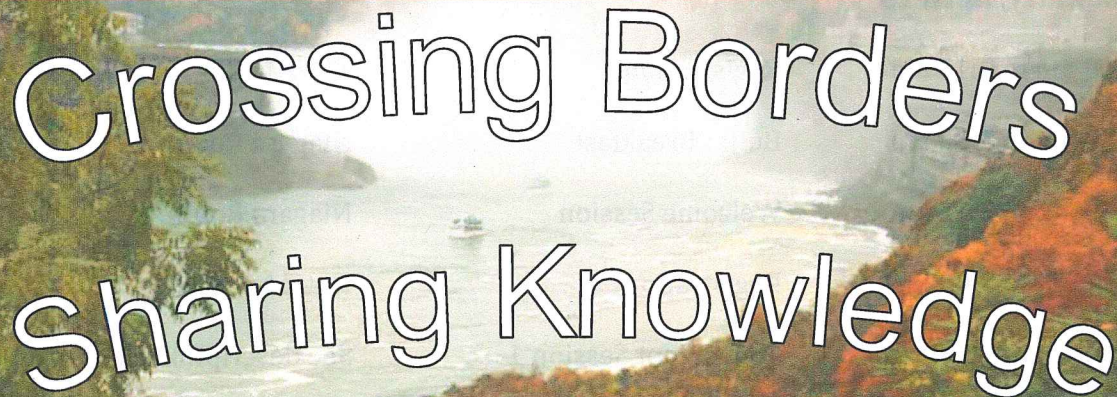


# NACADA

National ACademic ADvising Association



Crossing Borders  
Sharing Knowledge

2010 Great Lakes  
Region V Conference  
Niagara Falls, Ontario  
April 14-16, 2010

Crowne Plaza Hotel

## Conference Schedule at a Glance

### Wednesday, April 14th

10:00 am to 9:00 pm	Registration	Hotel Lobby
1:00 pm to 5:15 pm	Pre-Conference Workshops	See descriptions for locations
5:15 pm to 6:15 pm	Dinner on Your Own	See Suggestions on back
6:30 pm to 9:15 pm	Opening Reception Feature Artists	Niagara Room The Kathy G Project

### Thursday, April 15

7:00 am to 9:15 am	Registration	Hotel Lobby
7:30 am to 8:30 am	Buffet Breakfast	Niagara Room
8:30 am to 9:15 am	Welcome Session	Niagara Room
9:30 am to 3:00 pm	Registration	Hotel Lobby
9:30 am to 10:30 am	Concurrent Session 1	See descriptions for locations
10:45 am to 11:45 am	Concurrent Session II	See descriptions for locations
12:00 pm to 1:30 pm	Lunch with Keynote Speaker	Niagara Room
1:45 pm to 2:45 pm	Concurrent Session III	See descriptions for locations
3:00 pm to 4:00 pm	Concurrent Session IV	See descriptions for locations

### Friday, April 16

7:30 am to 8:30 am	Buffet Breakfast	Niagara Room
8:30 am to 9:00 am	Plenary Session	Niagara Room
9:15 am to 10:00 am	State/Province Meetings	TBA
10:15 am to 11:15 am	Concurrent Session V	See descriptions for locations
11:30 am to 12:30 pm	Concurrent Session VI	See descriptions for locations



## Conference Planning Team

### Conference Co-Chairs

Jo Stewart	Brock University
Marty Lowman	University of Windsor

### Program Committee

Grase Kim (co-chair)	York University
Gayathry Wright (co-chair)	York University
Richard Wikkerinik	Redeemer University College
Molly Weir	Eastern Michigan University
Kevin Smith	Wright State University

### Registration Committee

Jill Johnson	University of Guelph
Jean Dennie	Laurentian University
Marnie Squire	Algonquin College
Kevin Smith	Wright Smith University
Kelly McDoneil	Grand Valley State University
Cindy F. Konovitz	University at Buffalo

### Hospitality

Shelley Omand	McMaster University
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### Volunteers

Alison Lahn	Brock University
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## NACADA Mission/Vision

**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.

### NACADA Mission and Strategic Goals:

**Strategic Goal 1:** Address the academic advising needs of higher education globally

**Strategic Goal 2:** Advance the body of knowledge of academic advising

**Strategic Goal 3:** Champion the educational role of academic advising to enhance student learning and development in a diverse world

**Strategic Goal 4:** Educate university and college decision makers about the role of quality academic advising in higher education

**Strategic Goal 5:** Ensure the effectiveness of the NACADA organization

## Welcome message from Conference Chairs

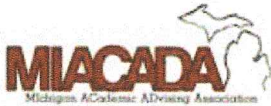
The first thing that we have to do is to thank each and every one of you for your support this year. Our theme for this year's conference was "Crossing Borders – Sharing Knowledge", or true collaboration. It is only through sharing your expertise, knowledge, resources, time, and energy that this conference has come together as it has. We appreciate each and every one of you who has given of yourselves to help us succeed. We truly couldn't have done it without you.

Planning the Region 5 conference this year has been a true journey of collaboration for us. We are physically located at institutions about 4 hours from one another, so collaborating from a distance has both challenged and inspired us. We have learned that there are great colleagues to be found beyond our home institutions. This has led us to hope that this year's regional conference will help you to find a new collaborator from beyond your current border. Whether it is a departmental border, an institutional border, a state/province border, or an international border, we encourage you to take the step across to collaborate with colleagues in order to inspire one another on your personal collaborative journeys.

