saw, "The more things change, the more they stay the same" have less resonance these days? You have begun to realize that in the 21st century we are actually preparing students to enter a world that is far different from the world of even 5 years ago. Meet with other career and academic advisors and share what you know in terms of what works and what does not, and learn from others to increase your ability to be effective with students planning for careers in the 21st century.

### C 3 Non-Engineers Advising Engineers: Breaking the Code

#### Thornapple

*Debe Williams*, University of Illinois

*Don Woolston*, University of Wisconsin -Madison

Advising of engineering students is frequently done by non-engineers. Is this an effective approach? This presentation will explore that question, one that is actively debated in the engineering education community. Obviously, non-engineers have difficulty relating to some of the experiences of their students. According to John Holland's theory of career development, people who drift towards certain majors tend to have like personalities. However, as an advisor to engineering majors it might provide another perspective if the advisor has a different educational background, personality and outlook than the major in which they are advising. Three experienced non-engineering advisors will share their approach and background as they relate to and complement advising in engineering, and lead a lively discussion of this important advising policy question.

### C 4 Journey to successful peer advising... which impacts the student experience

#### Emerald A

*Cindy Frubwirth*, University of Wisconsin Oshkosh

Peer advisors provide a unique facet as they supplement many aspects of the student experience. They can assist with group, faculty, and professional advising; address individual concerns; and teach career and academic exploration tools. Building a successful peer advising program involves excellent recruiting and/or hiring practices, carefully structured training and teambuilding, extensive publicity, and making the peer advising role significant. Whether you are beginning your journey with peer advising, or are trekking along, you will glean developmental and practical ideas based on our three years of experience with building a successful peer advising program that can be applied to any model.

### C 5 Should we? Would we? Could we? We did...A comprehensive plan for student services delivery

#### Pearl

*Pamela Phillips*, Northeast Wisconsin Technical College

*John Grant*, Northeast Wisconsin Technical College

*Mark Franks*, Northeast Wisconsin Technical College

*Bridgett Golman*, Northeast Wisconsin Technical College

Meet Northeast Wisconsin Technical College's Student Services administration as they share their development and implementation of a comprehensive, all inclusive, one-stop student services delivery plan, which features a full-blown, intrusive academic advising model and an assessment of its impact on student success.

## SESSION DESCRIPTIONS

### C 6 Advisors as Co-Pilots: Helping Students Navigate Institutional Change

#### Berkey

*Marisa Naftzger*, Kent State University Stark Campus

When institutions go through change, students are often left feeling confused and apprehensive about new processes, policies, and technology. While many institutional shifts impact the lives of students, students are often unprepared for changes to their routine. When Kent State University transitioned to a new ERP and student information system, the Stark campus' Student Services staff designed an innovative campaign to prepare students for future changes in technology, registration procedures, and policy revisions. The campus' "Change Is a Good Thing" campaign included eye-catching posters and FAQ sheets addressing student concerns, and academic advisors redesigned many processes to streamline the registration process and simplify the new system for student users. This session will inspire you to use creativity, communication, and teamwork to prepare students and staff for change.

### C 7 Bring Your A-Game: Sharing Best Practices for Student Success

#### Haldane

*Michelle Nicopolis*, Cuyahoga Community College

*Jennifer Lybarger*, Cuyahoga Community College

*Robert Johnson*, Cuyahoga Community College

Get ready to interact with colleagues, share your "secrets" to students' successful experiences on your campus, develop your ability to relate to students, enhance your internet student resource base, and learn from the experts...each other! Why reinvent the wheel? This is the perfect opportunity to brainstorm, share best practices, and take terrific ideas back to your institution that you think can make a difference. Themes include, but will not be limited to, life and study skills; academic, career, and personal success; orientation programs; and success workshops. The session will be filled with information just waiting to be incorporated at your institution for your students. Come energized and ready to become enlightened. After all, who do we want to succeed more than our students?

### C 8 Making Grand Strides with LGBTQ Students

#### Emerald B

*Brian Hinterscher*, University of Southern Indiana

*Criselda Marquez*, Purdue University

Today, more students are coming to college already identifying as LGBTQ at different levels of self acceptance and therefore, need different levels of support. Students are faced with challenges as they try to seek out available programs & resources to help them during their most challenging developmental stage. As an advisor, you may be their first stop. Do you have information needed to help the student? How comfortable are you discussing LGBTQ issues with your students? This session will provide an introduction to the Safe Zone project and give participants working definitions of the "LGBTQ" alphabet soup. Presenters will share their own experiences as LGBTQ persons. Time will be given for attendees to discuss the various methods used in addressing the needs of LGBTQ students on their campuses.

► 11:15-12:15 ◀

### C 9 A Seminar to Smooth, Sooth Faculty-Student Advising

#### Grandview A

*Michael Fredericks*, Olivet College

*Susan Houston*, Olivet College

*Joanne Williams*, Olivet College

Imagine an advising meeting that students and faculty are actually excited to attend. That is the concept of Olivet College's one-credit academic advising seminar, required of all degree-seeking students. It provides a regular, face-to-face student/advisor meeting, an opportunity to develop career and professional skills, a reinforcement of academic standards and required work, and community building for majors and advisors, as well as department colleagues.

## SESSION DESCRIPTIONS

### Roundtable 1

#### Enhancing the Student Experience: Going Beyond the Office

##### Grandview B/C

*Dale Lanigan*, Lourdes College

*Jeffrey Streeter*, Lourdes College

This presentation will explore the boundaries of academic advising, discuss the roles and responsibilities of advisors and examine ways that advisors can use their skills, knowledge and role-modeling capabilities to enhance the college experience for students outside the confines of appointment times and office walls. The components of a valuable and meaningful college student experience will be examined and a discussion will ensue regarding whether or not academic advisors are teachers and have the responsibility to assume leadership roles in activities that provide learning experiences to students. The experiences of a faculty advisor and a student government president will be highlighted and input sought from attendees on how faculty, professional, advisors, and students can gain from establishing working relationships beyond the office.

