

**Yours, Mine & Ours:
Collaboration
in the World of Advising**

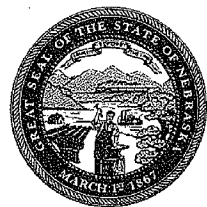


NACADA 2010 Region 6 Conference

**Embassy Suites
Lincoln, Nebraska
May 12-14, 2010**

www.nacada.ksu.edu/

Conference Welcome



Dave Heineman
Governor

STATE OF NEBRASKA

OFFICE OF THE GOVERNOR
P.O. Box 94848 • Lincoln, Nebraska 68509-4848
Phone: (402) 471-2244 • dave.heineman@nebraska.gov

May 13, 2010

Dear Friends:

As Governor of the great State of Nebraska, it's a privilege to welcome everyone taking part in the National Academic Advising Association Region Six meeting here in Lincoln. We are honored to be your hosts.

I'm sure the Nebraska members are looking forward to showcasing some of the collaborative ways they work together to benefit students at our colleges and universities. Collaboration is something our state does very well. We are fortunate to have a strong partnership between policymakers and leaders in business and education who are committed to strengthening education for students of all ages in Nebraska.

Education is the key to Nebraska's future economic success. Nebraska schools and students perform well and we are working to make our state a leader in high school graduation, college attendance and other measures of academic success. As advisers you play an important role in this reform process and I want to offer my thanks for your commitment.

Our capital city has much to offer during this time of year. I hope your visit provides time to walk through local favorites such as the historic Haymarket, the Sheldon Art Gallery and its sculpture garden, and the Nebraska State Capitol.

Best wishes for a productive meeting and a pleasant visit.

Sincerely,

Dave Heineman
Governor

Conference Welcome

On behalf of NACADA North Central Region 6, I am delighted to welcome you to this important conference. The theme, "Yours, Mine, and Ours: Collaboration in the World of Advising," reminds us all how much we and our students benefit from the power of on-going collaboration. I hope we all will take advantage of every opportunity to talk with, enjoy, and be inspired by our advising colleagues. Sincere thanks to the conference planning committee for organizing this excellent learning opportunity!



Pat Mason-Browne, 2008-2010 NACADA Region 6 Chair



On behalf of the NACADA Executive Office, let me welcome all of you to the 2010 Region 6 Conference in Lincoln, Nebraska! For those of you for whom this is your very first NACADA Region 6 Conference, you are in for a wonderful experience! In addition to the outstanding speakers, workshops, and concurrent sessions, Region 6 is known for its hospitality and welcoming culture! You will find this conference to be one of the most exciting and beneficial professional development experiences of your career! For those of you who are return participants, welcome home!

Let me thank Region Chair Pat Mason-Browne, Conference Co-Chair Jennifer Nelson, and the conference planning committee for all their extremely hard work in making this year's conference the success I know it will be. With one of the highest number of people registered of any Region 6 conference, my hat is off to Pat and conference planning committee!

Region 6 has a long rich legacy of active involvement and leadership in NACADA. Wes Habley of ACT is one of NACADA's charter members and served as Treasurer, President, and a member of the Board of Directors as well as the founding director of the NACADA Academic Advising Summer Institute. Jane Jacobson of Iowa State University, a past Region 6 Chair, has also served on the Board of Directors and served as Vice President of the association. In addition to Wes and Jane, many other Region 6 members have served, are serving, or have just been elected to serve in the leadership of the association.

I encourage all of you, new to NACADA or seasoned Region 6 NACADA members, to follow the lead of your colleagues and become actively involved in Region 6 and in the association as a whole. As we tell our students at our colleges and universities, the more connected and engaged you are the more you will gain from your membership in NACADA!

I am honored to be attending the 2010 Region 6 conference and look forward to re-connecting with dear friends and colleagues and meeting new friends and colleagues! I wish you all the very best experience possible at this year's conference.

Thank you.

Charlie L. Nutt, NACADA Executive Director

Conference Hosts:

Collaboration by the State of Nebraska Colleges and Universities

Conference Planning Committee:

Vicki Fisher

Betsy Klemme

Jennifer Nelson, Co-Chair

Amber Kargol

Bob Mathiasen

Michele Richards

Katie Kerr, Co-Chair

JoAnn Moseman

Sara Winn, Co-Chair

Conference Schedule

Conference at a
Glance

WEDNESDAY, MAY 12, 2010

2:00-7:00 p.m. Registration

2:30-3:30 p.m. Pre-Conference Workshop

Advising Upgrade: Installing Technology into Everyday Advising

Josh Nichols, Dickinson State University

3:30-4:30 p.m. Concurrent Session 1

or

3:30-4:30 p.m. Networking Opportunities

⇒ Memorial Stadium Tour

⇒ Sheldon Art Gallery Sculpture Tour

5:00-5:45 p.m. Welcome and NACADA Update

6:00-7:00 p.m. Reception *

*No additional charge

*Dinner on your own after reception, Historic Haymarket is within walking distance

THURSDAY, MAY 13, 2010

6:00-9:00 a.m. Breakfast (Embassy complimentary cooked-to-order in the Atrium)