Thank you for joining us, and enjoy your stay in Niagara Falls. We hope that you will each take something special from the conference and from this beautiful city.

Marty Lowman and Jo Stewart, 2010 NACADA Region 5 Conference Co-Chairs

## Our Thank You's to



Thank you to the above allied organization for their support of this conference. Conference participants can visit the exhibitor tables in Brock Room for more information about membership and coming events for these organizations.

Special thanks also to the University of Guelph

G. Peter Higenell, BSc., BEd., D.P.M. Doctor of Podiatric Medicine, Podiatrist  
Canadian Foot Clinic & Orthotic, 52 George St. St. Catherine's, ON.

Dr. Thomas Dunk, Dean, Faculty of Social Sciences, Brock University

Dr. Murray Knuttila, Vice-president, Academic, Brock University

## NACADA Emerging Leaders:

Kerri Fuller  
Anita Carter

Great Leader  
Great Mentor

Janya Brown  
Jo Stewart

Great Leader  
Great Mentor



## Keynote Speakers

### Charlie L Nutt

**Charlie L. Nutt** was appointed as the Executive Director of the National Academic Advising Association in October 2007. Prior to this he served as the Associate Director of the Association for five years. Additionally, he was also Vice President for Student Development Services at Coastal Georgia Community College for nine years and Assistant Professor of English/Director of Advisement and Orientation for six years. He received his A.A. from Brunswick College, B.S.Ed. from the University of Georgia, M.Ed. and Ed.D. in Higher Educational Leadership from Georgia Southern University.



Nutt has had vast experience in education. In addition to his fifteen years as a teacher and administrator at Coastal Georgia Community College, where he originated the college advisement center and orientation program that was awarded a Certificate of Merit by NACADA in 1995, he has taught English in grades 9-12, served as a department chair and assistant principal in a high school, served as Director of Development and Admission at a private K-12 institution. Presently, he teaches graduate courses in the College of Education in the Department of Counseling and Educational Psychology. He has also been instrumental in the development of the NACADA/K-State graduate certificate in academic advising and several other NACADA professional development initiatives.

He served as conference chair for the 1994 Region IV Regional Conference and served on the NACADA Executive Board as Region IV Representative 1994-1996 and as Chair of the Two-Year College Commission 1996-99. He has served on the NACADA Awards Committee for five years and on several other ad hoc committees as appointed by the President. He was the national conference chair for the NACADA 2000 Conference in Orlando and served as President-Elect of NACADA for 2001-2002. He was the 2001 recipient of the NACADA Pacesetter Award. He also authored a chapter in the NACADA/Jossey-Bass handbook published in Fall 2000, a chapter in the NACADA monograph Advisor Training: Exemplary Practices in the Development of Advisor Skills, and co-authored the NACADA Advising Assessment Guide.

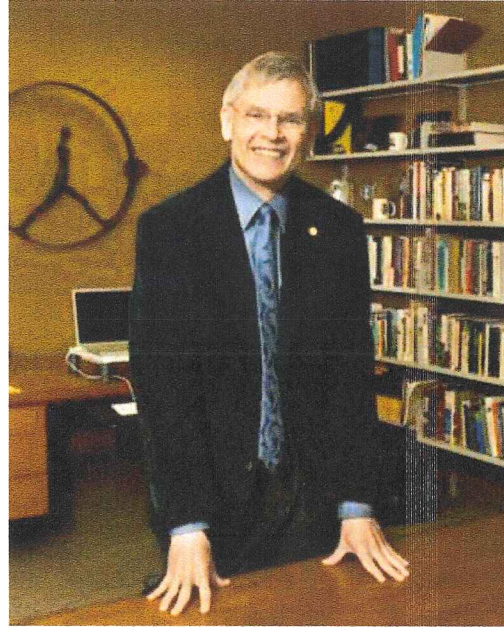
Nutt has presented at numerous state, regional, and national conferences on the topics of student success, academic advising, institutional effectiveness and assessment, retention, and advisor training and development. In addition, he has worked with numerous colleges and universities in conducting an evaluation or audit of their advising and student services programs as well as serving as a keynote speaker for in-service programs and conducting faculty training programs on many campuses.

## Keynote Speakers

### **John Corlett**

**Dean, Faculty of Applied Health Sciences, Brock University**

John Corlett is Professor of Physical Education and Kinesiology and Dean of the Faculty of Applied Health Sciences. He is also cross-appointed to the Department of Sport Management in his Faculty. Corlett is one of our own, a graduate of Brock University's Biological Sciences program (Class of 1973) and a four-year member of the Brock Badgers men's basketball team during his Brock student days. He went on to complete his master's (1977) and doctoral degrees (1980) at Simon Fraser University in Burnaby, B.C. Before coming to Brock in 2002, he held previous academic appointments at the British Columbia Institute of Technology from 1980 to 1982; the University of Botswana in southern Africa from 1982 to 1986; and, the University of Windsor from 1986 to 2002.



At the University of Windsor, in addition to his faculty appointment in Human Kinetics, he held senior administrative appointments as Associate Executive Dean of the College of Arts and Human Sciences and as Registrar and Dean of Student and Academic Services.

