Returning to Our Roots

NACADA: Region 1
March 13 - 15, 2019

40th anniversary
Returning to our Roots

Returning to Our Roots

NACADA Northeast Region One Conference
March 13-15, 2019 | Burlington, Vermont
Hilton Burlington

NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING
Welcome to the Global Community

NACADA: The Global Community for Academic Advising is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education and provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for research related to academic advising.

NACADA evolved from the first National Conference on Academic Advising in 1977 and officially formed in 1979. NACADA has over 13,000 members representing all 50 United States, US territories, Canada, as well as a many other countries around the world. These members represent higher education institutions across a spectrum of Carnegie classifications.

NACADA Vision

Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

NACADA Mission

NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

NACADA Strategic Goals

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Foster inclusive practices within the Association that respect the principle of equity and the diversity of advising professionals across the vast array of intersections of identity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Expand the use of innovative technology tools and resources to support the work of the Association

NACADA Diversity Statement

NACADA values diversity within our leadership in regard to institutional type, size, and employment position as well as diversity in regard to ethnicity, gender identity, age, culture, and sexual orientation.

The NACADA website provides excellent programs, resources, and ways to connect and network with the global academic advising community!

nacada.ksu.edu
Welcome to Burlington

From the Region One Chair

On behalf of the Conference Committee, I am excited to welcome everyone to Burlington, Vermont - the birthplace of this amazing organization.

A little over forty-one years ago, in the very same hotel conference center, Toni Trombley hosted the first professional gathering of academic advisors. The success of this conference led to a series of formalized events including the incorporation of the Association in the great state of Vermont in 1979. We are very pleased to be Returning to our Roots this year to celebrate our rich history and to honor those who have contributed to the founding, growth, and success of NACADA. While we will take some time to reflect on the inception of NACADA, this conference promises to deliver programs that explore a plethora of current issues in academic advising and higher education. We strive to provide a welcoming environment that stimulates thought, growth and development, networking and volunteer opportunities, and a whole lot of fun.

A sincere thank you goes out the entire Conference Committee, who have worked diligently throughout the year to organize an incredible celebration of our past while providing an impactful and engaging conference. Please take a minute to review the names of committee members in this booklet and be sure to thank them for their tireless contributions. The passionate dedication of your Conference Co-Chairs, Mara Gould and Christyn Carey, has been outstanding. They have been meeting weekly since last October to organize and coordinate the many moving parts of putting on a conference of this magnitude.

As you attend each session, I ask that you channel the inquisitive nature, passion, and tenacity of our founding members. Review the sessions being offered and plan to arrive early to introduce yourself and engage in meaningful dialogue before, during, and after the session. Take advantage of the many ways to engage outside of sessions here at the conference or in the NACADA organization. Complete the session and conference evaluations because your voice matters and we want to continue to provide the best conferences possible.

In closing, a big thank you to all of the presenters, volunteers, attendees, and invited guests. It is your passion and dedication to students, advising, higher education, and professional development that truly make this the very best organization and what makes Region 1 #1!

Warmest Regards,

Melissa Jenkins
Region 1 Chair

2019 Conference Committee

<table>
<thead>
<tr>
<th>Conference Co-Chairs</th>
<th>Program Co-Chair</th>
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<tbody>
<tr>
<td>Mara Gould - University of Massachusetts Boston</td>
<td>Jennifer Drake-Deese - Keene State College</td>
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<tr>
<td>Christyn Carey - Bridgewater State University</td>
<td>Tara Maroney - Hudson Valley Community College</td>
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<tr>
<th>Site Selection Co-Chairs</th>
<th>Hospitality and Reception Co-Chairs</th>
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<tr>
<td>Susan Kolls - Northeastern University</td>
<td>Jennifer Fath - University of Vermont</td>
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<tr>
<td>Jennifer Fath - University of Vermont</td>
<td>Travis Perry - University of Vermont</td>
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<tr>
<th>Registration Co-Chairs</th>
<th>Volunteer Co-Chairs</th>
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<tr>
<td>Sarah Scheidel - University of Connecticut</td>
<td>Valerie Como - Bentley University</td>
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<td>Rebecca Meaney - University of Massachusetts Boston</td>
<td>Janine Bradley - UMass Boston</td>
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<tr>
<th>Evaluation Co-Chairs</th>
<th>UnConference Co-Chairs</th>
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<tr>
<td>Linda Searing - Nazareth College</td>
<td>Ben Jameison – Boston University</td>
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<td>Ana Frega - University of Massachusetts Boston</td>
<td>Cindy Firestein - Simmons College</td>
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<th>Graduate Programs Co-Chairs</th>
<th>First Time Luncheon Co-Chairs</th>
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<tr>
<td>Michael Geroux - University at Albany</td>
<td>Tracy Mendham - Franklin Pierce University</td>
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<td>Joseph Murphy - University at Albany</td>
<td>Terri Downing - Antioch University</td>
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<tr>
<th>Membership &amp; Engagement Co-Chairs</th>
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<tr>
<td>Art Esposito - Cape Cod Community College</td>
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<tr>
<td>Autumn Grant - Wheaton College</td>
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Session Types