#### C 10 Advising in a Cohort Model: The Urban Educators Cohort Program at Michigan State University

##### Thornapple

*Amanda Idema*, Michigan State University

The Urban Educators Cohort Program at Michigan State University is a freshman/sophomore year cohort program for teacher education students interested in specifically preparing to teach in urban settings. Students in the UECF are advised by a team including an assistant dean, a professional academic advisor, a graduate assistant and two faculty members. This team monitors the social, academic and overall process of the students' transition from high school to college. Participants in this session will not only learn about this program, but how advising in a cohort model has been beneficial to the students involved in the program. The session format is a brief presentation with discussion to follow.

#### C 11 Students on Probation or At Risk: Success/Retention Initiatives With Impact

##### Haldane

*Karen Reynolds*, Michigan State University

Do you struggle with the challenge of assisting students on probation? Do you want to intervene early with at risk students to help prevent them from reaching probationary status? This session will help you with ideas for developing or revising programs or just learning more about assisting these student populations. You will be introduced to what current research literature suggest are the most effective components of interventions for students at risk or on probation and given examples of two successful programs through the College of Natural Science at Michigan State University that are based on these components. Session participants will be invited to discuss how these initiatives could be modified to fit the needs of their particular institution or academic unit.

#### C 12 Selling General Education to Students, Staff, Faculty, and Parents

##### Pearl

*Carol Griffin*, Grand Valley State University

Whether you're at a community college or a four-year institution, your students will be taking General Education courses. Students often see these courses as a road-block to doing what they come to college for - getting a major. As advisors, it is critical to understand the value of these courses to help students fully embrace their education. In this session, I'll discuss the dramatic changes Grand Valley State University made in increasing student, staff, faculty, and parent understanding and appreciation of the General Education program. I'll discuss everything from improving videos and handbooks, to asking faculty to be more intentional about their General Education courses.

#### C 13 Advising IS Teaching

##### Berkey

*Susan Aufderheide*, Purdue University

What better way to truly get to know your advisees than by becoming their teacher and seeing them for 150 minutes a week for sixteen weeks. Using a mandatory three credit hour course entitled Career and Academic Planning, advisors in the Undergraduate Studies Program are able to assist students in getting to know more about themselves, assist them in their major and career search, help them to develop stronger decision-making skills and understand how to succeed in college. With a class size of twenty-five the process of getting to know your advisees is greatly enhanced. Advising is teaching and, in this case, teaching is advising. Come away with a strategy for setting up a similar class as well as the syllabus we use as we teach 550-600 undeclared incoming students each fall.

## SESSION DESCRIPTIONS

#### C 14 Advising has gotten "OH SO SASSY" – using sophisticated technology to proactively advise students and report on your efforts

##### Emerald A

*Jennifer Belisle*, The Ohio State University

So you think you are not technologically savvy? Think again!!!! This session will empower you to begin thinking about how to create and use technology in order to serve your students better and keep yourself organized. OSASC, a web-based appointment scheduling, student notes, proactive communication, and roster management system, will be demonstrated and you will leave with a kit on how to start something like this on your own.

#### C 15 If you offer it, will they come? Providing effective development for faculty advisors

##### Emerald B

*Susan Brown*, Miami University, Middletown campus

Faculty enter academe to teach and/or produce new scholarship. Rarely do they expect, or are they prepared, to do academic advising. Many times they have not considered advising as teaching. "If you offer it, will they come? Providing effective development for faculty advisors" demonstrates how advising staff on a regional (two-year) campus of a university used campus changes in technology, governance, and faculty support to re-energize interest in advising among faculty. Participants will learn strategies for using technology and capturing the attention of over-stretched faculty to increase attendance and interaction at development activities. They will also be invited to share effective strategies for faculty development on their own campuses. Group discussion topics will include faculty incentives, creating allies among faculty, and faculty perceptions of professional advisors.

### ► 2:15-3:15pm ◀

#### C 16 Nonverbal Communication: The Common Mistakes That Advisors Make

##### Grandview A

*Kris Rugsaken*, Ball State University

Academic advising has become increasingly challenging as the nature of the student population has shifted to the new era of diversity. Institutions of higher education are competing in programs for study abroad and for international students. It is necessary that academic advisors expand their knowledge and enhance their ability to deal more effectively with students from different parts of the globe. The most common mistakes that advisors make are in the non-verbal communication area. This Power Point presentation will demonstrate why it is important to understand the different body languages and how people in different parts of the world use body parts, from head to toe, differently to convey social meanings. Experience sharing and participation from the audience are encouraged.

#### C 17 The Great Generational Divide: When X and Y Are Your Co-Workers

##### Grandview B/C

*Kristin Losey*, Kent State University

*Cara Collmer*, The Ohio State University

*Marisa Naftzger*, Kent State University - Stark Campus

*Jamie Reynolds*, Kent State University

This session will address one of the greatest odysseys in any workplace—the generation gap. As a new generation of advisors enters the workplace, many advising units have become multigenerational work environments. As members of Generations X and Y transition from the role of student into the role of colleague, many departments experience difficulties in merging the varying work patterns of staff members. To foster cooperative and effective staff dynamics, it is imperative to understand the values, needs, and work patterns of Generations X and Y. During this presentation, participants will assess their personal needs within the workplace. Participants will discover innovative techniques in motivating, training, and managing the new generation of advisors and will develop practical applications for overcoming the great generational divide.