Corlett has had an eclectic teaching and research career, publishing more than 50 peer-reviewed journal articles in areas as diverse as exercise physiology, movement control, sport psychology, sport philosophy, sport management, and international educational development. His current scholarly interests explore the philosophical underpinnings of health and education professions and the role of Physical Education in the prevention of violence in Latin America where he has worked regularly since 2005 with colleagues at Brock and in El Salvador and Chile.

### **The Kathy G Project (Featured Artists at the Wednesday Evening Reception)**

Kathy G	Lead Vocals
Tommy Bruno	Guitar
Steve Stunt	Keyboards and Vocals
Anthony Nicoletta	Bass
John Biller	Drums
Mark Bishop	Trombone
Hans Skott-Myhre	Sax and Vocals



## Pre-Conference Sessions - Wednesday April 14

### **NACADA Leadership**

**1:00—2:00 pm Victoria Room**

This session is designed for NACADA current leaders and members recently elected to serve in any leadership role within the association, either on a state/province, regional or national level and including commission and committee chairs as well as 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 become involved.

NACADA Executive Leaders

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### **Whose Life Is It Anyway**

**1:00- 4:00 pm King George Room**

This workshop presents a unique method from training peer advisors that de-emphasizes content memorization in favour of relational advising. Sharpening academic requirements is a large part of how we help students succeed, but we also want them to acquire the life skills needed to be successful on campus and beyond. With that in mind, we train our peer advisors using Motivational Interviewing (MI) techniques to empower students to make their own decisions (in other words, their job isn't to know all the information, but teach others how to obtain information). The workshop is interactive and participants will leave with both knowledge and knowing how to apply MI techniques to their work and how to train their peer advisors to do the same.

Emily Dickman -University of Wisconsin, Madison

Diana Maki -University of Wisconsin, Madison

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### **Assessment: What You Really Need to Know To Improve Your Outcomes**

**1:00 pm -3:00 pm Location**

This two-hour workshop will introduce the cycle of utilizing the CASS standards, advising syllabi, and the NACADA core values. Some of the key concepts are: definition, rationale, assessment life-cycle, steps, writing an outcome statement, making an assessment plan, and evaluation methods. Participants will begin their assessment plans during the workshop. Sample questions and advising syllabus will also be presented.

Anita Carter - Wayne State University

## **Pre-Conference Sessions - Wednesday April 14**

### **Introduction to NACADA**

**2:15 pm -3:45 pm Elizabeth**

The purpose of this session of 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.

NACADA Leaders

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### **Emotional Intelligence Coaching**

**3:15 pm -5:15 pm King George**

Emotional Intelligence (EI) is the unique repertoire of emotional skills that a person uses to navigate the everyday challenges of life. EI skills can assist students in adapting to the demands and pressures of the college environment, promoting effective student learning, and contributing to college success. The positive emotional growth of students is a core value of student development and the key to academic achievement and student retention.

Steve Fishman -Seneca College  
Lisa Decandia—Seneca College

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### **Building a Successful Advising Centre in the Face of Faculty Resentment**

**3:15 pm -5:15 pm, Canadian A**

This presentation will focus briefly on the steps related to building a new advising service in the face of faculty resentment. The majority of the presentation will look at how to build relationships with faculty while teaching what advising is and showcasing its usefulness. The session will share how one institution went from hostility and refusal to referring students to the service, to collaboration and outspoken satisfaction.

Felice Markowicz -George Brown College

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### **Advising as Teaching & Learning: Best Practices, Tools and Tips for Faculty Advisors**

**3:15 pm—5:15 pm, Canadian B**

Faculty advising is prevalent on our campuses today. A large majority of both two-year and four-year institutions use faculty in this capacity. Many of these institutions, however, fail to adequately prepare faculty for their role as academic advisors. This session will cover the core qualities needed to be an effective advisor, what faculty need to know to be successful in working with their advisees, and how faculty and professional advisors can work together to help our students succeed. The link between advising and teaching will be further explored, and a "tool kit" of useful resources will be reviewed.

Kathy Stockwell -Fox Valley Technical College



## Concurrent Sessions, Thursday April 15, 2010

Concurrent Session 1. 9:30 am –10:30 am

### **C1.1 Approachable; Intimidating; Unprofessional; Credible: What does your office say about you?**

Elizabeth Room

Track(s) Assessment of Advising, Appreciative Advising

**Abstract:** This groundbreaking study reveals exciting results on office environments and collaboration. The title consists of student responses while describing two pictures (pictures had two different office layouts, but used same advisor). 78% of students feel the placement of their chair to the advisor impacts collaboration a lot during advising sessions. What does your office say about you? As we hear/see more informal learning spaces within universities, have you ever wondered what it would be like to bring that in to your office? Cross the border into the students' world and hear what they, and other advisors had to say about these office environments. I guarantee these results and activities will make you think twice about where you place your office furniture!

