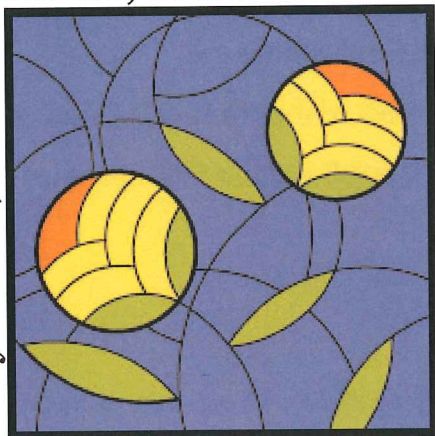


Ames, Iowa

May 18-20, 2008



PLANTING THE SEEDS...

NURTURING
STUDENT GROWTH

NACADA Region 6 Conference

Welcome to the 2008 NACADA Region 6 Annual Conference!

Conference Attendees,

Welcome to Ames! We are thrilled to have you join us for the 2008 NACADA Region 6 Annual Conference! *Planting the Seeds...Nurturing Student Growth*: what a perfect theme for mid-May in Ames, IA. The conference planning committee has worked very hard to ensure that we provide you with diverse sessions and experienced presenters throughout the conference. We hope you take time to network and exchange ideas with your Region 6 colleagues.

Best wishes for a fun-filled conference!

2008 Region 6 Conference Co-Chairs

Jill C. Kramer

Brenda Kutz

Deb Noll

Emily Olson

Keynote Speakers

Sunday, May 18, 2008

Monday, May 19, 2008



Bill Fennelly

Head coach Bill Fennelly, who put Iowa State University on the women's basketball map, has compiled a 259-119 winning record since taking the helm of the Cyclone program in 1995. Fennelly's Cyclones excel in the classroom as well as on the court. Iowa State has been on the academic all-league list 62 times over the past 12 seasons.

Fennelly graduated from William Penn with a bachelor's degree in business administration and economics.



Wanda Everage

Dr. Wanda E. Everage is the Vice Provost for Student Affairs and Academic Excellence at Drake University. Everage is a former middle school teacher, central office administrator, and high school vice principal in the Des Moines Public Schools.

Everage received her BA Degree from Drake University in Sociology, her Master's Degree in Higher Education and PhD in Educational Administration from Iowa State University.

NACADA Region 6 Conference Schedule

Sunday, May 18, 2008

1:00-5:00 p.m.

Pre-conference Workshops (see page 5 for session descriptions)

5:00-7:00 p.m.

Dinner on your own

Entire evening held at the Gerdin Business Building

(See registration folder for map.)

7:00-8:00 p.m.

Welcome

Provided by representatives from the NACADA Executive Office, NACADA Board of Directors, and Iowa State University.

Keynote Address

Coach Bill Fennelly, Head Women's Basketball Coach at Iowa State University, will address the connection between his female athletes and their graduation rates, academic accolades, and preparedness for the professional world after Division One competition.

8:00-9:30 p.m.

Opening Reception — Good food, great music, and loads of fun

Music provide by Occasion Music, a local string quartet led by Mary Kay Polashek from Ames, Iowa

Monday, May 19, 2008

7:30-8:30 a.m.

Continental Breakfast

Gallery Lobby (near registration table)

8:30-9:30 a.m.

Concurrent Session I (see page 6 for session descriptions)

9:30-9:45 a.m.

Break — Beverage service available

Gallery Lobby (near registration table)

9:45-10:45 a.m.

Concurrent Session II (see page 7 for session descriptions)

10:45-11:00 a.m.

Break

11:00 a.m.-11:50 a.m.

State meetings

Canada

Iowa

Minnesota

Nebraska

North Dakota/South Dakota

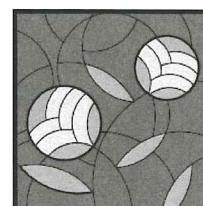
South Meadow

South Prairie

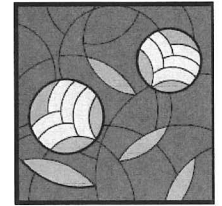
North Meadow

Harvest

Central Prairie



NACADA Region 6 Conference Schedule



Monday, May 19, 2008 continued...

12:00-2:00 p.m.

Garden Room

Lunch & Keynote Address

“Making Connections: Communication and Collaboration”

Wanda Everage, Vice Provost for Student Affairs and Academic Excellence, at Drake University, will address how inter-related academic advising services are with campus-wide student support services.

2:00-2:15 p.m.

Break

2:15-3:15 p.m.

Concurrent Session III (see page 8 for session descriptions)

3:15-3:30 p.m.

Break — Snacks available

Gallery Lobby (near registration table)

3:30-4:30 p.m.