## CONFERENCE PROGRAM GUIDE

Date & Time	Session	Session Title	Room
<b>Sunday, April 6</b>			
1:00pm - 3:30pm	PC2	A Grand Odyssey for Advisors: 360 Degree Process for Professional Development	Berkey
1:00pm - 3:30pm	PC3	Speaking of Odysseys...How One Small School Brought Academic Affairs and Student Affairs Together	Haldane
1:00pm - 3:00pm	PC4	Promoting Classroom and Campus Connectedness through the Development of Conversational Intelligence: A Factorial Approach	Emerald A
1:30pm - 3:30pm	PC5	Writing for the NACADA Journal, Academic Advising Today, and the Clearinghouse	Emerald B
1:30pm - 3:30pm	PC6	Introduction to Academic Advising Research	Pearl
3:00pm - 4:00pm	PC1	NACADA Leadership Training	Grandview A
4:00pm - 5:00pm	PC7	Introduction to NACADA	Berkey
<b>Monday, April 7</b>			
10:00am-11:00am	C1	Advising Communication Etiquette in the Age of Facebook	Grandview A
	C2	Career Development in the 21st Century	Grandview B/C
	C3	Non-Engineers Advising Engineers: Breaking the Code	Thornapple
	C4	Journey to successful peer advising... which impacts the student experience	Emerald A
	C5	Should we? Would we? Could we? We did...A comprehensive plan for student services delivery	Pearl
	C6	Advisors as Co-Pilots: Helping Students Navigate Institutional Change	Berkey
	C7	Bring Your A-Game: Sharing Best Practices for Student Success	Haldane
	C8	Making Grand Strides with LGBTQ Students	Emerald B
11:15am - 12:15pm	C9	Seminar to Smooth, Sooth Faculty-Student Advising	Grandview A
	RT1	Enhancing the Student Experience: Going Beyond the Office	Grandview B/C
	C10	Advising in a Cohort Model: The Urban Educators Cohort Program at Michigan State University	Thornapple
	C11	Students on Probation or At Risk: Success/Retention Initiatives With Impact	Haldane
	C12	Selling General Education to Students, Staff, Faculty, and Parents	Pearl
	C13	Advising IS Teaching	Berkey
	C14	Advising has gotten "OH SO SASSY" – using sophisticated technology to proactively advise students and report on your efforts	Emerald A
	C15	If you offer it, will they come? Providing effective development for faculty advisors	Emerald B
2:15pm - 3:15pm	C16	Nonverbal Communication: The Common Mistakes That Advisors Make	Grandview A
	C17	The Great Generational Divide: When X and Y Are Your Co-Workers	Grandview B/C
	C18	Odyssey or Oddity: A Maximum Impact Sophomore Advising Program	Thornapple
	P1	Three Grand Odysseys: Advising and Registrar Collaboration for Maximum Impact on the Student Experience	Haldane
	C19	Appreciative Advising: Translating Theory into Practice	Pearl
	C20	What's Your Story? Using Storytelling in Advising	Berkey
	C21	You'll go FAR with Academic Advising: Freshman Advising Review online at WebCT.emich.edu	Emerald A
	RT2	Developing and Implementing a Peer Advising Program	Emerald B

## CONFERENCE PROGRAM GUIDE

Date & Time	Session	Session Title	Room
3:30pm - 4:30pm	C22	Managing the Quest for a Smooth-Sailing Prescribed Program	Grandview A
	C23	Orientation: Providing a Transformational Link to Academic Advising	Grandview B/C
	C24	S.O.S.-Save Our Students: Facilitating an Early Alert Program through Online Technology	Thornapple
	C25	From Recruiting to Retaining Latino Career Students	Haldane
	C26	Introduction to Academic Programs at [Insert your school here!...]Exposing Exploratory Students to Campus-wide Opportunities via the Classroom	Pearl
	RT3	Ethical Behavior: How Ethics Impact the Student Experience	Berkey
	C27	Career Exploration & Advising Students with Disabilities	Emerald A
	<del>C28</del>	<del>Engage Freshman Students: Create an E-Advising/Educational Counseling Community</del>	<del>Emerald B</del>
<b>Tuesday, April 8</b>			
9:00am - 10:30am		State/Province Meeting: Illinois	Berkey
		State/Province Meeting: Indiana	Grandview A
		State/Province Meeting: Michigan	Pearl
		State/Province Meeting: Ohio	Emerald B
		State/Province Meeting: Ontario	Haldane
		State/Province Meeting: Wisconsin	Emerald A
10:15am - 11:15am	C29	OK, Advising IS Learning-Centered: What are the next steps?	Grandview A
	C30	From Dull to Droll: Creatively Sharing Academic Information During Freshmen Orientation	Grandview B/C
	C31	Understanding the Scholarship of Academic Advising: Advisors and Administrators Speak Out	Thornapple
	C32	M.A.J.O.R. NIGHT-Creating a Grand Event to Help Students!	Haldane
	C33	O'Student, Where Art Thou?" Using E-Learning Technology to Connect with Students	Pearl
	C34	Implementing a Faculty Mentorship Program for Students with Disabilities	Berkey
	C35	NACADA Update and Feedback Session	Emerald A
	C36	I'm Talking, But...They're NOT Listening: Moving Beyond That Point	Emerald B
11:30am - 12:30pm	RT4	Probation, Dismissal and Reinstatement Issues and Concerns	Grandview B/C
	C37	Model for Academic and Career Success	Grandview A
	C38	To Infinity and Beyond: The Student Quest for Professional Development	Berkey
	P2	Changing Majors: College Students, Advisors, and Academic Metamorphosis	Haldane
	C39	Values Clarification: A Journey Towards a Healthy Advising Environment	Pearl
	RT5	The Millennial Student: A Slightly Different Take	Emerald A
	C40	Reverse Engineering the Major Decision Process for First Year Engineering and Science Students	Emerald B

**We wish you safe travels on your return home...we'll see you in Indiana next year!!**



## SESSION DESCRIPTIONS

### **C 18 Odyssey or Oddity: A Maximum Impact Sophomore Advising Program Thornapple**

*Joy de Leon*, Beloit College

Beloit College, a small private college with a faculty-based advising system, has been on a journey to sophomore success through a comprehensive first-year and sophomore-year program since the early 1990's. Because programs for sophomores are becoming less of an oddity and more of an interest to college administrators, this presentation journeys through the Sophomore-Year Initiatives (SYI) program at Beloit. It describes the venture beginning with the retention model used as a basis for the program. The continuing voyage of the SYI program (featuring the role of advising) will be part of the expedition. Our trek into research on effectiveness is described. Administrators and advisors will learn one path that addresses sophomore advising needs. Hopefully you won't need a Trojan War to begin your Sophomore Advising Odyssey.

### **Panel 1 Three Grand Odysseys: Advising and Registrar Collaboration for Maximum Impact on the Student Experience Haldane**

*Ned Donnelly*, University of Cincinnati

*David Tudor*, Sullivan University

*Ann Moore*, Sullivan University

*Linda Gillingham*, Central Michigan University

Journey with us as our panel describes three unique odysseys embarked upon by institutions where the registrar's office and advising staff collaborate for maximum positive impact on the student experience. Central Michigan University (large public), Sullivan University (small private), and University of Cincinnati (large public) will share their successes in areas such as communication, consistency, follow-through, cross-training, increased student contact, professional development, and technology tool development. If you are looking for innovative ways to streamline processes, address student needs, and maximize resources, this session is for you!