James Ekerty, Indiana University Purdue University Indianapolis

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### **C1.2 Knocked Up, but Not Knocked Down: Campus Collaboration to Support Student Parents in their Multiple Roles .**

Victoria Room

Track(s): Advising and Academic Coaching

**Abstract:** Statistics show that traditional college-age women have the highest rate of unintended pregnancies. These pregnancies can derail student success in college and cause future economic stress. Many campuses lack resources to assist students in their new role as parent while sustaining the role of student. Join us for a presentation on our experiences finding and creating resources for expecting and parenting students, and an example of a best practice program. A discussion and sharing forum will follow. Topics include social support networks, resource guides, and retention.

Virginia Jackson, Allyson Himmelright, University of Akron  
Patrick Jackson, Kent State University

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### **C1.3 Appreciative Advising and Appreciative Inquiry – Advisor/Faculty Collaboration**

King George Room

Track(s): Appreciative Advising, Advisor Training & Development

**Abstract:** When a faculty member approaches an advisor to teach a class, it is in the best interest of collaboration to excitedly embrace the opportunity! After a professional development presentation on Appreciative Advising, an English professor approached me about presenting to her Business Writing class. In partnership, we combined the theory and steps of Appreciative Advising and Appreciative Inquiry to teach students effective ways to reach volunteers for an elementary school for their service learning project in the community. In this presentation, we will review the Appreciative Advising model and explore ways to apply it outside of the traditional advising setting. Come to share your ideas, regardless of your level of advising experience, and contemplate the possibilities on your campus, regardless of its size.

Vicky Thomas, University of Wisconsin—Stout

<b>Concurrent Sessions, Thursday April 15, 2010</b>
<b>Concurrent Session 1. 9:30 am –10:30 am</b>

**C1.4 From Collaboration to Achievement: Advising at the Centre of a Liberal Arts College.**

Canadian A

Track(s) Liberal Arts Advisors, Faculty Advising

Abstract: What structural changes could transform student advising into a central place to develop intellectual goals? We will discuss how WCAS at Northwestern University has helped redefine the role of advising through three forms of structured collaboration: liaison relationships between individual Dean's Office College Advisers and the College's academic departments; liaison relationships with select additional administrative units; collaborations within the Dean's Office. Through these relationships the College Advisers have become increasingly significant participants in the relationships between academic units, the Dean's Office, and students. We will elaborate on internal survey data, various strategies for establishing and maintaining collaborative relationships, and examples of how these collaborations have facilitated solutions for student problems and opened paths for student goals.

James O'Laughlin, Jeff Rice, Northwestern University, Evanston, IL.

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**C1.5 Roadtrip: Take the Ride of Your Life!**

Canadian B

Track(s) Advising Business Majors, Advising High Achieving Students

Abstract: Roadtrip: Take the ride of your life! Road Trip is a unique learning community for new students directly admitted into Kelley School of Business – Indianapolis that helps students gain an understanding of where they have been, where they are, and where they hope to be in the future business world. Developed in fall 2007 and instructed annually by two academic advisors and one peer mentor, students read the book Roadtrip Nation and participate in self-discovery & immersion activities around Indianapolis.

Travel through the implementation process and curriculum development to learn about how advisors balance their counseling and instructing roles to have a positive impact on students throughout their time at the university. Discover potential road blocks and how to steer clear of them to create a similar path of success for your students!

Jaime Clougher, Maureen Kinney,

Indiana University Purdue University Indianapolis - Kelley School of Business

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<b>Concurrent Sessions, Thursday April 15, 2010</b>
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<b>Concurrent Session II - 10:45-11:45</b>
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**C2.1 Students in Academic Difficulty: Strategies to Improve Their Success** Elizabeth Room

Track(s) Probation/Dismissal/Reinstatement Issues, Advising First-Year Students

Abstract: Students having academic difficulty at our colleges and universities is an issue that affects not only our students but the whole university. Academic difficulty can lead to academic probation and possibly exclusion from our universities which effects our retention and graduation rates. Universities across the country are seeking strategies to assist students in academic difficulty. Wayne State University has initiated a program to intervene with first year students on probation that has implications for students on probation at all colleges and universities. Lessons learned will be shared and participants can discuss application to their own students.

Helen Wilson, Ruthie Flowers, Wayne State University

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**C2.2 Open Your Door: Facilitating Students' Cultural, Emotional, and Academic Growth**

Victoria Room

Track(s) Advisor Training & Development, New Advising Professionals

Abstract: It's no secret that cultural, psychological, and academic factors are mutual influences in students' lives. This presentation explains how student services that help students in these areas (e.g. Counseling Services, International Student Advising, and Cross - College Service Advising) can also mutually support one another and collaborate where these areas intersect. Issues surrounding communication between offices, student confidentiality, academic and personal success, building relationships between offices, colleagues, and students will be addressed. The panel discussion will include a cross college advisor, an international student advisor, and a psychologist. Both theory and examples of best practices will be discussed with time for questions and audience discussion.

Charles Schleicher , Kristin Hildebrandt , Monika Gutkowska , University of Wisconsin, Madison

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**C2.3 Psychology Rocks!: A Team Approach to Academic Advising**

King George Room

Room

Track(s) Faculty Advising, Advising Administration

Abstract: Over the past several years, our Psychology Department has put together a student, staff and faculty team that provides a cohesive and coherent approach to student advising, orientation, recruitment and retention through a shared vision of our goals combined with a rational, but not rigid, division of responsibilities. From first contact at recruiting events to a personalized orientation experience to electronic newsletters and reminders about strategic course and program selection, students get the message that the Psychology team is there for them 24/7. In our presentation, we will discuss how we put our team together, how we create and maintain an effective generalist-specialist balance, and the importance of nurturing a sense of team identity.