Concurrent Session IV (see page 9 for session descriptions)

4:45-6:00 p.m.

Iowa State University Campus Tour*

Meet vans outside Gallery Lobby entrance at 4:45pm

6:00 p.m.

Dinner on your own - (Vans traveling to select restaurants)*

*Sign up required at hospitality table

Tuesday, May 20, 2008

7:15-9:15 a.m.

Coffee & Tea Table

Gallery Lobby (near registration table)

8:00-9:00 a.m.

Concurrent Session V (see page 10 for session descriptions)

9:00-9:15 a.m.

Break (Coffee & Tea Bar available)

Gallery Lobby (near registration table)

9:15-10:15 a.m.

Concurrent Session VI (see page 11 for session descriptions)

10:15-10:30 a.m.

Break

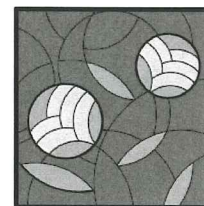
10:30 a.m.-12:00 p.m.

Closing Brunch and NACADA Business Meeting

Garden Room

Sunday, May 18, 2008

Pre-Conference Workshops — 1:00-5:00 p.m.



1:00 - 2:55 p.m. *Central Prairie*

Developing a Mission Statement*

The CAS Standards and Guidelines for academic advising begin with the imperative statement, "the academic advising program must develop, record, disseminate, implement and regularly review its mission and goals." Yet, many academic advising programs have not established an effective mission statement. This interactive workshop will attempt to answer three questions: 1) What is a mission statement? 2) Why do we need a mission statement? and 3) What are the characteristics of an effective mission statement? Participants will critique, discuss, and rewrite actual advising mission statements.

Wes Habley • ACT, Inc.

1:00 - 2:55 p.m. *South Prairie*

Cultivating a New Academic Probation Policy: Change Agents, Collaborators and Campus Commitment*

Affecting change by re-writing a major university policy at an institution of higher education is a time and energy consuming endeavor. Learn how an Academic Probation Policy was re-written to improve early identification of students academically at risk and the interventions that were initiated to assist them in staying on track to graduation. Discussion will include the changes that were instituted, the vital role of the intervention, the collaboration of academic & student affairs, the implementation process and how it is working one academic year later.

Dayle Nickerson, Jane Jacobson, and Jill C. Kramer • Iowa State University

1:00 - 2:55 p.m. *Meadow*

Safe Zone Training*

Interested in improving your campus climate for lesbian, gay, bisexual, transgender, queer and allied students? Come take part in a Safe Zone training that will increase your awareness of the concerns of LGBTQ and allied students. Through this training, participants engage in thoughtful dialogue and commit to modeling support and acceptance in their day-to-day work with students. Participants will earn a NACADA Safe Zone placard. The presenter is the 2006-2008 NACADA LGBTQA Concerns Commission Chair, a Safe Zone trainer, and has over 10 years experience planning and implementing advisor development programming in a large advising center.

Jennifer Joslin • University of Iowa

*DENOTES CEU/NBCC ELIGIBLE SESSION

3:05 - 5:00 p.m.

South Prairie

Research Committee Presentation*

Facilitated by members of the NACADA Research Committee, this workshop 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 Research Call for Proposals.

Wendy Troxel • Illinois State University

3:05 - 4:00 p.m.

Central Prairie

Writing for NACADA: The NACADA Journal, Academic Advising Today, and the Clearinghouse*

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 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 writing opportunities within NACADA.

Wes Habley • ACT, Inc.

4:00 - 5:00 p.m.

Meadow

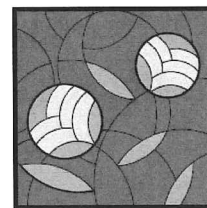
Welcome to NACADA

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. Also, new conference attendees will be given a "roadmap" for getting the most out of the regional conference and understanding the special and unique aspects of the conference. The session will be interactive with multiple opportunities for participants to network, learn and meet new friends and colleagues.

Charlie Nutt • NACADA

Casey Self • NACADA Board of Directors

Monday, May 19, 2008



Concurrent Session I — 8:30-9:30 a.m.

What Should Harry Do?: Student Development Theory in the World of Hogwarts

North Meadow

Chances are good that the majority of advisers have heard the phrase “student development theory” at some point. Without more specific training, chances are less certain, that as many advisers understand the connection between the theories of student development and the practice of student advising. Using the world of Hogwarts as our model, this presentation provides a basic grounding in student development theories with examples of the theories in practice at Hogwarts School of Witchcraft and Wizardry. As a group, we will review specific examples from Harry Potter novels that illustrate theory in practice and examples from real life will be discussed.