### **C 19 Appreciative Advising: Translating Theory into Practice Pearl**

*Jennifer Bloom*, Ed.D.

This follow-up session to the keynote address by Dr. Jenny Bloom will give you an opportunity to ask questions and to share your ideas about how to implement Appreciative Advising on your campus. Time permitting, we will also watch a 20-minute motivational video called Everyday Creativity by DeWitt Jones, a photographer for National Geographic.

### **C 20 What's Your Story? Using Storytelling in Advising Berkey**

*Rebecca Ryan*, University of Wisconsin-Madison

*Don Woolston*, University of Wisconsin-Madison

It may be your own advisor development story, or the story of your office, or a story of a student you know. Whatever the situation, stories are often used to explain, enlighten or teach. Sound familiar? Of course, much of what an advisor does involves solving problems, conveying relevant information, and helping students identify their issues and solutions. Wikipedia states: Storytelling is the ancient art of conveying events in words, images, and sounds. Because stories can be many things: symbolic, illustrative and adaptable, they are a powerful tool for advising, advisor development and self-awareness. Advisors naturally use stories all the time! Join us as we share stories and ideas.

### **C 21 You'll go FAR with Academic Advising: Freshman Advising Review online at WebCT.emich.edu Emerald A**

*Deedra Springgay*, Eastern Michigan University

*Diane Lawrence*, Eastern Michigan University

Do you have visions of guiding students on their grand quest from freshman year to graduation? Do you feel the pull of a sea of available technology that sings a siren's song of making your work easier? Is it unclear if that sea will drown you or carry you to new adventures? In this presentation we will share the travel log of the maiden voyage of our online Freshman Advising Review (FAR) session. We will illustrate the steps that we took to prepare for the launching of our new program, demonstrate the current online materials, and envision future voyages using this WebCT vessel to help guide our students on their grand quest.

## SESSION DESCRIPTIONS

### **Roundtable 2 Developing and Implementing a Peer Advising Program Emerald B**

*Dana Zaborik*, Fox Valley Technical College

*Marty Totzke*, Fox Valley Technical College

*Kathy Stockwell*, Fox Valley Technical College

This session is a round table discussion. Bring ideas, best practices, and materials used at your own institution that you found effective when developing and implementing a peer advisor program. Topics will include student satisfaction criteria, faculty involvement, institutional commitment, training materials, benefits for students and faculty, oversight, resources for assistance. This session is appropriate for two and four year colleges. Applicable for faculty, administrators, advisors and counselors interested in starting a peer advising program or seeking best practices or ideas to enhance an existing peer advising program.

▶ **3:30-4:30** ◀

### **C 22 Managing the Quest for a Smooth-Sailing Prescribed Program Grandview A**

*Linda Wicander*, Central Michigan University

*Karen Arthur*, Central Michigan University

*Annie R. van da Water*, Central Michigan University

Many programs such as business, engineering, and nursing require students to follow a specific, prescribed sequence of classes to stay on course toward admission and graduation requirements. Although the grand illusion is that prescribed programs afford advisors more time for building relationships with students, obstacles of managing inflexible, prescribed programs result in less time for quality advising. Creating and implementing enrollment policies calls on advisors and faculty members to develop new initiatives to communicate with students. This session will examine strategies for implementing advising procedures, implications for late-deciders and transfer students, as well as suggestions for student outreach. Specifically, the College of Business Administration Advising Initiative to help students stay on course and our partnership with Career Services to reach deciding students will be presented.

### **C 23 Orientation: Providing a Transformational Link to Academic Advising Grandview B/C**

*Betty Schaner*, Grand Valley State University

*Dr. Teresa Beck*, Grand Valley State University

Freshman and Transfer Orientation sessions can often present unique challenges to faculty and professional advisors in finding a transparent link to academic advising for new students. Add to this the additional challenge of a new campus-wide computer operating system (Banner) that hampered the "old way" of doing things and the task is even more difficult. Find out how one mid-sized, public, liberal arts university tackled this dilemma and developed a practical and systematic tool to begin linking students to academic advising. The tool can also be used as a framework for training faculty and professional advisors. The presentation will include samples of forms used and provide time for group discussion on adaptation of the tools for other institutions. Samples of forms used and provide time for group discussion on adaptation of the tools for other institutions.

### **C 24 S.O.S.-Save Our Students: Facilitating an Early Alert Program through Online Technology Thornapple**

*Elizabeth Price*, Sinclair Community College

An Early Alert intervention program to address the needs of students in academic jeopardy is crucial for catching students who "fall overboard." Facilitating communication between advisors and faculty for an early alert program is challenging. To address this challenge, Sinclair Community College utilizes a database system via the internet for early alert submissions, automatic delivery of email notifications, record-keeping, and data management. Participants will learn how online technology can facilitate an early alert program and if this technology is feasible on their campus.

(Continued on page 18)

## SESSION DESCRIPTIONS

### **C 25 From Recruiting to Retaining Latino Career Students**

#### **Haldane**

*Liliana Ware*, College of Lake County

The number of US Latinos increased 58% in the last decade, from 22.4% (1990) to 35.3 (2000). Their growth represents challenges and opportunities for all of us, especially in education and the workforce. The presenter will share an ESL-Support model that offers Latino students the opportunity to improve their English as they obtain skills and credits for a promising career at the same time. From her experience, creative recruiting is important, family involvement a plus and warm advising definitely a necessity. You'll hear of effective practices at the College of Lake County in reaching the Latino family, the adult learner and the high school students. You'll also hear from Latino students on what is important to them when they seek advisement. We hope this information will help you draw your own model and plan.