Shelagh Towson, Katheryn Lafreniere, Kimberly Babb, Joanna Hessen, Joan Craig,  
University of Windsor

**Concurrent Sessions, Thursday April 15, 2010**

**Concurrent Session II - 10:45-11:45**

**C2.4 Border Patrol: What are You Protecting?**

Canadian A

Track(s) Advising Administration, Theory & Philosophy of Advising

Abstract: Feeling threatened, controlled, or overwhelmed can often lead to individuals thinking they need to protect themselves by putting up borders around their job responsibilities to block/hoard and maintain some semblance of safety and comfort within their borders. On the other hand, feeling supported, empowered, and appreciated can often lead to individuals thinking more positively about their responsibilities, thereby providing better care and customer service for their students and the people around them. Please join me for a discussion on office politics and conflict to learn techniques that may help to improve or avoid a negative office environment

Corbin Sanchez , DePaul University, Chicago, IL.

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**C2.5 Stranger in a Strange Land: Learning to speak the language of our academic disciplines**

Canadian B

In many instances, professional advisors work in situations where they must be generalists whether it be in an undergraduate division or in an undecided or exploratory student environment. However, many professional advisors are embedded with specific academic disciplines. For these advisors, not understanding the language of the discipline and of the faculty can often build a wall to collaboration and potential opportunities, especially if the advisor does not have a background in that discipline. This session will provide a strategic plan for "learning the language" of a discipline, as well as provide practical ways for advisor to share their pedagogical knowledge of student development in a meaningful way with their faculty peers.

Shannon Burton, Michigan State University

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12:00 pm to 1:30 pm

Lunch With Keynote Speaker, Dr. John Corrllett

Niagara Room

Crossing Borders: The Ins and Outs of Academic Advising



## Concurrent Sessions, Thursday April 15, 2010

### Concurrent Session III -1:45pm -2:45pm

#### **C3.1 Advising as Translating: Campus Internationalization, Global Competencies and Student Understanding.**

Elizabeth Room

Track(s) Theory & Philosophy of Advising

Abstract: Globalization and Internationalization are two of the many words used in the media and in coursework that undergraduates are faced with daily. Often these students fail to see the implications of these messages in their personal and professional lives. Many institutions look for ways to build the global competencies of their students. Efforts fall short if students fail to see their relevance. The advisors role is to translate the policies of the university and consequently, they should translate the overall learning outcomes to their students. This session presents the research surrounding campus internationalization and ways advisors can assist students to better understand their role in the world and the world's affect on their success.

Shannon Burton, Michigan State University

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#### **C3.2 Advising Students Who Have Crossed Borders to Study in the US**

Victoria Room

Track(s) Advisor Training & Development, ESL & International Student Advising

Abstract: The number of international students at US colleges and universities increased to an all-time high of 671,616 in the 2008/09 academic year, according to the Open Doors report, published annually by the Institute of International Education. This session will take you through a workshop to train faculty and professional advisors who work with international students, which you can modify for use on your own campus. Collaboratively designed by a professional advisor and the Director of International Student Services at RIT, the workshop was developed to provide advisors tools to work with International students, including a brief overview of immigration rules, discussion of educational challenges internationals face, and tips on improving communication and understanding. Resources and tips will be shared.

Susan Herzberg, Rochester Institute of Technology

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#### **C3.4 Encouraging Undecided Upperclass Students to Cross Major Borders and Share Their Knowledge**

King George Room

Track(s) Undecided & Exploratory, Advising Transfer Students

Abstract: Upperclass students who are undecided about their majors can challenge an advisor's advice and resources. More so than their decided upperclass peers, these students generally face difficulty when crossing the border from "decided" to "undecided." Often times, these students' indecision complicates their degree progression. This presentation focuses on how advisors can help these undecided upperclass students to pick a major that is a good academic fit while ensuring that the degree is completed in a educationally meaningful fashion so that students can "share their knowledge" upon graduation. Using case studies, a review of the literature, and drawing upon current social science research, a host of strategies and techniques for assisting this population will be explored.

Adam Duberstein, Ohio Dominican University , Deanna Donough,, Josh Frye, Kent State University

Concurrent Sessions, Thursday April 15, 2010
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<b>Concurrent Session III - 1:45pm - 2:45pm</b>
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**C3.4 The Promise of Peer Influence**

Canadian A

Track(s) Peer Advising &amp; Mentoring, Advising First-Year Students

Abstract: There is no denying the benefit of positive peer influence on students, especially first-year students. But what about peer influence in the academic advising process? Are there benefits to having a peer as an academic advisor or mentor? During the presentation participants will have the opportunity to discuss the benefits and drawbacks of students as academic advisors to first-year students. Examples of one institution's program will be used throughout the presentation to help participants share ideas and stimulate a discussion of such programs. This presentation would be useful for professionals who are considering developing a peer advising/mentoring program at their own institutions.