**Danielle Tisinger and Jennifer Endres •
University of Minnesota-Twin Cities**

Advisors and the Student Employment Process- Internships to Fulltime

South Meadow

Have you ever had a company recruiter ask for names, resumes and contact information for some of your “best and brightest”? Do you know about fair and open access for all qualified candidates? What can you say in a reference letter? How do the unique characteristics of Millennials affect their college choices, learning styles, and career decisions? Career-related questions have become integral to our work. Advisors nurture student growth by helping students make the connection between academic and career decisions. Discussion in this session will cover recruiting rules and how Millennials transition from college to work.

Larry Hanneman • Iowa State University

The ACT: Essential Information for Advising and Retention*

South Prairie

Information is the cornerstone of quality advising. No student information is more complete or more accessible than what you receive on the ACT. The presentation will highlight specific data elements that are useful in advising and retention and suggest strategies to use them at critical points from student orientation through the first year of college.

Debra FitzGerald • ACT, Inc.

Nurturing Paraprofessional Advisor Growth: A Theoretical Framework and Practical Model for Peer Advisor Academic Credit Courses*

Harvest

Small colleges and universities face unique circumstances in providing effective advising. More often than other institutional types, small universities rely heavily on Peer Advisors as a first line of offense in the advising process. Universities are called to prepare Peer Advisors in effective methods in developing peer relationships, understanding the limits of peer mentoring, and assisting new students in the transition process. This panel presents the theoretical framework and practical implementation of formal curriculum to train peer advisors in student development, retention, and advising theory as well as the practical aspects of academic advising. Participants will leave the panel with a template and activities for a Peer Advisor academic course at their respective institutions.

**Mary Jo Gonzales • Iowa State University
Joshua Nichols, Jarri Newton, and
Kevin Moberg • Dickinson State University**

Admissions Partnership Program: Nurturing Students' Transition from Community College to Iowa State University

Central Prairie

The presidents of Iowa State University and Des Moines Area Community College charged admission personnel and advisors to implement a Partnership Program to ease the transfer process. Student services and university facilities are part of the package with academic advising being a major component. In establishing the advising component, it has been critical that both DMACC and ISU personnel be creative, collaborative, and thinking beyond the routine. Each ISU college and various DMACC campuses have established advising system for APP students. A brief explanation of where we are now and issues needing consideration will be followed by a panel discussion of advisors and admission personnel discussing the academic advising component of the program, how it works, and antidotal feedback from students.

Deb Noll, Eric Merten and Dan Rice •

**Iowa State University
Matt Thompson and Shelby Hildreth •
Des Moines Area Community College**

*DENOTES CEU/NBCC ELIGIBLE SESSION

Concurrent Session II — 9:45-10:45 a.m.

Self-advocacy: Planting the Seeds for Successful Behaviors*

North Meadow

Self-advocacy began in Sweden in the 1960's and was traditionally used in the world of disability services. The concept of self-advocacy now is applied in student development plans and programs for all college students. In this session, the presenters will address how self-advocacy grew throughout the world and how it now applies to their work with college students. Attendees will learn about the definition, history, foundations and benefits of self-advocacy and will identify the relationship between self-advocacy and advising and developmental theory.

Jody Owen •

South Dakota State University

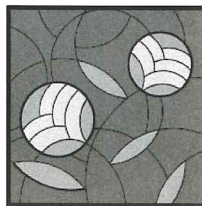
Sharlen Krause • USDSU Sioux Falls

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

South Meadow

Understanding the Scholarship of Academic Advising: Advisors and Administrators Speak Out. 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.

Wendy Troxel • Illinois State University



Helping Students Bloom: Probation and the Wilting Student

South Prairie

There are many resources available for working with students on probation. Have we used these resources, and looked at the trends for academic success of these students? Students on academic probation are often like plants – we can tell that they are in need of water or not doing well, but it is sometimes difficult to understand why their academic career is “wilting”. In this session we will look beyond each individual student to identify trends and (re)evaluate better practices. Learn about information and research gained from students on probation in recent years at the U of M. We will look at issues related to probation, identify meaningful interventions, and offer dialogue opportunities for all participants.

Agnes Chagani and Talia Campbell •

University of Minnesota-Twin Cities

Stop and Smell the Roses: Slow Down and Make Technology Work For You

Harvest

Many advisors feel challenged to do more than ever before. Through this presentation, participants will learn about the worldwide Slow Movement, driven by the philosophy that it is possible to achieve more by slowing down. Discussion will include examples of best practices from our advising center of how using technology can impact advising in a positive and efficient way. Participants will be invited to discuss ways they might slow down and maintain a healthy work-life balance and will leave with useful resources for the workplace and the home. The presentation is appropriate for any advisor who wants to use technology as a tool to work productively with today's millennial students and take time to stop and smell the roses!