8:00-5:00 p.m. Registration

8:00-9:00 a.m. NACADA Orientation for First-Time Conference Attendees

9:00-9:45 a.m. Concurrent Session 2

THURSDAY, MAY 13, 2010—Continued

10:00-10:45 a.m. Concurrent Session 3

11:00-11:45 a.m. Concurrent Session 4

12:00-12:40 p.m. Luncheon in The Atrium

12:40- 1:20 p.m. Empowerment Keynote Speaker: Aaron Davis
Regency Ballroom C

1:20-1:30 p.m. Break

1:30-2:15 p.m. Concurrent Session 5

2:30-3:15 p.m. Concurrent Session 6

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

3:30-5:00 p.m. Special Sessions

Option 1—NACADA Conversation with NACADA Board and Executive Office
Representatives and NACADA Leadership Opportunities

Option 2—Our Space: Interactive Campus Tour/Information Session on campus

Option 3—Power of Possibilities: Collaborating on a Major Sort Tool

5:00 p.m. Dinner on the Town (on your own)

FRIDAY, MAY 14, 2010

6:00-9:00 a.m. Breakfast (Embassy complimentary cooked-to-order in the Atrium)

8:00-9:00 a.m. Registration

8:00-9:00 a.m. Regional Business Meeting

9:00-9:45 a.m. Concurrent Session 7

10:00-10:45 a.m. Concurrent Session 8

11:00-11:45 a.m. Concurrent Session 9

12:00-1:00 p.m. Box Lunch, Conference Concluded

Continued . . .

Professional Growth

**Expand & Grow
in NACADA**

Take advantage of these additional opportunities to gain the most from the conference and your membership in NACADA.

WEDNESDAY, MAY 12, 2010

5:00-5:45 p.m. Welcome and NACADA Update Regents Ballroom C

Charlie Nutt, NACADA Executive Director;

Celeste Pardee, NACADA Board of Directors;

Pat Mason-Browne, Region 6 Chair;

Jennifer Nelson, Conference Co-Chair

THURSDAY, MAY 13, 2010

8:00-9:00 a.m. NACADA Orientation for First-Time Conference Attendees Regents Ballroom D

Charlie Nutt, NACADA Executive Director;

Pat Mason-Browne, Region 6 Chair;

Celeste Pardee, NACADA Board of Directors

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

FRIDAY, MAY 14, 2010

8:00-9:00 a.m. Regional Business Meeting Regents Ballroom D

Pat Mason-Browne, Region 6 Chair

The purpose of this session is to conduct the business of the region. Progress on the region's projects, financial reports, discussion of new and old business and other issues related to the region will be reviewed.

Note: For conference participants who are seeking NBCC credit, qualifying sessions are designated in the Concurrent Session description information.

Preconference Workshop

No additional fee

**Expand Your
Skill Set**

Maximize your learning and get greater value out of your conference fees - attend the preconference workshop.

WEDNESDAY, MAY 12, 2010— 2:30-3:30 p.m. Regents Ballroom C

Advising Upgrade: Installing Technology into Everyday Advising

Josh Nichols, Dickinson State University

Networking Opportunities

**Expand Your
Network**

WEDNESDAY, MAY 12, 2010

3:30-4:30 p.m. Networking Opportunities

⇒ Memorial Stadium Tour

P Street Entrance, Embassy SW Corner

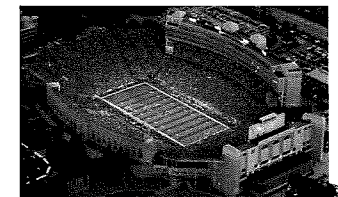
⇒ Sheldon Art Gallery Sculpture Tour

11th & Q Convention Entrance, Embassy NW Corner

6:00-7:00 p.m. Reception

SW corner of the hotel lobby in the P Street Dining area

No additional charge



Special Sessions

Expand Your
Horizons

THURSDAY, MAY 13, 2010

3:30-5:00 p.m. Special Sessions

Option 1—NACADA Conversation with NACADA Board and Executive Office Representatives and NACADA Leadership Opportunities—Regents Ballroom D

Charlie Nuttt, NACADA Executive Director;

Pat Mason-Browne, Region 6 Chair;

Celeste Pardee, NACADA Board of Directors

Part 1 (3:30-4:15 p.m.): The purpose of this informal discussion is to provide a forum for attendees to visit with NACADA Leaders regarding the Association's current initiatives and programs and to give participants an opportunity to provide feedback and ask questions.

Part 2 (4:15-5:00 p.m.): Interested in learning how to become more involved in NACADA? In learning what the Leadership opportunities are? In learning what the volunteer opportunities are? In learning how the NACADA Emerging Leader program can help you grow? In learning how NACADA can benefit you professionally? If so, come to this important and interactive session to learn this and more from members of the NACADA Leadership.

Option 2—Our Space: Interactive Campus Tour/Information Session on the UNL Campus

Conference Committee and Volunteers

Join us on the beautiful University of Nebraska-Lincoln campus for a guided campus tour and a chance to visit academic advising/student services units similar to YOURS! Most tours will stop at 3-4 advising/student service units (you can choose the tour which best suits your interests) and professionals from these units will show conference participants their physical office space, provide handouts, and discuss successes/challenges in serving their student populations.