Diana Tenzek, Ohio University, Athens Ohio

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**C3.5 First Generation Interest Group Meeting**

Canadian B

Track(s) First-Generation College Students Advising

Abstract: Want diversity? Then define what a First-Generation College Student looks like. Some are 18 years old; many are in their 30's. Some are high achievers, some are returning to higher education, some are tired of dead-end jobs, and some are fresh out of high school and away from home for the first time. Being the first in the family to do anything is a heady, exciting, scary proposition; but entering the confusing arena of a college education is a complex venture best not undertaken alone. One thing is clear - these students need the help of a good advisor!

Join the First-Generation College Student Interest Group as we explore the issues and answers best suited for these students. We will also share advising syllabus and other tools used with this population.

Joseph Murray, Fanshawe College, London, Ontario



## Concurrent Sessions, Thursday April 15, 2010

### Concurrent Session IV. 3:00 pm –4:00 pm

#### **C4.1 A Group Effort to Academic Advising: Lessons learned in working with student-athletes .** **Victoria Room**

Track(s) Advising Student Athletes, Advising and Academic Coaching

Abstract: An important lesson on the field – and in the classroom – is that there's no "I" in team. This evaluation will examine a collaborative academic advising effort between counselors, faculty advisors, learning specialists, and support staff for student-athletes at a large, Midwestern university. A major focus is to help research inform programming and utilize institutional partnerships to provide formative experiences for students.

Kevin Kula, David Graham, Tim Graham, Ohio State University

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#### **C4.2 Advising Adult Learners: Encouragement and Information** **King George Room**

Track(s) Advising Adult Learners, New Advising Professionals

Abstract: Adult learners are a widely diverse group with a wide variety of reasons for seeking a degree. Many are unsure of their ability to succeed and most need more information on what University is all about! They can all use encouragement and information. This session will review the needs and expectations of Adult Learners and examine the advisor's role in helping them succeed. Examples will be shared from experience at one four-year University to show ways of offering the well-timed encouragement and information that can help. There will also be time for sharing your ideas about working with this amazing population.

Susan Page, University of Windsor

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#### **C4.3 The EDGE Program: Surviving Academic Probation** **Canadian A**

Track(s) Probation/Dismissal/Reinstatement Issues, Advising and Academic Coaching

Abstract: This presentation looks at the EDGE (Evaluation, Direction, Guidance, and Educational Rewards) program at Trine University. The program works with students on or near academic probation and seeks to help these students increase their GPAs in order to return them to good academic standing with the University.

Kathie Wentworth, Trine University

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## Concurrent Sessions, Thursday April 15, 2010

### Concurrent Session IV. 3:00 pm -4:00 pm

#### C4.4 Is it a Mission Impossible?: Creating Student Success

Canadian B

Track(s) Advisor Training & Development, Advising High Achieving Students

Abstract: Is it a Mission Impossible: Creating Student Success. Student Success is the goal of any advisor and success is graduation from college. This poster presentation involves useful skills for advisors to learn about how to create student success on their campus. It will outline in poster form four different areas in which advisors can increase student success. These areas involve: skills advisors need to advise others or Skill Sets, departments advisors often will collaborate with or Effective Collaboration, creating new curriculum through the academic advising department that is mandatory for students to take or Insuring Student Success through Course Work and the last topic covered will be new policies to implement on the administration level that could be required for students and for staff or Policies for Professional Development.

Sarah Brainard, University of Akron

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#### C4.5 It Takes a (University) Village: Honors 101 at the University of Illinois at Chicago Elizabeth

Track (s) Advising First-Year Students, High School to College Advising

Abstract : HON 101 is a weekly one hour seminar designed to help new incoming Honors College freshmen make a successful transition to UIC, both academically and personally. They learn academic, critical thinking, social, and personal "survival skills" that are essential to their adaptation to college. We aim to foster a sense of belonging, and promote engagement in the curricular and co-curricular life at the University. Facilitated by Honors College advisors (assisted by student T.A.'s), and volunteers from related campus departments, our students learn about various campus resources, ranging from undergraduate research opportunities, to service learning and required service in the community, to useful library skills.

Jennifer Kosco, Janet Madia, University of Illinois at Chicago

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5:00 pm—? Dinner on Your Own -see back page for suggestions.



**Friday, April 16, 2010**

8:30 am to 9:00 am - Plenary Session

Niagara Room

9:15 am to 10:00 am -State/Province Meetings

Indiana

Elizabeth

Illinois

Victoria

Michigan

King George

Ohio

Canadian A

Ontario

Canadian B

Wisconsin

American

**Concurrent Session V—10:15- 11:15**

**C5.1 Inspire, Encourage, Reassure: Veterans Counsel New Advising Professionals**

**Elizabeth Room**

Track(s) New Advising Professionals, Peer Advising & Mentoring

Abstract: Join in a round-table discussion with other new advising professionals to be inspired by “expert” practitioners and build your professional network. The discussion will be guided by, but not limited to, a series of questions posed by the round-table facilitator to veteran conference participants on the first day of the conference. These questions build on topics covered in “Voices from the Field: Veteran Advisors” (by Jennifer Joslin, NACADA Journal, Fall 2009). The goal of this session is to inspire, encourage, and reassure new advising professionals – or any advisors attending their first NACADA conference – by fostering informal conversation and sharing ideas that might be new to people just starting out in the field of academic advising. Veteran advisors are also welcome to attend.