Cheryl Schultz • University of Iowa

Reducing the Risk of Violence on College Campuses*

Central Prairie

This session is designed for persons who function in roles as threat managers in campus settings. Participants will learn to better identify, assess, and manage threatening behavior through collaborative approaches. The session will focus on understanding violent situations, developing collaborative processes to identify and assess persons at risk, and implementing collaborative case management strategies.

Gene Deisinger • Iowa State University

*DENOTES CEU/NBCC ELIGIBLE SESSION

Monday, May 19, 2008

Concurrent Session III — 2:15-3:15 p.m.

Faculty as Advisers: The Chief Major Adviser Model *North Meadow*

Each higher education institution has its own effective model for academic advising. Some institutions utilize faculty as advisers and others are comprised of professional advisers only. At The University of Nebraska-Lincoln (UNL), both concepts are utilized. This session illustrates how one college at UNL uses one faculty member as the primary contact for each major and uses professional advisers for general and pre-professional advising as well as other advising situations. Topics that will be addressed include: cultivating relationships with faculty advisers, how academic departments handle the role of chief adviser in their department, advantages and disadvantages to this model, and delivering a cohesive and effective message to students within a multifaceted advising model.

**Jenni Keil and Ann Tschetter •
University of Nebraska-Lincoln**

Keynote Follow Up with Wanda Everage *South Meadow*

Join our keynote for a follow-up conversation about her address. Dr. Everage will lead further discussion and answer questions based upon her keynote address.

Wanda Everage • Drake University

Keep Going: Helping New Students Flourish Beyond Orientation *South Prairie*

Does your institution have programs, beyond Orientation and Welcome Week activities, to assist freshman and transfer students? A unique, structured program known as Keep Going was created at the University of North Dakota to assist new and current students during their first semesters of college. This program prepares students for advisement and registration by focusing on, but not limited to, understanding registration procedures, determining who their academic advisors are, and learning about academic requirements and policies. Key elements pertaining to the program structure will be shared. This is a great opportunity for you to learn more about the Keep Going Program. After this session you will want to implement a similar program at your institution!

**Heather Martin and Lindsay Kuntz •
University North Dakota**

Seeds for Success: Nurturing Students Admitted on Provisional Status* *Harvest*

Through a collaborative effort, Concordia College developed a program to facilitate the change of expectations of students admitted on provisional status from “just getting them through” to expecting the students to be contributing members of our community. A learning cohort was developed where students were co-enrolled in three courses. The cohort was designed to improve academic success by providing students with a structured environment in which to learn and apply critical thinking skills utilizing content from the linked courses and integrated students as members of the Concordia community. Participation in LeadNow, a comprehensive leadership development program was included. Our intent was to reduce students’ feelings of marginality and provide avenues to grow and connect. Data from first year implementation show positive results in retention and GPAs.

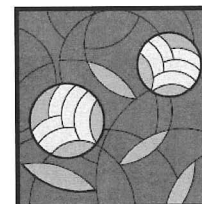
**Amy Sannes and Tayt Rinehardt •
Concordia College-Moorhead**

Experiences of Students of Color on a Predominately White Campus* *Central Prairie*

What is it like to walk across an entire campus and not see another student who looks like you? This presentation is based on stories from undergraduate students of color attending a predominately White institution. Their stories reveal loneliness, isolation, ignorance and biases of others, and frequency of racist experiences.

**Shelly Gehrke •
University of Minnesota-Twin Cities**

*DENOTES CEU/NBCC ELIGIBLE SESSION



Monday, May 19, 2008

Concurrent Session IV — 3:30-4:30 p.m.

Have You Facebooked Astin Lately? Facebook's Impact on Student Involvement *North Meadow*

Facebook claims to hold an 85% market share of students at US colleges and universities (2007). This new medium is and may continue to be integral to many of our student's lives. Social networking's impact on our students will be viewed through a theoretical lens addressing student involvement and retention. Through the use of theories developed by Astin (1984), Tinto (1993) and Berger & Braxton (1998), in combination with quantitative research by Heiberger (2006 & 2007) and CIRP data from the Higher Education Research Institute (2007), the impact of student's use of Facebook will be reviewed. The successful adoption of Facebook and its use to increase involvement by college administrators will also be shared and discussed.

Greg Heiberger •

South Dakota State University

Nurturing Our Growth: Constructing an Intentional Advising Development Program*

South Meadow

Professional development is more than attending conferences or reading literature. It involves reflecting about the competencies necessary for successful advising practice and constructing intentional opportunities for staff to develop in those areas. This session will present a competency-based framework utilized to create an advising development program that includes topics related to advising and counseling skills, intercultural competence, assessment of student needs, and professional practice. Participants will learn specific internal and external programming ideas, regardless of institutional size.