Pre-Conference Workshops
Pre-conference workshops are conducted in extended time lengths to provide more in-depth discussion and hands-on involvement with the topic. Pre-registration is required. Workshops are limited to 35 participants so that interaction can be maximized. Check at the Conference Registration Desk if you wish to enroll.

Concurrent & Panel Sessions
Most conference sessions are hour-long concurrent sessions that cover current issues in academic advising. Some are based on research, some on individual program results, some are developmental, and others are theoretical. The presentation format may be mostly lecture or panel with questions and discussion following, or a discussion session which is more informal.

Poster Presentations
Poster sessions are an informal visual, interactive format allowing one-on-one discourse with colleagues. Posters will be featured Thursday, March 14 from 11:45 am-12:30 pm on the Mezzanine. During the poster session, presenters will have an opportunity to discuss their poster presentations with participants in one-on-one discussions or in small groups.

UnConference Sessions
The UnConference session is designed to give attendees the opportunity to dialogue in small groups on a given topic. Attendees should feel free to move in and out of discussions as they see fit. While there is no formal presenters in an Unconference session, a moderator will be present in each room to keep track of time and help facilitate conversation. All conference attendees are encouraged to actively contribute in these sessions! The UnConference sessions and room locations will be shared at breakfast and in the lobby. Additional details about the UnConference sessions are available on the Whova app.

Open Discussions
Join us for one or more of the Open Discussions offered during the conference. Discussions are centered upon selected topics and will be moderated by region one members.

Program Tracks
Each session description is followed by their program tracks. Program tracks identify the NACADA advising community that most closely relate to the session topic. Tracks are self-identified by the presenter and are limited to two per session. A complete list of programs, sorted by track, can be found at the back of this booklet.

Additional Conference Info

Commuter Lounge
The commuter lounge is located in Montpelier A.

Lactation/Mothers Room
Visit our registration table for more information and the key to the lactation/mothers room.

Best of Region Voting
Please vote for the best presentation you saw at the 2019 Region Four Conference!
Please complete this quick survey: tinyurl.com/R1NACADA2019

Connect With Us

NACADA: Northeast Region 1
@nacada_region1
Be sure to tweet using the hashtag #NACADAR1

Whova
Download the Whova App
Find our event: NACADA Region 1 Conference
# Conference At-A-Glance