Barbara E. Cohen, Ivy Tech Community College-Central Indiana

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**C5.2 Put your oxygen mask on first, so you can better help others**    **Victoria Room**

Track(s) Advisor Training & Development

Abstract: Through academic journal reviews it is clear that most professional advisors do not receive the immediate gratification other professionals on campus receive. Due to this, advisors must find other ways to stay motivated within the field of professional advising. Not only must new and seasoned advisors find intrinsic motivation to stay engaged within the profession, as well as with the direction and progress of their own careers.

Join us as we share and discuss ways to seek out professional development opportunities, mentor possibilities, potential growth opportunities and ways to maximize your schools’ benefits and opportunities.

Kim Klextion, Kenya Swanson, Wayne State University

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**Friday, April 16, 2010**

**Concurrent Session V—10:15- 11:15**

**C5.3 Common Reading Discussion: Becoming Interculturally Competent**

**King George Room**

Track(s) Theory & Philosophy of Advising, Multicultural Concerns

Abstract: Join your colleagues in discussing research on becoming interculturally competent. The discussion will focus on theory presented by Milton J. Bennett and is the result of his work leading to the Development Model of Intercultural Sensitivity (DMIS). Through this discussion participants will be able to consider how students grow cross-culturally in college, as well as examine their own cross-cultural development. Additionally, we will explore ways to increase intercultural awareness as a critical aspect of academic advising practice. Finally, we will discuss how the significance and impact of academic advising relate to issues of student success in higher education.

Common Reading: Bennett, M.J. (2004). *Becoming Interculturally Competent*. In J. Wurzel Toward multiculturalism: A reader in multicultural education(2nd ed., pp. 62-77). Newton, MA: Intercultural Resource Corporation.

Shannon Burton, Michigan State University

Adam Duberstein, Ohio Dominican University

**C5.4 From Bizarre to Extraordinary: How a small specialized university is managing in a new advising model.**

**Canadian A**

The Ontario College of Art and Design (OCAD), is now in the fourth year of a movement towards intrusive, decentralized –developmental, from a centralized student support service and hybrid faculty registration model. After providing a snapshot of OCAD presenters will describe how rapid response to increasing student enrolment initiated new approaches downsizing departments. After the process has been described and contextualized, sample tools and interventions will be provided for audience feedback. The current transitional model demonstrates how a top-down approach to demand can be modified mid-process to enhance student learning and success. This session would interest those seeking to improve student access and offer ideas to those in charge of departmental accountability.

Angel Brown, Leiko Shimizu, Ontario College of Art and Design

**C5.5 Advising and Admissions: collaborating to help transfer students succeed**

**Canadian B**

Track(s) Advising Transfer Students

Abstract: Nearly 50% of graduates from Illinois State University are transfer students and many have advising related questions as they navigate the transfer process. Many of these students have advising related questions before they even apply or enroll in classes at Illinois State. Discover how one University College Advisor's job duties have changed to collaborate with the Office of Admissions to better serve the needs of their transfer student population.

Kerri Fuller, Illinois State University



**Friday, April 16, 2010**

Concurrent Session VI - 11:30 am to 12:30 pm

**C6.1 Crossing the Great Divide~Sharing Our Journey, - So Far**

**Elizabeth Room**

Track(s) Assessment of Advising, Advising Administration

Abstract: Assessment, a word that strikes unease in the hearts of those of us who are dedicated to supporting student success. While most of us feel we do a good job of helping students, actually having to take a long, hard look at what we do and how effective we are is sort of like broccoli, we know it is good for us, we just aren't sure we like the taste. Most of us know that we must assess the efficacy of what we do. But where do you start? The presenters will share a workable approach to assessment and describe the satisfaction of collaboration. Participants will: understand the process and the recruitment of key participants, identify resources, and recognize the importance of maintaining momentum.

Nancy Roadruck, Gail Tankersly, Bill Torgler, University of Akron

**C6.2 Preparation = Successful At Risk Students**

**Victoria Room**

Track(s) Advising First-Year Students, Probation/Dismissal/Reinstatement Issues

Abstract: Does your university admit students who fall below the admissions requirements? As advisors, we know these are the most challenging students and the most rewarding. The challenge is to help them succeed and graduate. This session will provide a tangible method to facilitate the success of these at risk students. The method was adapted from the NCAA/NACADA Student Athlete seminar. There will be an opportunity for group discussion, hands on activity and questions and answers.

Barbara Austin, Purdue University North Central

**C6.3 Advising First Year Students: Promoting Responsibility Through Collaborative Advising**

**King George Room**

Track(s) Advising First-Year Students, Undecided & Exploratory

Abstract: Have you encountered students who play a "cameo" role in their education? Do you ever feel like what you say during group advising presentations goes in one ear and out the other? This interactive session will demonstrate the ongoing efforts that academic advisors at Trent University are making to address student passivity by changing the way we interact with our advisees from the beginning. Come learn about the group advising strategies we have developed (and used during New Student Advising and Exploring Majors workshops) to encourage students to engage actively in, and take responsibility for, their education. Participants will discuss their experiences advising first year students and develop strategies for building collaborative relationships between advisors and advisees that involve active participation by both parties.