### **C 26 Introduction to Academic Programs at [Insert your school here]...Exposing Exploratory Students to Campus-wide Opportunities via the Classroom**

#### **Pearl**

*Melissa Pederson*, Purdue University

What better way to introduce the wide array of majors and academically-related opportunities at your institution than to offer a course designed specifically to do so? GS 119, Introduction to Academic Programs, is a one-credit course offered to exploratory students across campus. Through this semester-long course students gain knowledge of academic opportunities within the University, as well as complete assignments designed to assist them in the decision-making process. This session will offer insight into why offering a course such as GS 119 can be a positive and eye-opening experience for exploratory students, as well as a useful advising tool for advisors across campus. Course goals, assignments, structure, and implementation will also be reviewed.

#### **Roundtable 3**

### **Ethical Behavior: How Ethics Impact the Student Experience**

#### **Berkey**

*Lynn Bryan*, Loyola University Chicago

*Tiffany Lawrence*, Loyola University Chicago

Does working as an Academic Advisor sometimes seem like a minefield of ethical dilemmas? Advisors are expected to be advocates for students while at the same time upholding institutional policies; sometimes those two occupational directives come into conflict. This conflict becomes especially challenging when institutional policies seem to harm students in their progress toward graduation. This presentation will give you the opportunity to work with other advisors on solving ethically complex situations and determine ways to act that are ethically sound and beneficial to students as well as the institution.

### **C 27 Career Exploration & Advising Students with Disabilities**

#### **Emerald A**

*Debra Cox*, Ferris State University

*Rosemarie Van Ham*, Ferris State University

*Julie Rudolph*, Ferris State University

All students are challenged with determining what major to declare in college. Students with disabilities may face additional obstacles, therefore an effective advisor plays a crucial role in the exploration process. This workshop will explore tools for career exploration, discuss the limitations or accommodations within a career, review academic preparation in high school and promote student self-advocacy. Using case studies, career websites, and a group activity, participants of this workshop will leave with a better understanding of the unique challenges that these students face and how to best support them in their search for a fulfilling future. Presenters from Ferris State University include Deb Cox, Department Head for the Educational & Career Counseling Center and Disabilities Services, as well as Rosemarie Van Ham and Julie Rudolph, Educational Counselors.

### **C 28 Engage Freshman Students: Create an E-Advising/Educational Counseling Community**

#### **Emerald B**

*Eunice C Merwin-Beck*, Ferris State University

This presentation will demonstrate how an E-Advising/Educational Counseling Community can be used to create community among freshman students, develop academic skills, and provide information on resources essential to their academic survival and success. By careful selection and innovative use of course management tools, an interactive environment can be created to encourage students to reflect, create and interact with material via FAQs, games and activities,

## SESSION DESCRIPTIONS

chats and discussions, journals and blogs. Through demonstration and small group discussion, participants will learn how to select material, information and resources that can be designed as engaging and interactive activities; learn how to select a course management tool that can be effectively used to convert material to a virtual environment; and develop a "small steps" plan of action.

**Tuesday, April 8, 2008**

### **► 9:00-10:00am ◀**

#### **State & Province Meetings**

Indiana, Grandview A

Illinois, Berkey

Michigan, Pearl

Ohio, Emerald B

Ontario, Haldane

Wisconsin, Emerald A

### **► 10:15-11:15 ◀**

### **C 29 OK, Advising IS Learning-Centered: What are the next steps?**

#### **Grandview A**

*Maura Reynolds*, Hope College

"Academic advising is integral to fulfilling the teaching and learning mission of higher education" (NACADA Concept of Academic Advising). When we view advising as learning-centered, what changes—apart from our definition or point of view? Viewing advising through a learning lens demands adjustment. This session will discuss the practical implications of a learning-centered paradigm for the kinds of advising we do every day; the learning paradigm itself will be assumed, rather than discussed. Discussion of this paradigm can be found in the NACADA's Concept of Academic Advising (<http://www.nacada.ksu.edu/clearinghouse/AdvisingIssues/Concept-advising-introduction.htm>), *Academic Advising Today*, 27 (2) ([https://www.nacada.ksu.edu/AAT/NW27\\_2.htm](https://www.nacada.ksu.edu/AAT/NW27_2.htm)), and NACADA Journal articles by Marti Hemwall and Kent Trachte—19(1), 5-11 and 25(2), 74-83.

### **C 30 From Dull to Droll: Creatively Sharing Academic Information During Freshmen Orientation**

#### **Grandview B/C**

*Martha Reck*, University of Michigan

*Angie Sullivan*, University of Michigan

Tired of trying to keep students awake during orientation presentations? Looking for more creative ways than PowerPoint presentations to share academic information? For years, advisors in Kinesiology at the University of Michigan shared academic information with incoming students lecture style. Tired of not being able to keep the students attention, the little amount of information the students retained from these presentations, and bored themselves, they began implementing more creative ways to share the information. Utilizing popular television, they were able to begin to get the students to participate in the program, actively learning the necessary information. This program will include examples of creative orientation presentations used, participation in a "Survivor" challenge, and time to share ideas from within the audience.

### **C 31 Understanding the Scholarship of Academic Advising: Advisors and Administrators Speak Out**

#### **Thornapple**

*Joshua Smith*, Indiana University-Purdue University Indianapolis

*Cathy Buyarski*, Indiana University-Purdue University Indianapolis

Expanding our understanding of the processes and impact of academic advising on advisors, students and student learning is essential to the profession and the future of NACADA. Members of the research committee of NACADA are conducting an important study of advisor and administrator definitions, uses, and perceptions of the role of research in advising. The study is being piloted at the 2008 Regional Conferences as a concurrent session. Please consider lending your voice to this important study. During the session research committee members will facilitate a focus group discussion, followed by a description of the ways in which the research committee cultivates scholarship in the field.

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## SESSION DESCRIPTIONS

### **C 32 M.A.J.O.R. NIGHT-Creating a Grand Event to Help Students!**

**Haldane**

*Jamie Brown*, Central Michigan University

*Lynne L'Hommedieu*, Central Michigan University

What do you call it when you bring together 1,000 students, academic advising and over 30 different departments in a residence hall complex? At Central Michigan University we call it M.A.J.O.R. Night—Many Advisors Joined under One Roof! The event provides a grand opportunity for students to interact with faculty to learn about various majors and careers all in one place. Presented during Fall Semester, M.A.J.O.R. night is directed primarily at first and second year students. This session is designed to share our success with MAJOR night and brainstorm some other ideas for advising programs on everyone's campus.