One tour will visit a branch of Southeast Community College at Energy Square. Lead by Southeast Community College and UNL professionals, this tour/session will focus on the importance of collaboration between community colleges and four-year institutions. Using SCC and UNL as examples, this session will focus on the activities and communication initiatives that pave the way for over 400 student to transfer from SCC to UNL each year. This tour/session will explore best practices between institutions in a state without mandated common course numbers or a statewide block of

Continued. . . Special Sessions

general education credit. Learn more about the successful cross-town and cross-campus cooperation in Lincoln, NE.

Conference participants will have the opportunity to ask questions and discuss ideas for how to improve their advising/student service units with UNL/SCC professionals and other tour participants. Share comments and ideas about 'Your Space' with the tour!

Tours (select one):

Tour #1 (Blue)- University of Nebraska Lincoln City Campus

Undeclared Student Advising
Services for Students with Disabilities
Career Services
College of Journalism/Mass Communications

Meet at the 11th & Q Convention Entrance

Tour #2 (Red)- University of Nebraska Lincoln City Campus

College of Education and Human Sciences
College of Engineering
Honors Program

Meet at the 11th & Q Convention Entrance

Tour #3 (Yellow)- University of Nebraska Lincoln City Campus

College of Arts and Sciences
College of Fine and Performing Arts
College of Business Administration

Meet at the 11th & Q Convention Entrance

Tour #4 (Green)-University of Nebraska Lincoln East Campus

College of Agriculture and Natural Resources- East Campus

Meet in the Hotel Lobby

Tour #5 (Orange)-Southeast Community College (Energy Square Branch)

Southeast Community College

Meet in the Hotel Lobby

Option 3—Power of Possibilities: Collaborating on a Major Sort Tool—Regents Ballroom F

Chris Timm, Career Services, University of Nebraska Lincoln

Choosing a major is a daunting task for students. Providing students with general and institution-specific resources to help them make an informed decision is an equally challenging task for advisers and career counselors. This session will demonstrate how advising and career service staff on a large college campus collaborated with the faculty to develop an interactive web-based major sort tool which students use to learn which majors relate to their self-defined interests. The website eliminates the college/major structure that often causes students problems when navigating the system to obtain information about majors related to their interests, career possibilities, internship opportunities and course schedule information. The presenter will share the collaborative efforts that occurred between administrators, faculty, the computer design team, advising and career and student services staff to bring the concept to fruition.

Continued. . .

Keynote Speakers

Expand & Be Inspired

Concurrent Sessions

Expand Your Knowledge

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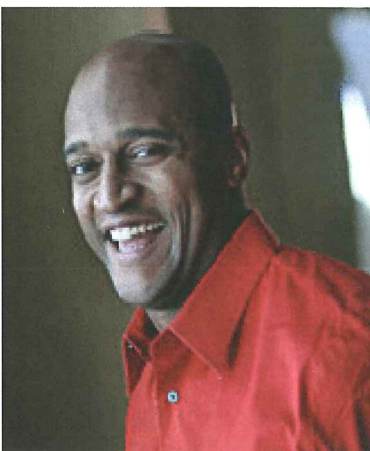
Josh Nichols

Student Support Specialist
TRIO Student Support Services
Dickinson State University

Advising Upgrade: Installing Technology into Everyday Advising —Regents Ballroom C

Being a member of Generation Y and having completed his undergraduate studies in computer science, Josh Nichols is no stranger to the use of technology. As a student at Dickinson State University, he held many leadership positions. Those opportunities, coupled with his participation in the university's Student Support Services (SSS) program, fostered his interest in the world of higher education. Today, as an SSS staff member, he notices the day to day difficulties that his campus and program face while trying to connect with the next generation. He also witnesses a growing hesitancy of many staff and faculty members to move forward with the use of new technologies. Josh has a vested interest in bridging the generational divide through the effective use of technology and hopes to share his knowledge with other higher education professionals.

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Aaron Davis

President of Aaron Davis Presentations, Inc.
Chief Operations Officer of The Thomas Group
Co-founder of several Non-profit organizations
Author: 10 Minute TRUTHS

"Characteristics of Championship Advisers" Regency Ballroom C

Aaron Davis is President of Aaron Davis Presentations, Inc., Chief Operations Officer of The Thomas Group, and author of 10 Minute TRUTHS. He has been privileged to talk to over a million people, inspiring and motivating them professionally and personally. As a member of the 1994 National Championship Nebraska football team Aaron has firsthand experience as a student and a student athlete. His unique approach helps higher education professionals think about how they might challenge students to THINK about the impact of their choices and maximize their potential to reach their goals.

Aaron's unique perspective, as presented in "Characteristics of Championship Advisers," will bring new light to the topic of collaboration. As he states, "Great teams, Great departments and Great institutions of higher learning all have one thing in common; they nourish & cultivate 'Collaboration!' The days of doing things in isolation, or in the words of the late singing legend Frank Sinatra 'My Way,' are no longer effective in today's ever changing world of academic advising."