Nicole Letawsky Shultz •

University of Minnesota-Twin Cities

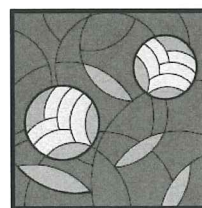
Top Model Retreats: Fierce Development for Advisors

South Prairie

You want to be on top? Do you agree that it is essential to promote staff retention and boost the morale of your advising professionals and colleagues? We often think about ways to nurture our students but rarely put the same effort into nurturing ourselves. Come discover characteristics of "Top Model Retreats". This presentation will include information and discussion on planning a dynamic experience for your staff. We will explore research on advising training and development from a strengths-based perspective, share ideas from our own experience planning and implementing an all-day event, and encourage transformation of your advising portfolio.

Jennifer Endres and Campbell Talia •

University of Minnesota-Twin Cities



Fertile Soil Required: Growing Successful Academic Affairs and Student Development Advising Partnerships

Harvest

Historically, partnerships between academic affairs and student development in higher education institutions have been rife with entrenched territorial lines and fierce competition for scarce resources. This panel explores one Midwestern university's efforts to enhance academic advising through an intentional and strategic partnership between academic affairs and student development. By exploring the investment required, complexities to negotiate, and unexpected rewards of building such a partnership, the panelists will offer a microscopic view of our process as we engaged our colleagues. Panelists include both academic affairs and student development administrators to assist participants as they seek to build similar relationships at their respective campuses.

Doug LaPlante, Chip Poland, and Kevin Moberg • Dickinson State University

Mary Jo Gonzales • Iowa State University

Nutrients for the Plantlet; Incorporating Retentional Advising into an Introductory Course

Central Prairie

The purpose of the presentation is to highlight the value of integrating retention activities into an introductory course for university students. This case study describes a unique collaboration between science faculty and a professional advisor. While the overarching goal of the course focuses on aiding the student transition from high school to the demands of a science major, the instructors also identified and integrated specific retention methods into the course curriculum. The preliminary results reflect a 91% retention rate for students in the college over a three year period.

Joan Krush •

University of Nebraska-Lincoln

*DENOTES CEU/NBCC ELIGIBLE SESSION

Tuesday, May 20, 2008

Concurrent Session V — 8:00-9:00 a.m.

P.A.S. – M.E. – C.U.E.S.: Tips for Retaining Students Until They Bear Fruit *North Meadow*

This presentation will cover the recent research on the primary obstacles that prevent students from persisting until degree completion. The P.A.S. – M.E. – C.U.E.S. theory of retention moves beyond Tinto to create a model that is inclusive of all students and allows advisers to be the Miracle-Gro that students need to persist in their degree until fruition. Advisers will share suggestions of methods that advisers can employ to effectively address these problem areas and increase both retention and graduation rates for their students.

Les Opatz •
University of Minnesota-Twin Cities

The Label: Probationary Student vs. Student on Probation *South Meadow*

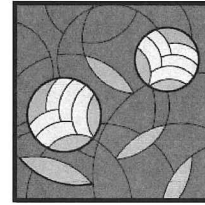
Do you believe that most students end up on probation because of too much partying or being lazy? Do you get frustrated when working with students on probation? Have you ever thought about how your interaction with a student affects that student's future expectations and opinions of all academic advisors? This session will reveal, through students' voices, details about their experiences while on probation, especially regarding advising encounters. Learn what advisors need to consider when working with this unique population. Discover ways to better serve (and retain) students who experience academic probation, and look at the big picture encountered by this struggling student group.

Shelly Gehrke •
University of Minnesota-Twin Cities

Using Leadership Education to Achieve Advising Outcomes* *South Prairie*

Academic advisors play an important role in promoting student retention and progress toward graduation. Advisors also help students develop the self-reflection, citizenship, and leadership skills required to be successful in life after college. This session will discuss how advising staff in one department created a leadership development program to help prepare students to succeed during college, progress toward graduation, and make meaningful contributions in their professional fields. Participants in this session will have an opportunity to discuss the outcomes, recruiting, programmatic components, and assessment practices of the initiative. They will also consider how collaborating with University community members contributes to the success of the program, and identify opportunities for advisors to implement similar initiatives on their campuses.

Sara Johnson and Nicole Letawsky Shultz •
University of Minnesota-Twin Cities



The Authentic Office: Creating an Organic Advisor Development Program *Harvest*

In The Authentic Garden, Claire Sawyers states that borrowing gardening styles from other cultures isn't the way to create an authentic gardening experience. Similarly, some advising professionals attend conferences and learn about programming ideas that don't translate when they return home. Sawyers encourages gardeners to create their own authentic garden based on five important principles. In this interactive session, an experienced training and development administrator will adapt Sawyer's concepts to advising. The goal is to discover what an advisor development program looks like when advisors and administrators create a style unique to their institution. Participants will learn lasting principles for creating short and long-term programming, learn how to incorporate diversity programming, and create an action plan for becoming an "authentic" advising office!