### **C 33 "O' Student, Where Art Thou?" Using E-Learning Technology to Connect with Students**

**Pearl**

*Elizabeth Price*, Sinclair Community College

As budgets shrink and new ways of reaching students are limited, finding cost-effective ways to connect with students on their turf is increasingly important. Utilizing e-learning software such as Angel, Blackboard, or Moodle to enhance the advising experience is an effective and often free medium. Campuses of any size currently utilizing these programs for online classes or to supplement in-class instruction can modify its purpose to connect advisees with important communications, information, and tools. This presentation will discuss the ways online classroom software can enhance the "advising as teaching" practice.

### **C 34 Implementing a Faculty Mentorship Program for Students with Disabilities**

**Berkey**

*Larry Markle*, Ball State University

*Jacqueline Harris*, Ball State University

This session will describe the Faculty Mentorship Program (FMP) for students with disabilities, a program implemented at Ball State University. Realizing that faculty engagement and advising are critical components in the success and retention of students, the FMP was created to connect students with disabilities with a faculty mentor in the student's major. The presenters will discuss the reasons for creating the FMP, the steps involved in its implementation, the data which reflect the success of the program, and provide suggestions for others wanting to start a similar program.

### **C 35 NACADA Update and Feedback Session**

**Emerald A**

*Charlie Nutt*, NACADA Executive Director

*Jennifer Bloom*, NACADA President

*Lynn Freeman*, Region V Chair

This informal roundtable discussion is to provide a forum for attendees to visit with NACADA Leaders and members of the Executive Office staff regarding the Association's many initiatives and programs and to give participants an opportunity to provide feedback and ask questions.

### **C 36 I'm Talking, But...They're NOT Listening: Moving Beyond That Point**

**Emerald B**

*Loretta Kucharczyk*, Prairie State College

Communication is central to our work as advisors. While there is not an ideal, we are wise to reflect on our communication competence. In this session, participants will learn about verbal and nonverbal aspects of our communication.. Attention will also be given to the words that we use and choose. Last, but not least, listening will be discussed. The session will include information, discussion and activities. Join the communication on communication.

► 11:30-12:30 ◀

**Roundtable 4**

**Probation, Dismissal and Reinstatement Issues and Concerns**

**Grandview B/C**

*Chris Maroldo*, Indiana University-Purdue University Indianapolis

This session is a round table discussion. Bring ideas, best practices, and materials used at your own institution that you found effective when developing and implementing interventions for students in academic difficulty. Topics will include student

## SESSION DESCRIPTIONS

interventions that work, satisfaction criteria, institutional commitment, training materials, benefits for students and advisors, oversight, resources for assistance. This session is appropriate for two and four year colleges. This session is applicable for advisors and counselors interested in implementing intensive intervention programs or seeking ideas to enhance an existing program.

### **C 37 Model for Academic and Career Success**

**Grandview A**

*Sulari White*, Grand Valley State University

*Chris Plouff*, Grand Valley State University

*John Zaugra*, Grand Valley State University

*Lejibi Koval*, Grand Valley State University

The model helps students integrate academic knowledge, co-curricular activities and career planning activities. It is a "road map" for students to approach their academic and career development in a systematic way gain liberal education competencies for graduation and beyond. Though the model has 7 stages, students may progress through the model at their own pace, engage in some stages simultaneously and revisit earlier states as they revise their goals and ideas. The model helps faculty and staff assist students integrate in and out of class activities.

### **C 38 To Infinity and Beyond: The Student Quest for Professional Development**

**Berkey**

*Rex Fodera*, Purdue University

*Kathleen Weller*, Purdue University

*Timothy Kerr*, Purdue University

Do your students matriculate understanding their major, co-curricular opportunities, and career options? If they resemble entering Millennial Generation students, they enter needing information and guidance about opportunities to maximize their college experience and further their career goals. Academic advisors in the Department of Biological Sciences at Purdue University developed three one-credit seminar courses to address the professional development needs of students as they progress through their academic careers. Each course builds student success beginning with transitioning the student from the pursuit of their chosen major, then on to the path needed to achieve success, and finally to the journey beyond graduation. Applicable for all majors, this presentation provides academic advisors with ideas for creating similar courses and invites attendees to share their strategies.

**Panel 2**

**Changing Majors: College Students, Advisors, and Academic Metamorphosis**

**Haldane**

*David Howell*, Milwaukee School of Engineering

*Micaela Morin*, Milwaukee School of Engineering

*Jack Harrold*, Milwaukee School of Engineering

*Matthew Stachelski*, Milwaukee School of Engineering

The presentation, "College Students, Advisers, and Academic Metamorphosis," addresses the following question: How is academic advising applied to change-of-major students? The investigators observed how an academic adviser works with students who were in the process of changing from one degree track to another. The presentation shares data that pertains to 1) who the students turned to for advice, 2) the advice offered to the students, 3) the relationship between the different advisory resources, and 4) the resources the academic institution made available to change-of-major students. This ethnographic study gathered data through surveys, interviews, field observations, and documentation analysis. The study's conclusions provide recommendations for academic advisers on how to address the needs of change-of-major-students.

### **C 39 Values Clarification: A Journey Towards a Healthy Advising Environment**

**Pearl**

*Dana Zaborik*, Fox Valley Technical College

*Kathy Stockwell*, Fox Valley Technical College

Values within the advising profession provide the foundation for how advisors work with students. Values are not just ideals toward which advisors strive, but real choices advisors make in daily life. Clarifying advising values is like a journey, only the baggage you load for the journey includes values rather than material items. Join us for an activity designed to lead a group

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## SESSION DESCRIPTIONS

through a value clarification journey. This journey will assist in identifying the values that advisors use while working with students on a daily basis. Participants will walk away with an activity they can use to clarify values within their own advising system. This is an interactive session appropriate for 2- and 4-year college advising personnel.