WEDNESDAY, MAY 12, 2010

3:30-4:30

Concurrent Session 1

1A

Regents Ballroom C

Using Technology to Develop a Campus Adviser Training System

Jennifer Nelson, Karen Fulton, Jenni Brost, Rebecca Czaja-Stevens, and Carmen Varejcka-McGee, University of Nebraska Lincoln

This session will review the process the University of Nebraska-Lincoln (UNL) used to develop and implement an online, all-university adviser training tool. The presentation will also include a review of UNL's advising structure and programs the institution has developed to enhance the sense of advising community on campus.

1B

Regents Ballroom D/E

"They're All Mine": Exploring the Issues of Advising for Multiple Departments

Britta Osborne and Craig McGill, University of Nebraska Lincoln

The trend of switching from faculty advisors to professional advisors has gained strength in recent years. However, this is occurring amidst significant state budget crises and declining private endowments. To address this, several institutions, both public and private are utilizing one professional advisor with multiple departments. A literature review on the subject shows this not widely discussed in professional circles as of yet.

In this session, two advisors discuss the emerging trend of having one professional advisor for multiple

Continued. . .

Continued. . . "They're All Mine":

departments. Come join us as we explain the benefits and challenges of such arrangements, describe best practices and outline how these have been arranged at multiple universities. Input from practitioners around the country will be presented in addition to attendees own perspectives. We encourage advisors and advising administrators to join us in exploring these issues together.

1C (NBCC-8) Regents Ballroom F

Early Detection: Predicting Student Success through Data Mining and Predictive Analytics

Todd Little, Simpson (IA) College

High school GPA and standardized test scores serve as the basis for admission decisions at most colleges and universities. Early detection of student success can also provide a key component toward providing strategies for students. This presentation will examine the process of how the data associated with these admission criteria (high school GPA and ACT scores) can be utilized by a college to help explore the probability of a student being successful at the college. The presentation will review a current study being conducted at a small, private liberal arts college and discuss the process of obtaining the data and implementing posterior probability formulas. Results of the data will be shared and implications for future research and practice will be discussed. The conclusion of the presentation will include a discussion of how this data and the results can be utilized by members of the college community including faculty and administrators to help facilitate student success and advising.

2A (NBCC-4) Regents Ballroom C

We Are in This Together: Collaborating with Students through an Appreciative Advising Approach

Sherrie Bosse and Stephanie Moser, The University of South Dakota

The relationships that advisors establish with their advisees have been credited with student success, satisfaction, and retention. Beyond helping students create semester schedules and navigate the culture of the higher education setting, advisors often play an even more critical role in decisions with long term implications. Whether guiding students in the selection of their vocation or encouraging participation in activities that build their resume's, advisors need to know the student, as well as their strengths, skills, and abilities. The Appreciate Advising Model is a framework that allows advisors to learn about the student, to collaboratively create a plan to achieve their goals and aspirations, and to support them in their steps to reach those goals. This session will provide an introduction to the phases of Appreciative Advising and examples of how this approach was used in advising meetings with education majors.

2B Regents Ballroom D/E

Working Effectively with Faculty

Joan Krush, North Dakota State University and Sara Winn, University of Nebraska Lincoln

The advising relationship with faculty can be tenuous. The needs of new faculty vary dramatically compared to veteran faculty regarding the advising process and nuances of your program or college. Representatives from two large, public institutions will discuss the challenges and opportunities of developing an effective relationship with advising faculty. The session will discuss strategies and suggestions for you to take back to your department or college.

2C Regents Ballroom F

Academic Advising and StrengthsQuest: A Tool to Improve Student Success

Cynthia Olson, Nina Exley, Heather Wallace, Saint Catherine (MN) University

StrengthsQuest is an online assessment tool and accompanying text that encourages students to discover their talents and strengths and develop these further using various academic, relationship and leadership strategies. Our advising staff will be sharing experiences over the past year with the use of the StrengthsQuest text and curriculum. Our goal is to share the positive experiences we've had using this material in a seminar course designed for academically at-risk students and through individual advising sessions. We will also share examples of how this material was integrated into other initiatives through other academic courses, Career Development workshops, and Student Activities workshops. Our hope is to provide other academic advisors with information on a useful and effective tool to supporting campus-wide student development and academic success.

"I can give you a six-word formula for success: think things though—then follow though."

- Eddie Rickenbacker

"When we seek to discover the best in others, we somehow bring out the best in ourselves."

- William Arthur Ward

"Trust in your own untried capacity."

- Ella Wheeler Wilcox

3A Regents Ballroom C

A Wonderful Collaboration Between Academic Affairs and Student Affairs: The Creation of an Intensive Academic Advising Model for High-Risk Students

Lizette Bartholdi, Saint Catherine (MN) University

This presentation will provide an outline of several programs that have been institutionalized at St. Catherine University to improve the experience of our highest risk students. Through these programs, we have had great success in retaining our high risk population and connecting these students to important resources on campus. This presentation will outline several programs that have been instituted in a great partnership though Academic Affairs and Student Affairs to provide services and outreach to our highest risk students. These programs are mostly coordinated by Academic Advising and form St Catherine University's' model of Intrusive Academic Advising. We hope that by outlining our successes in retaining this group of students there will be some information that other advisors can take back to their own institutions.