Christy Carlson, Trent University

**Friday, April 16, 2010**

Concurrent Session VI - 11:30 am to 12:30 pm

**C6.4 Crossing Comfort Zones: Networking for the Hermit, the Social Butterfly, and Everyone in Between** **Canadian A**

Track(s) Advisor Training & Development, New Advising Professionals

Abstract: It is often daunting to think about how to network within a job search! Many believe that networking is a pastime especially for new graduates and social people ...this is not the case. Networking is a tool that can work for all personalities, ages, and professional levels when identifying opportunities for employment! The objective of this session is to share strategies on how to tailor the age-old adage, "it's not what you know, it's who you know" to fit your purposes. Whether providing students with job search advice or being the person in the middle of conducting a search, the tools and advice needed to maximize these experiences can be unlocked during this interactive and informative dialogue!

Veronica Rahim , Purdue University

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**C6.5 Suddenly Undecided! : A Collaborative Approach to Advising Students When Their First Major is No Longer an Option** **Canadian B**

Track(s) Undecided & Exploratory, Health Professions Advising

Abstract: Students seeking admission into popular health majors, such as nursing, are often disappointed when they are not accepted into this limited enrollment, restricted major. When students' first major choice is no longer an option, they look to their academic advisor to help guide them redefine their academic and career goals in selecting an alternative major. This session will explore how one university's pre-nursing advising team works collaboratively with their Career Services department to develop a program that helps guide students through this transitional process.

Susanne Miller, Youngstown State University

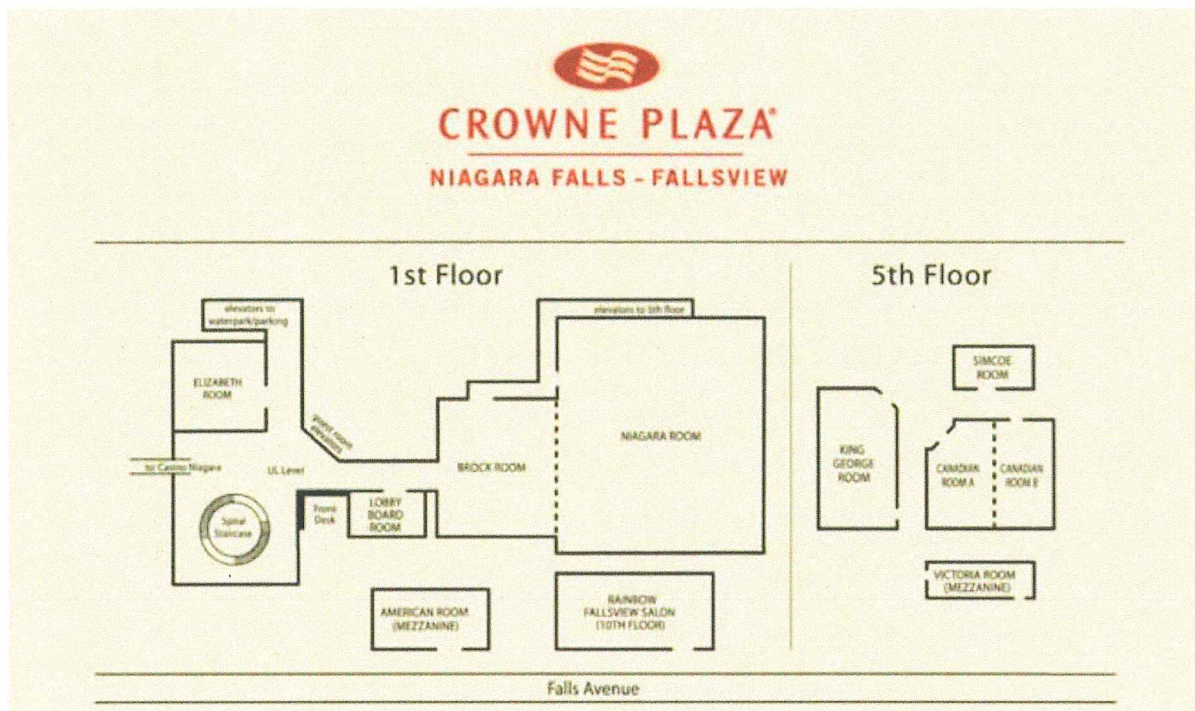
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**Plan Now For Next Year!**

**NACADA Region V Conference**  
**April 17-19 (tentative), 2011**







### Restaurant Suggestions

Rainbow Room  
 Fallsview Restaurant (buffet)  
 Planet Hollywood  
 Hard Rock Café  
 Rainforest Café  
 Ruby Tuesday  
 Perkins

10th Floor, Crowne Plaza Hotel  
 Sheraton on the Falls  
 1/2 block NE of the Crowne Plaza  
 adjacent to Crowne Plaza (West)  
 Clifton Hill  
 Clifton Hill  
 Clifton Hill

Clifton Hill, just around the corner from the Crowne Plaza, is considered to be the Entertainment and Dining District of Niagara Falls. It has everything from shopping and miniature golf to restaurants and nightclubs. No matter what you are looking for chances are you will find it in the Clifton Hill stretch.

Don't forget to visit the falls. It's about a fifteen minute walk to Table Rock, the head of the Horseshoe falls. The Maid of the Mist is highly recommended for a close-up experience of the force of the falls. The entrance to the Maid of the Mist is just across Falls Avenue from the Crowne Plaza Hotel.