Jennifer Joslin • University of Iowa

FYE: Another Way To Do It* *Central Prairie*

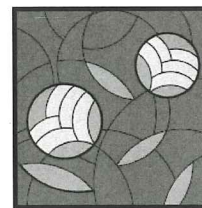
John Gardner, David Ellis, and others have had a significant impact on First Year Experience (FYE) programs across the nation. Metropolitan State University has developed a somewhat different model from the typical FYE program. The program, which strongly utilizes academic advising input, has been designed to raise student awareness about the complex nature of higher education. The purpose of this session is to share the theory and model associated with Metro State's First Year Experience program. The objectives of the presentation are 1) to provide the context for the context for the development of the model; 2) to describe the critical role which academic advising plays in the FYE program; and 3) to engage participants in dialogue about the model, including ways it may be adapted to other FYE programs.

Megumi Yamasaki, Kathy Wellington, and John Burton • Metropolitan State University

*DENOTES CEU/NBCC ELIGIBLE SESSION

Tuesday, May 20, 2008

Concurrent Session VI — 9:15-10:15 a.m.



Journey to Success: Nurturing Students on Financial Aid Probation* *North Meadow*

Join the presenters for a look at a financial aid intervention program that is reaching out to students through a partnership with academic support services. Participants in this session will learn what one institution is doing to retain students by helping them get on track academically and back in good standing with financial aid. Participants will collaborate to create ideas for new practices on their own campuses and how to implement change for at-risk students.

Jill C. Kramer and Craig Sanderson • Iowa State University

Nurturing the Soil for Student Growth: Establishing an Iowa Academic Advising Network *South Meadow*

A well-nurtured soil is important for the growth of any seed. A strong foundation is important for nurturing student growth and, for many students, that foundation begins with their academic advisor! Establishing an Iowa Academic Advising Network (IAAN) will provide academic advisors throughout the state with a new avenue for personal development, professional events, and information/resource sharing closer to home. This idea has been discussed informally – now it's time to make it grow! This session will provide participants with an understanding of a state network/association, facilitate discussion about the organization's mission and goals as well as the services, activities and resources desired, and outline next steps and opportunities for involvement.

David Marchesani • University of Northern Iowa
Jennifer Joslin • University of Iowa
Deb Noll • Iowa State University

Advising International Students - Is it Really Different? *South Prairie*

When international students bring their academic cultural assumptions to U.S. colleges and universities they often find themselves in conflict with the dominant culture. Are you experiencing a plague of plagiarism among your international students? Their idea of "helping" somehow becomes "cheating". It's frustrating for advisors and students as well as the academic institution. Through examples, student testimonials, review of literature, and simulation will identify and explain some of the collision points between U.S. academic culture and that of the students our institutions are recruiting.

Virginia McCallum and Luiza Dreasher • Iowa State University

Pre-Law Seminar Course: Preparing Students for Law School *Harvest*

Pre-law advising is viewed as an effective resource to help students prepare for law school. With the multitude of pre-law advising services and delivery formats that institutions use, students do not always receive the same information in the same way. A pre-law seminar class can provide information in a more streamlined and uniform manner. This session will illustrate pre-law seminar course content and how such a course can complement a pre-law advising program. Advisers will re-examine how they deliver pre-law services. Course components can be easily adapted to most universities and colleges. Small group discussion will be utilized.

Bruce Allen • Iowa State University

Knowing the Problem Before it Becomes Your Problem: Managing Risk in Academic Advising* *Central Prairie*

Each year, advisors manage to perform at a high level amidst increasing enrollments and decreasing resources. As such, time management and resource allocation have become critical components of the advisors proverbial toolbox. This presentation will provide professional and faculty advisors with a tool to manage student risk efficiently and with limited resources. In addition, the research includes two successful examples of risk index development at two higher education institutions. Further, the study populations are different in that the first group includes first time, first-year students while second group includes academically dismissed students subsequently reinstated to the same institution. The presentation will include ample time for a question and answer period.

Michael Cogan • University of St. Thomas

A Conversation with NACADA *Conference Room #2*

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

Charlie Nutt • NACADA
Casey Self • NACADA Board of Directors

*DENOTES CEU/NBCC ELIGIBLE SESSION

A very special thank you to . . .

The sub-committee co-chairs, Lindsay Gilbert, Char Hulsebus & Nicole Vidden, as well as the untiring sub-committee members who assisted with proposal review, donations, and hospitality arrangements.