3B (NBCC-9) Regents Ballroom D/E

Promoting Ethics in Advising: A Case Study

Kelly Payne, Brooke Glenn, and Steven Swartzler, University of Nebraska-Lincoln

Academic advisors have the difficult job of negotiating between the student's individual needs and the university's curriculum. While carving their path through these competing pressures, academic advisors must remain conscious of the ethical questions involved in their choices. What are the rights and wrongs of academic advising? For this presentation, academic advisors from Arts & Sciences Advising Center will collaborate with representatives from Ethics Center. This presentation

Continued. . .Promoting Ethics in Advising:

uses case studies to spur discussion about the ethics of advising. Some of the ethical issues we consider include: degree completion, disclosure, confidentiality, curricular substitutions and exceptions, advising "easy" courses, advisor gossip, and realistic career advising. The session participants will be provided with sample case studies that they can bring back to their home institutions.

3C Regents Ballroom F

Improving Student Satisfaction of Academic Advising: A Faculty Perspective

Bryan Romsa and Katelyn Romsa, Minnesota State University, Mankato

According to national surveys, academic advising is rated lowest among the college experiences in student satisfaction. A convenient response to this problem of student dissatisfaction is to say that faculty, who provide the bulk of academic advising, just need to do more and better advising. Moreover, there appears to be a stereotype held by many professional advisors that faculty are uninterested, unskilled, and unconcerned. Advisors need to understand the faculty perspective. Without this understanding, advisors may be vulnerable to believing unwarranted stereotypes about their faculty colleagues, which are counterproductive. When advisors better understand the faculty perspective, they are more willing to work collectively with faculty to enhance the student experience of advising.

In this presentation, a professor shares his and other faculty members' perspectives, attitudes, and experiences of academic advising. He discusses ways academic advisors may better understand and develop partnerships with faculty to bridge the gap of advising services. In addition, he provides best practices and strategies advisors may implement to improve student satisfaction of academic advising at their institutions.

4A (NBCC-3) Regents Ballroom C

Mindful Advising of Students with Disabilities

Kimberly Schumann and Darcel Brommer, University of St. Thomas (MN)

Recent legislation has contributed to increasing numbers of students with disabilities attending college. Supporting and retaining this diverse and growing population of students presents unique challenges for advisors who are committed to student success. Advisors may feel ill equipped to provide an effective advising experience without knowing more about how a particular disability may or may not impact a student's academic performance. Advising students with hidden disabilities can pose an even greater challenge, as their needs are not readily apparent.

This session will provide a brief overview of the Americans with Disabilities Act, focus specific attention on characteristics of common hidden disabilities, discuss practical tips for adjusting advising approaches and utilize case studies to examine how advising and disability services staff collaborate. Resources will be recommended.

4B Regents Ballroom D/E

Advising Online - Can It Be Done?

Donna Menke, University of Nebraska Lincoln

Technology is quickly changing what we do and how we do it. This presentation is intended to let academic advisors think about which of the emerging technologies will work best for them. This session will provide an overview of online advising and the technology options available, followed by discussion of the issues involved in online advising. The goal of the presentation is for participants to come away with a better understanding of the options available in online advising, the issues involved in online advising and how they might create an online advising program that best suits their needs.

4C (NBCC-6) Regents Ballroom F

Integrating Academic and Career Advising

Mary Daake, Amy German, Nancy Weber, Aaron Estes, University of Nebraska Kearney

As colleges and universities face tighter budget scrutiny and increasing competition for students, it is important that they search for solutions that will not only save money but also enhance services for students. This presentation will discuss the steps that one university has taken to provide more comprehensive and convenient services for students while increasing budget efficiency. The Academic Advising and Career Services functions in many institutions are separate departments. On this campus they also were in different divisions. Although separate departments often work together the relationship tends to be personality driven rather than structurally determined. There are often disconnects for students who must navigate between two different offices to achieve their objective of major selection and career planning.

"Coming together is a beginning; keeping together is progress; working together is success."
- Henry Ford

"It's a rare person who wants to hear what he doesn't want to hear."
- Dick Cavett

5A (NBCC-6) Regents Ballroom C

Stomping the Sophomore Slump

Jennifer Endres and Danielle Tisinger, University of Minnesota-Twin Cities

This session will engage and energize the audience to think about ways every institution can continue the high-touch freshman year into sophomore year experiences. Research has shown students enter the "Sophomore Slump" when they feel disconnected from their university and become overwhelmed by the increased academic demands they face in concert with the increased stress of determining their future major and career. Many students are also at a time when they are changing major/career paths after not finding success during their freshman year. Sophomore students are at a crucial time in their undergraduate careers, needing university support to ensure a smooth transition to the final years of their undergraduate experience. It is during this time we can help students determine an appropriate major/career path, explore opportunities to engage with the university community, and develop leadership skills.

This program will highlight research we used to create the "Stomp the Sophomore Slump" program on our campus as well as components of the program and data from the past three years. Attendees of the session will leave with research citations, data from our experience, and a program ready for immediate implementation on their home campuses.