### Roundtable 5

#### The Millennial Student: A Slightly Different Take

##### Emerald A

Michael Rosenberg, University of Cincinnati

Sheltered, over-programmed, entitled, plugged in, turned on -- we as advisers use these and other terms to describe our current crop of students. Are we being fair to them? To ourselves? Are they really so different and have their needs truly changed that much? This presentation and discussion will examine some of the "common knowledge" about today's students -- and whether we as professionals are using what we know in the best way.

### C 40 Reverse Engineering the Major Decision Process for First Year Engineering and Science Students

##### Emerald B

Ray Sepeta, University of Notre Dame

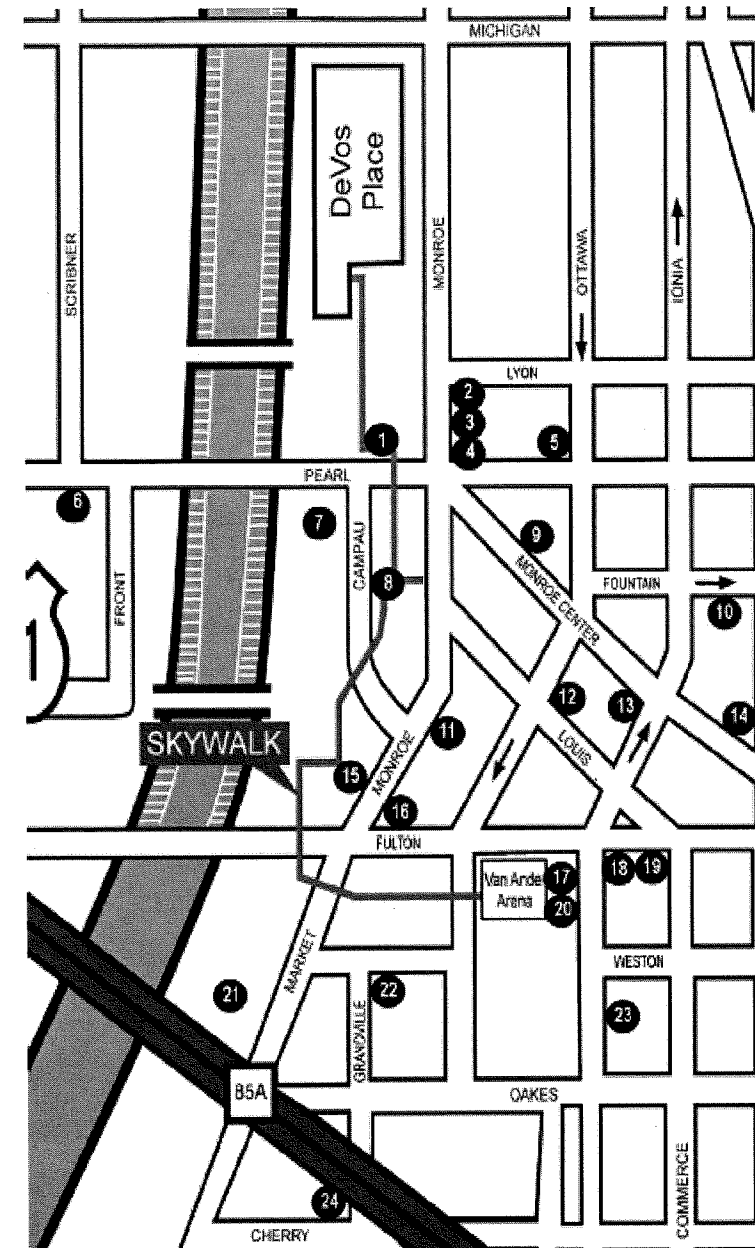
The process by which first year students choose majors in engineering and science often seems mysterious and unpredictable. But this process can be analyzed and studied in light of developmental theories concerned with how young adults "make meaning" of their lives. We review the work of Marcia Baxter Magolda to see how it informs the advising process for beginning college students. Understanding the common stages that first year engineering and science students go through when picking majors helps relieve these students of their anxiety about majors; it assists them in knowing themselves better; and it facilitates the process by which students identify programs that are truly good fits for them.

### Region V Steering Committee

Region Chair: Lynn Freeman, University of Wisconsin—Osh Kosh	Past Region Chair: Dan King, Michigan State University	Region Conference Chairs 2008 Debra Dotterer, Michigan State University
Indiana Representative: Barbara Austin, Purdue University—North Central	Illinois Representative: Vacant—interested in serving in this role? See Lynn Freeman	Jennifer L. McCaul, Grand Valley State University
Michigan Representative: Debra Dotterer, Michigan State University	Ohio Representative: Nancy Roadruck, University of Akron	Region Conference Chair 2007 Gwyn Wallander, University of Wisconsin, Milwaukee
Ontario Representative: Thomas Fairbairn, Ontario College of Art & Design	Wisconsin Representative: Steven Schneider, Fox Valley Technical College	

### Region V Mission statement

Region V Steering Committee will promote and support the academic advising efforts of its members in Region V, the Great Lakes Region, through its leadership acting as a critical bridge to its members and the NACADA national organization. The Steering Committee will assist with the professional development of its members through meetings, the development and distribution of materials, presentation of awards and recognitions, and the offerings of grants to create opportunities to allied organizations.



### Grand Rapids Downtown Dining Locations

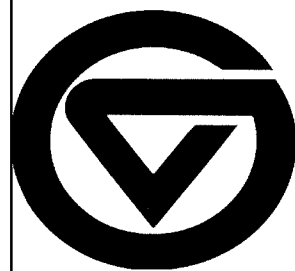
- Amway Grand Plaza 616-774-2000  
Garden Court Lounge\*  
The Grill at 1913 Room  
1913 Room  
Cygnus 27\*  
GP Sports  
Benthams\*
- The Chop House 616-451-6184
- The Bull's Head Tavern 616-454-3580
- Mojos Dueling Piano Bar 616-776-9000
- Ottawa Tavern 616-451-8000
- Pearl Street Grill\* 616-235-7611
- six.one.six (JW Marriott)\* 616-242-1500
- Z's Restaurant & Bar\* 616-454-3141
- Tre Cugini 616-235-9339
- Diversions Video Bar & Grill (Alternative) 616-451-3800
- TGI Fridays\* 616-742-8443
- Leo's 616-454-6700
- Louis Benton Steakhouse 616-454-7455
- Restaurant Bloom\* 616-632-2233
- Blue Plate (Marriot Courtyard)\* 616-242-6605
- The B.O.B. (Big Old Building) 616-356-2000  
Bobarino's\*  
Gills Blue Crab Lounge  
Judson's Steak House
- J. Gardella's Tavern 616-459-8824
- Taps Sports Bar\* 616-774-3338
- San Chez/Mezze Café\* 616-774-8272
- Bar Divani 616-774-9463
- Charley's Crab Restaurant\* 616-459-2500
- Bistro Bella Vita\* 616-222-4600
- McFaddens Bar & Restaurant\* 616-454-9105
- The Intersection (Entertainment) 616-451-8232

\*Open on Sunday

Check out the On The Town Magazine available in your tote bag or the Grand Rapids Convention & Visitor's Bureau Exhibitor Table in the West Concourse for information about these restaurants or events going on around town during your stay.