## Wednesday, March 13

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30-9:30 am</td>
<td>Pre-Con Registration</td>
<td>Lobby</td>
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<tr>
<td>7:30 am-3:45 pm</td>
<td>Registration</td>
<td>Lobby</td>
</tr>
<tr>
<td>8-11 am</td>
<td><strong>PC-1</strong> Drafting a Faculty Blueprint to Advising</td>
<td>Montpelier BC</td>
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<tr>
<td>9-10 am</td>
<td><strong>PC-2</strong> Using Non-Directive Techniques to Empower Students: A Coaching Perspective</td>
<td>Green Mountain C</td>
</tr>
<tr>
<td>8:30-11 am</td>
<td><strong>PC-3</strong> NACADA Cares volunteer opportunity: ANEW Place homeless services agency</td>
<td>Outside Green Mountain Ballroom</td>
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<tr>
<td>11-11:45 am</td>
<td><strong>PC-4</strong> NACADA New Member Orientation</td>
<td>Green Mountain B</td>
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<tr>
<td>9-11 am</td>
<td><strong>PC-5</strong> Presentation Mentor/Mentee Meeting</td>
<td>Lake Champlain B</td>
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<tr>
<td>11:45 am-1 pm</td>
<td><strong>Lunch on your own</strong></td>
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<tr>
<td>1-2 pm</td>
<td><strong>Session 1</strong></td>
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<tr>
<td>1.1</td>
<td>Permaculture Design for Appreciative Advisors</td>
<td>Green Mountain A</td>
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<tr>
<td>1.2</td>
<td>Growing International Student Roots through FYE and Advising</td>
<td>Seasons on the Lake</td>
</tr>
<tr>
<td>1.3</td>
<td>Set the Stage: Onboarding Using NACADA’s Core Competencies from a First-Year Advisor’s Perspective</td>
<td>Lake Champlain B</td>
</tr>
<tr>
<td>1.4</td>
<td>Keeping Site of Your Roots When Times Demand Change: Doing More with More</td>
<td>Vermont Conference Room</td>
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<tr>
<td>1.5</td>
<td>Addressing and Combatting Ableism as Academic Advisors</td>
<td>Green Mountain C</td>
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<tr>
<td>1.6</td>
<td>Emotional Intelligence: Advising from the Heart</td>
<td>Montpelier BC</td>
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<tr>
<td>1.7</td>
<td>Integrating an Academic and Career Advising Curriculum</td>
<td>Lake Champlain A</td>
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<tr>
<td>1.8</td>
<td>From Seedlings to Seniors: Supporting Personal Growth for Peer Advisors</td>
<td>Green Mountain B</td>
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<tr>
<td>2:15-3:15 pm</td>
<td><strong>Session 2</strong></td>
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<tr>
<td>2.1</td>
<td>Strategic Interventions For and with At-Risk Student Populations: An Exchange</td>
<td>Green Mountain A</td>
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<td>2.2</td>
<td>Small Fish, Big Pond: Supporting Transfer and Campus Change Students Transition at Large Institutions</td>
<td>Seasons on the Lake</td>
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<tr>
<td>2.3</td>
<td>Dix Scholars Program - Best Practices in Supporting Adult Learners</td>
<td>Montpelier BC</td>
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<tr>
<td>2.4</td>
<td>“Yes, and...” or “Everything I know about Collaboration, I Learned by Playing Jazz”</td>
<td>Vermont Conference Room</td>
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<tr>
<td>2.5</td>
<td>Advising Students on the Autism Spectrum: Tools and Training for Advisors</td>
<td>Green Mountain C</td>
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<tr>
<td>2.6</td>
<td>Return to Your Roots in the First Year: Teaching FYE to Inform Your Advising</td>
<td>Lake Champlain A</td>
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<tr>
<td>2.7</td>
<td>Designing, Implementing and Producing Videos for Use in Advising (Moving from the Abstract to Implementation)</td>
<td>Green Mountain B</td>
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<tr>
<td>2.8</td>
<td>Open Discussion : Advising Athletes</td>
<td>Lake Champlain B</td>
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<tr>
<td>4-5 pm</td>
<td><strong>Hotel Check-in</strong></td>
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<tr>
<td>5-5:45 pm</td>
<td><strong>Keynote</strong></td>
<td>Green Mountain A B C</td>
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<tr>
<td>5:45-7:00 pm</td>
<td><strong>Welcome Reception</strong></td>
<td>Adirondack Ballroom</td>
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## Thursday, March 14