5B Regents Ballroom D/E

Writing to Learn with At-Risk Students

Timothy Jones, University of Oklahoma

The "Writing to Learn with At-Risk Students" session will provide an overview of the concept of "writing to learn" and how the process can be used in academic advising. Writing to learn can be used in many situations, not just in English classes. The presenter will give background about what writing to

Continued. . . Writing to Learn

learn is, then show specific uses of writing to learn within an advising context. Examples discussed (and included in session handouts) will include email exchanges, student personal assessments, activities reports, and to-do lists. There will be time for questions, answers, and strategy-sharing as well.

5C (NBCC-2) Regents Ballroom F

Networking Learning Communities: Developmental Common Outcome Objectives for First-Year Students

Kristin Mauro, Iowa State University

The purpose of this presentation will be to discuss the formation and operation of networked learning communities on a large mid-western campus. This presentation will discuss how the outcomes were developed as well as discuss how using those outcomes relate directly to a student's growth as a result of participating in the learning community experience. This presentation will discuss what instruments were used to assess the amount of growth a student sustained as a result of their participation. This presentation will also address the current literature on learning communities. Lastly this presentation will discuss improvements my learning community has implemented as a result of feedback from the students themselves as well as from industry professionals.

This past fall we implemented a Leadership component to our learning community. Using this feedback as well as requiring learning community as part of our degree program has made our learning community a more unique experience for our students. Using a developmental model to develop the outcomes, has not only made learning community something students look forward to taking, it has also increased our retention rates for the past several semesters.

6A Regents Ballroom C

Advising Dual Enrollment Students

Renee Rerko, Concordia (MN) University, St. Paul

More and more students are enrolling in dual enrollment programs, which allow them to obtain both high school and college credit while still being a high school student. While these programs possess some great advantages for students, they also pose some difficulties for advisors. This presentation will look at the importance of appropriately advising both high school students currently enrolled in dual enrollment programs and students who come to college with dual enrollment credits. The presentation will address the role of academic advisors and how advisors can provide support for these students and set up appropriate expectations regarding credits and future coursework. Current research and literature that focuses on the pros and cons of dual enrollment programs will be discussed.

6B (NBCC-3) Regents Ballroom D/E

Advising Needs of Students with Disabilities

Veva Cheney, University of Nebraska Lincoln; Kate Clark, University of Nebraska Omaha; and Deb Eppenbaugh, Metropolitan (NE) Community College

Students with disabilities (SWD's) sometimes need to be treated differently in the academic advising setting. Advisors are often in a position where they want to support SWD's as they navigate the path to a degree, but aren't sure how to help. Due to the wide range of disabilities and, oftentimes, lack of knowledge on the part of the SWD, advisors usually have very little information about how to adjust their advising methods. At this session, presenters will describe the various types of visible and invisible disabilities, discuss the times when a referral to the campus disability office is appropriate (and not appropriate), and the importance of nurturing self-advocacy among SWD's. Case study examples will allow participants to apply the presentation content to advising sessions.

6C (NBCC-6) Regents Ballroom F

We Are All in This Together: Helping Undeclared Students Find Their Way

Jake Kirkland, Jr., Ed.D., and Chris Timm, Ph.D., University of Nebraska Lincoln

Many of today's students are often overwhelmed with the thought of choosing an academic major or career path when they arrive on campus. This session will review and discuss collaborative initiatives undertaken by the Office of Career Services and other entities of the University of Nebraska-Lincoln in helping students who have not declared an academic major. Presenters will discuss collaborative efforts i.e., College Fair, Major Mission, and Mid Semester Check that have occurred between the Division of General Studies, Office of Undergraduate Studies, and the Office of Career Services. In addition, we will open the session to allow participants to share best practices in helping undeclared students.

*"Perpetual optimism is a force multiplier."
- Colin Powell*

*"Your role as a leader is even more important than you might imagine. You have the power to help people become winners."
- Ken Blanchard*

7A Regents Ballroom C

Confessions of an Advisor: Doing My Job While Keeping My Sanity

Josh Nichols, Dickinson (ND) State University

As advisors we know that our jobs don't simply consist of getting "Student A" into "Classes X, Y, & Z". Unfortunately, most of us have little time and large case loads. In addition to "course selection" advising, how can we advise students on issues such as time management, budgeting, note taking, and the endless list of other problems without exhausting all of our time and energy? You'll hear "confessions" (suggestions) from one TRiO Student Support Services advisor about his experience assisting first generation, low-income and differently abled student populations though the concepts can be applied to other populations as well. You will leave with ideas as to how to holistically and intrusively advise students without depleting all of your time and while keeping your sanity.

7B (NBCC-5) Regents Ballroom D/E

Gender Differences Related to Faculty Advising

Michael Cogan and Susan Anderson, University of St. Thomas (MN)

Research confirms that students who are actively engaged with faculty members outside of the classroom are more likely to persist and graduate. Beginning in 2006, the University of St. Thomas (UST) Academic Counseling Office and Institutional Research staff began measuring undergraduate student perceptions related to the faculty advising process. During this same period, the percentage of first-year women accepted to UST has decreased from 53 to 43 percent. This significant shift in gender first-year women accepted to UST has decreased from 53 to 43 percent. This significant shift in gender balance led to an evaluation of current university programs, including faculty advising,

Continued. . . Gender Differences

through the framework of student gender. This presentation will identify and describe gender differences for both students and faculty advisors using empirical and narrative data. Participants will learn about gender specific differences related to student satisfaction with the faculty advisor process.