Our conference volunteers for giving their time to ensure a successful conference.

Our keynote speakers, Coach Bill Fennelly and Dr. Wanda Everage, for sharing their valuable experiences and advice with us.

The Iowa State University Colleges of Business, Engineering, & Liberal Arts and Sciences as well as the Dean of Students office for their support, encouragement and donations which allowed the four co-chairs to partake in this incredible opportunity.

All Gateway Hotel and Conference Center staff, especially Kristine Snyder and Helen George, for their patience and assistance.

Our sponsor for their monetary support and generosity:

ACT

Athletics Department, Iowa State University

Ben Chamberlain

College of Business, Iowa State University

College of Engineering, Iowa State University

Office of the Provost, Iowa State University

North Dakota State University

The numerous businesses and organizations in and around Ames who donated gifts and supplies to the conference including

Individuals

Paul Brooke

Art Ciccotti

Diane Rupp

Don Wishart

Iowa State University

Academic Success Center

Business Council

Department of Chemical &

Biological Engineering

Gaffer's Guild

Horticulture Club

Learning Communities,

New Student Programs

Office of Admissions

University Bookstore

Ames Businesses

Ames Convention &

Visitors Bureau

Bruegger's Bagel & Bakery

Campus Bookstore

Cold Stone Creamery

Dogtown University

Earl May Nursery/Garden Center

Everts Flowers, Plants & Gifts

Fareway Stores, Inc.

Greater Iowa Credit Union

HyVee

Old Chicago

Starbucks

Temptations

Iowa Companies

Cookies' BBQ

Jolly Time Popcorn

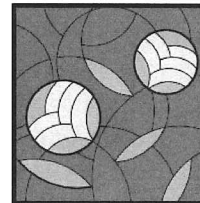
Palmer Candy

Prairie Moon Winery

Snappy Popcorn

Snus Hill Vineyard & Winery

Tones Spices



Additional Information:

Continuing Education Units

The National Academic Advising Association (NACADA) is recognized by the National Board for Certified Counselors (NBCC) as qualified to offer continuing education credits for National Certified counselors. All conference sessions meeting NBCC guidelines for credit award are noted throughout the program.

Conference participants interested in receiving NBCC credits must obtain a monitoring form at the registration table and sign the conference NBCC roster. The CEU designated representative must sign the form at the conclusion of the conference. A copy of the form will be forward to the NACADA Executive Office.

GIVE TO A GOOD CAUSE!

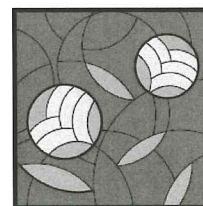
Participate in the Raffle/Silent Auction! More information at the table in the Gallery Lobby.

All proceeds donated to the Boys and Girls Club of Story County. The Boys & Girls Club is a youth development organization dedicated to promoting character and leadership development; education and career development; health and life skills; the arts; and sports, fitness, and recreation. It is a place members can call their own; a safe home-away-from-home where they are accepted for who they are and encouraged to do their best. With over 40 programs that enable members to develop self-esteem and influence their ability to succeed in life, the Boys & Girls Club of Story County strives to be "The Positive Place for Kids".

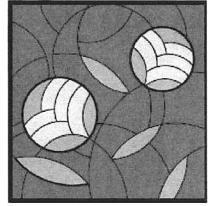


BOYS & GIRLS CLUB
OF STORY COUNTY
"THE POSTIVE PLACE FOR KIDS"