A Special Thank You to the Supporters of the  
2008 NACADA Great Lakes Region V Conference



**GRAND VALLEY  
STATE UNIVERSITY**  
INFORMATION TECHNOLOGY

Thank you for the sponsorship and support of the Email station available to conference participants in the Center Concourse and the LCD projectors provided in every breakout room

Thank you to these allied organizations for their support of this conference. Conference participants can visit the exhibitor tables in the west concourse for more information about membership and upcoming events for these organizations.



**WACADA**  
Wisconsin Academic ADvising Association



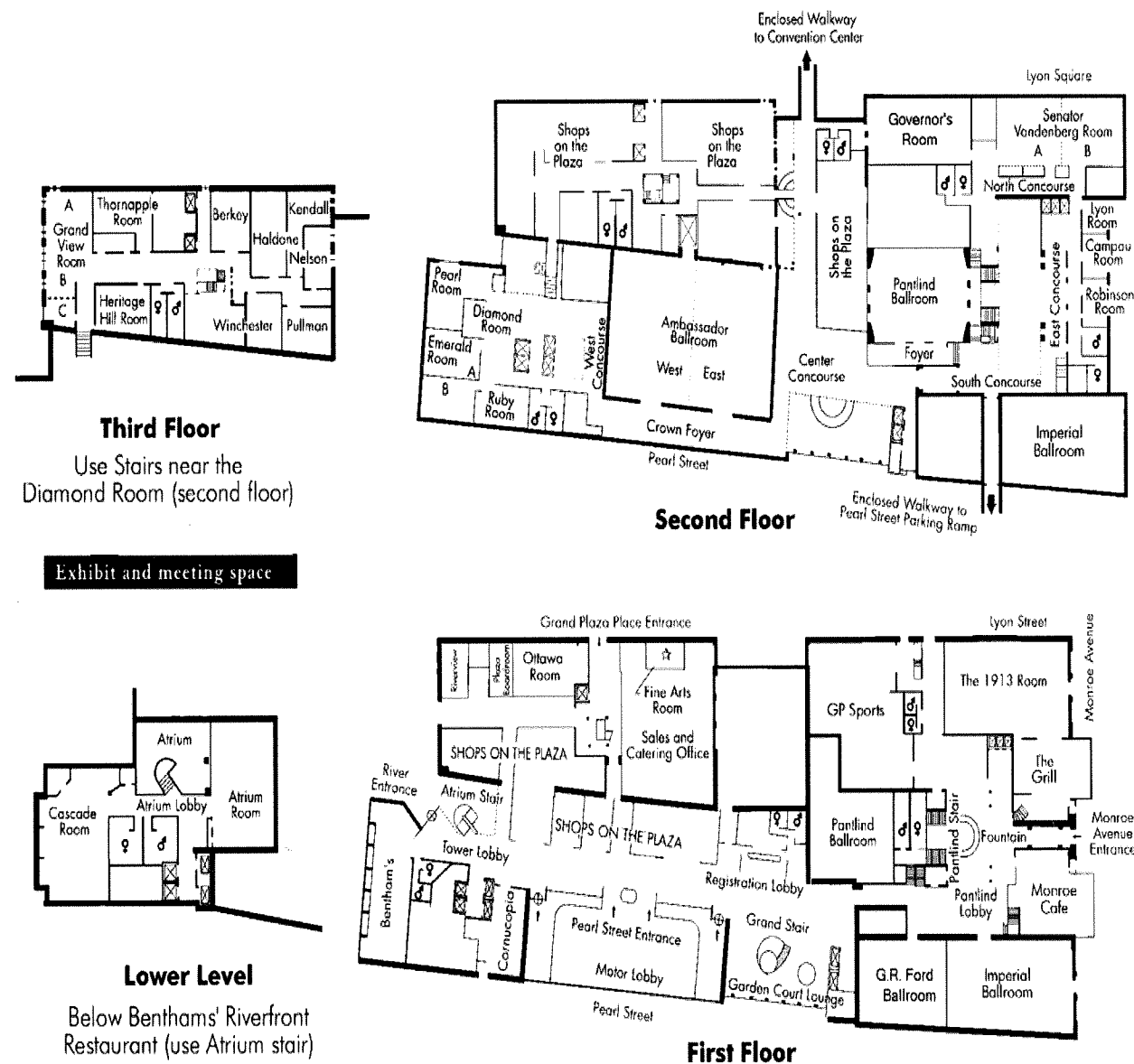
Grand Valley State University  
Advising Resources  
& Special Programs

Thank you to these additional supporters & friends:

- GVSU - College of Interdisciplinary Studies - Student Scholarship Day
- Grand Rapids Convention & Visitor's Bureau
- On the Town Magazine
- Amway Grand Plaza Hotel

The volunteers who have helped make this conference successful!

Amway Grand Plaza Hotel Layout





# GRAND VALLEY STATE UNIVERSITY

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## NACADA

National ACademic ADvising Association

The NACADA Great Lakes Region V Steering and Conference Planning Committees would like to extend it's gratitude to the co-hosting institutions whose support has made this event possible. Our friends at Grand Valley State University and Michigan State University have shown their commitment to academic advising by sponsoring and supporting this event in so many direct and indirect ways.

Thank You!

# MICHIGAN STATE UNIVERSITY