7C Regents Ballroom F

Now what? Relinquishing the Pre-Med Identity

Erin Sayer, Ph.D. and Wendy O'Connor, University of Nebraska Lincoln

Answer this: "Who am I?" Was your answer based on what you value or what you do? This presentation will help advisors see this issue from a student's perspective. We will present introductory information to lay a foundational perspective that often we view ourselves, i.e. who we are, through the lens of what we do. Thus our identity is frequently based on our career, and therefore tied to it. In the case of students, identity is tied to career aspirations. We find it can be more useful to change the lens from "identity = what we do" to "identity = our values and what's important to us." We invite you to learn more about yourselves and your students by exploring the process of forming and changing career identity.

*"Nothing in life just happens. You have to have the stamina to meet the obstacles and overcome them."
- Golda Meir*

*"A warm smile is the universal language of kindness."
- William Arthur Ward*

FRIDAY, MAY 14, 2010

10:00-10:45

Concurrent Session 8

8A (NBCC-2) Regents Ballroom C

Who's on First? What's My Style?

Amy Sannes, Concordia (MN) College

Ever feel like Abbott and Costello in the famous Who's on First skit when you are talking with an advisee or co worker? Sometimes even with our best efforts we may struggle with getting our message across to our advisees. In this session you will complete an assessment to identify your communication style and analyze how style impacts communication. We will then look at how understanding our own style will help us collaborate more effectively with co-workers and improve communication with advisees. The participants will explore how their style impacts their interactions with co-workers and advisees through a case study and examples. Collaborative efforts can be enhanced through improved communication between the parties involved. This session is a fun way to look at ourselves and see how our style of communication, if it goes unchecked, may hinder collaboration.

8B Regents Ballroom D/E

Are Student-Athletes Yours, Mine, or Ours? How Athletic Counselors AND Academic Advisors can Prepare Athletes for Life After College

Donna Menke, University of Nebraska Lincoln

Advisors and counselors will take away from this presentation the perceptions student-athletes have of their experience in revenue producing sports at the Division I level. Through group discussion, they may learn how other colleague's address areas of concern that are brought up in the research, they may learn to pick up on signals that a student is struggling with an issue and they may leave with an affirmation that what they are doing is good and right. Those interested in conducting research may encounter subjects for more research in the area of "life after college" or the outcomes of the student-athlete experience.

8C Regents Ballroom F

Wait, What Am I Supposed To Be Doing? Constructing Blueprints for Training New Advisors

Steph Jackson and Alaina Smith, Bellevue (NE) University

This presentation will provide an adaptable blueprint for standardizing procedures that generate efficient training and effective results for advising departments. It incorporates perspectives and outcomes from recently trained advisors and experienced advisors as well as pedagogical and andragogical philosophies. Participants will leave with models of training methods, timelines, and resources for any type of advisor that can be implemented to construct a solid, well-functioning, collaborative team within and across departments.

*"Everyone has a 'risk muscle'. You keep it in shape by trying new things. If you don't, it atrophies. Make a point of using it at least once a day."
- Roger Von Oech*

*"Education's purpose is to replace an empty mind with an open one."
- Malcolm S. Forbes*

*"Where there is an open mind, there will always be a frontier."
- Charles F. Kettering*

FRIDAY, MAY 14, 2010

11:00-11:45

Concurrent Session 9

9A Regents Ballroom C

"I Want To Help People": Advisers Fostering Pre-Health Decision Making Through Orientation Courses

Brooke Glenn and Britta Osborne, University of Nebraska Lincoln

Pre-health students often have misguided expectations about their intended career path. Orientation courses designed specifically for first or second year pre-health students help address what it means to "want to help people." Led by advisers, these courses can assist students in the decision making process about their intended profession as it relates to their personal goals, academic performance, and career realities. This leads to improved retention by realigning student dreams to their strengths.

9B Regents Ballroom D/E

Changing Perspectives: How the Physical Environment Shapes Student Behavior

Drew Puroway, University of St. Thomas (MN)

Student development theories commonly used by academic advisors often focus exclusively on the student's personal development and not on other environmental factors. This session will take a unique look at theory and advising and explore how environments shape behavior and the implications that this has for advising. The session will include a brief explanation of a specific student development theory called Campus Ecology. Photos will be used to demonstrate meaning and messages in the environment. Specifically the session will explore messages related to inclusion, accessibility, safety, and involvement. The session will conclude with an open discussion Campus Ecology's implications for advising as we seek to shift our lenses and increase our understanding of the person-environment interaction.

9C Regents Ballroom F

Incorporating Career Development into Academic Advising

Celeste Walmer, University of Nebraska Lincoln

This session will present current research on the benefits of integrating career development into advising, discuss why career development is important, and share strategies on how to incorporate career development into advising. The format will be a lecture followed by a group discussion regarding career development concerns and best practices for enhanced career development. The learning objectives for this presentation are to understand (1) the importance of career development and its connection to academic advising, (2) how to incorporate career development into advising, (3) how to utilize other offices and resources on campus and in the community to enhance career development. This presentation would be beneficial for faculty advisors, major advisors, new advisors, and any other advisors who want to provide career-specific information to their students.