Notes

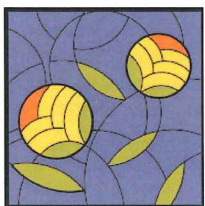
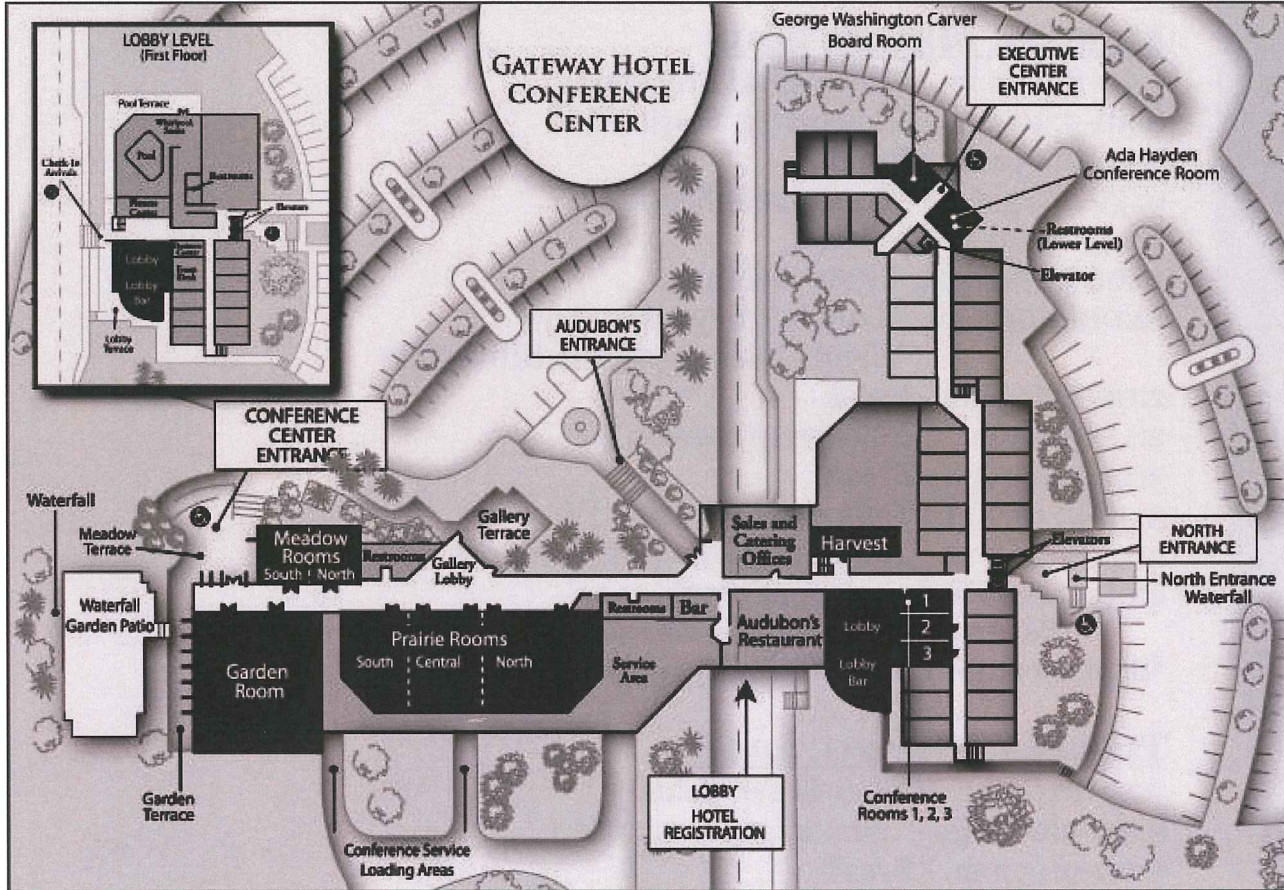


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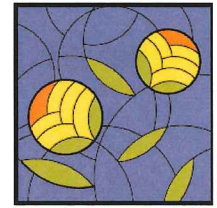


Gateway Hotel and Conference Center

From check-in to check-out, every member of the Gateway Hotel and Conference staff is committed to your comfort and firmly believes in the following philosophy: Treat guests the way you wish to be treated, create a memorable stay and give guests a reason to come back. We hope you do not hesitate to ask a Gateway staff member if there is anything you need during your stay!



SCHEDULE AT A GLANCE



Sunday, May 18, 2008

1:00-5:00 p.m. - Pre-Conference Workshops

4:10-5:00 p.m. - Welcome to NACADA

5:00-7:00 p.m. - Dinner on your own.

Held at Gerdin Business Building—Iowa State University
(Map and directions can be found in your registration folder)

7:00-8:00 p.m. - Opening Welcome & Keynote

Bill Fennelly, Iowa State University

8:00-9:30 p.m. - Welcome Reception

Monday, May 19, 2008

7:30-8:30 a.m. - Continental Breakfast

8:30-9:30 a.m. - Concurrent Session I

9:30-9:45 a.m. - Break

9:45-10:45 a.m. - Concurrent Session II

10:45-11:00 a.m. - Break

11:00-11:50 a.m. - State meetings

12:00-2:00 p.m. - Lunch & Keynote

Wanda Everage, Drake University

2:00-2:15 p.m. - Break

2:15-3:15 p.m. - Concurrent Session III

3:15-3:30 p.m. - Break

3:30-4:30 p.m. - Concurrent Session IV

4:45-6:00 p.m. - Iowa State University Campus Tour*

6:00 p.m. - Dinner on your own

(Vans traveling to select restaurants)*

*Sign up required at hospitality table

Tuesday, May 20, 2008

7:15-9:15 a.m. - Coffee & Tea Table

8:00-9:00 a.m. - Concurrent Session V

9:00-9:15 a.m. - Break

9:15-10:15 a.m. - Concurrent Session VI

10:15-10:30 a.m. - Break

10:30 a.m.-12:00 p.m. - Closing Brunch and Business Meeting



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