*"You may be disappointed if you fail, but you are doomed if you don't try."
- Beverly Sills*

*"The beautiful thing about learning is nobody can take it away from you."
- B.B. King*

Upcoming Events

Coronado Springs Resort at Walt Disney World, Florida

October 3-6, 2010

34th Annual Conference on Academic Advising

Academic Advising: *The Fast Pass to Student Success* October 3-6, 2010



Continue Your Growth

Steering Committee

Meet Your Liaison

North Dakota	Nebraska
<i>NACADA Liaison:</i>	<i>NACADA Liaison:</i>
<p>Carolyn Schnell North Dakota State University Work: (701) 231-7189</p> <p>Lindsay Kuntz University of North Dakota Work: (701) 777-6131</p>	<p>Jennifer Nelson University of Nebraska-Lincoln Work: (402) 472-6938</p>

Saskatchewan	South Dakota
<i>NACADA Liaison:</i>	<i>NACADA Liaison:</i>
	<p>Sherrie Bosse University of South Dakota Work: (605) 677-5698</p>

Iowa	Minnesota
<i>NACADA Liaison:</i>	<i>NACADA Liaison:</i>
<p>David Marchesani University of Northern Iowa Work: (319) 273-2311</p>	<p>Susan M Anderson University of St. Thomas Work: (651) 962-6300</p>

Manitoba
<i>NACADA Liaison:</i>
<p>Randy Rummery Red River College Work: (204) 949-8355</p>

24th Annual Academic Advising Summer Institutes

Join Us in St. Louis or Philadelphia in 2010!

Mark your calendars for June 27-July 2 or August 1-6!!

St. Louis June 27-July 2, 2010

All sessions held in the **Millennium Hotel**

Philadelphia - August 1-6, 2010

All sessions held in the **Doubletree Hotel Philadelphia**



Get your scholarship today!

Advising Student-Athletes: A Model for Academic Success Seminar



June 27, 2010

St. Louis, Mo.

Leadership Team

2009-2010 Current Leadership:

2008-2010 North Central Region 6 Chair:
Pat Mason-Browne
University of Iowa, Iowa City, IA

2009-2011 Professional Development Committee Chair:
Pat Folsom
University of Iowa, Iowa City, IA

2010 Election Results:

2010-2012 North Central Region 6 Chair:
Amy Sannes
Concordia College, Morehead, MN

2010- 2012 Membership Committee Chair:
Dave Marchesani
University of Northern Iowa, Cedar Rapids, IA

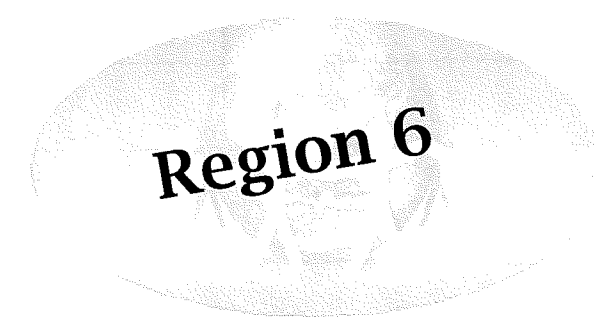
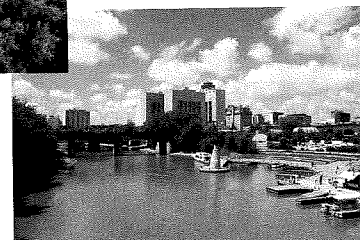
2011 Region Conference

2011 Region 6 Conference in Winnipeg, Canada

Contact:

Randy Rummery
Red River College
Work: (204) 949-8355

Host Group: Manitoba Advising Professionals



**Our Committee
Chairs**

Acknowledgements

NACADA Staff

We want to thank Charlie Nutt, NACADA Executive Director and Celeste Pardee, Region 10 Board Member for their welcome comments and for providing great information in the NACADA sessions.

We want to thank Diane Matteson and the Executive Office staff for providing support, information, and assistance to the conference planning committee over the past year and a half.

Region 6 Chair

We want to extend a heartfelt thank you to Pat Mason-Browne, our Region 6 Chair, for all of the help and insights she gave in developing and coordinating the conference.

Proposal Readers

Thank you to the proposal readers from across the Region who provided their time and great insight into selecting the concurrent sessions.

Conference Volunteers and Tour Guides

We had a fabulous group of volunteers and tour guides from across the Region who helped with the logistics of the concurrent sessions and the special tours and sessions.

Businesses and Organizations

The Lincoln Convention and Visitors Bureau
The University of Nebraska School of Natural Resources
Licorice International
Corwin Press, A Sage Company

Embassy Suites Hotel

The conference planning committee would like to thank the Embassy Suites for hosting the conference. A special thank you to Courtney Barr and Cathryn DeJong for their exceptional assistance with the hotel logistics.

“Opportunities are often things you haven’t noticed the first time around.”

- Catherine Deneuve

Special Thanks!