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8 am-4 pm</td>
<td><strong>Registration</strong></td>
<td>North Prefuc tion</td>
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<tr>
<td>8-9 am</td>
<td><strong>Continental Breakfast</strong> (included in conference fee)</td>
<td>Adirondack Ballroom</td>
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<tr>
<td>9:15-10:15 am</td>
<td><strong>Session 3</strong></td>
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<tr>
<td>3.1</td>
<td>Shades of Inclusion: Taking up space in Higher Education</td>
<td>Green Mountain A</td>
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<td>3.2</td>
<td>Nix the Fixed! Fostering a growth mindset in first year students</td>
<td>Montpelier BC</td>
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<td>3.3</td>
<td>&quot;Why Webinars? Because They Work!&quot;: The Evolution of Fitchburg State University's Webinar Program</td>
<td>Green Mountain B</td>
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<tr>
<td>3.4</td>
<td>Mentoring International Students on a Budget</td>
<td>Lake Champlain A</td>
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<tr>
<td>3.5</td>
<td>Branching Out: A High-Touch Transfer Student Approach</td>
<td>Green Mountain C</td>
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<tr>
<td>3.6</td>
<td>Finding the Ben to Your Jerry: Stories from a Changing Advising Model and Faculty Partnership</td>
<td>Vermont Conference Room</td>
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<tr>
<td>3.7</td>
<td>&quot;When Did You Lose Your Name?&quot; Challenging the notion of what it means to be <em>At-risk</em></td>
<td>Seasons on the Lake</td>
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<td>3.8</td>
<td>Conversation with Keynote Thomas Grites, PhD</td>
<td>Lake Champlain B</td>
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<tr>
<td>10:30-11:30 am</td>
<td><strong>Session 4</strong></td>
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<tr>
<td>4.1</td>
<td>Recognizing and Addressing Microaggressions in Academic Advising</td>
<td>Green Mountain A</td>
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<tr>
<td>4.2</td>
<td>Advising and Management in Periods of Institutional Change</td>
<td>Vermont Conference Room</td>
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<td>4.3</td>
<td>Keeping it R.E.A.L. with Students: Talking about Retention, Engagement, and Advisement Learning-Outcomes</td>
<td>Green Mountain B</td>
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### Session 4 (continued)

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10:30-11:30 am</td>
<td>4.4 Overly Optimistic: The downfall of high achieving students</td>
<td>Lake Champlain B</td>
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<td></td>
<td>4.5 MindSet Yourself Up For Success</td>
<td>Seasons on the Lake</td>
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<td>4.6 Academic Failure is not the End of the Road: Helping Students Come Back From an Academic Setback</td>
<td>Green Mountain C</td>
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<td>4.7 Challenge Accepted: Ways we utilized our large caseloads to inspire holistic development in students and in ourselves</td>
<td>Lake Champlain A</td>
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<td>4.8 Open Discussion: Advising Sophomores</td>
<td>Lake Champlain B</td>
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### Session 5

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<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tbody>
<tr>
<td>11:45 am-12:30 pm</td>
<td>Poster and UnConference Session</td>
<td>Mezzanine and TBA</td>
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<td>12:30-1:30 pm</td>
<td>Buffet Lunch</td>
<td>Adirondack Ballroom</td>
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### Session 6

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<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tr>
<td>3-4 pm</td>
<td>6.1 Supporting Early-Career Students in STEM Majors</td>
<td>Green Mountain A</td>
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<td>6.2 Open Discussion: Supporting Students Struggling with Mental Health Issues</td>
<td>Seasons on the Lake</td>
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<td>6.3 Back to Basics: Effective Communication Strategies for Difficult Situations</td>
<td>Lake Champlain B</td>
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<td>6.4 Getting to the Roots of Male Student Success: Supporting Wellness through Anticipating their Needs</td>
<td>Lake Champlain A</td>
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<td>6.5 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing</td>
<td>Montpelier BC</td>
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<td>6.6 Building an Advising Curriculum While Remaining True to Our Roots</td>
<td>Green Mountain B</td>
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<td>6.7 The Powers and Perils of Code-Switching</td>
<td>Green Mountain C</td>
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<td>6.8 Some Skills, a Dash of Growth Mindset, and a Healthy Dose of Instructor Authenticity: A Recipe for a Strengths-Based Approach to a Course for Students on Probation</td>
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### Session 7

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<th>Time</th>
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<th>Location</th>
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<tbody>
<tr>
<td>8-11 am</td>
<td>7.1 Does Race Matter in Advising?</td>
<td>Lake Champlain B</td>
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<tr>
<td>8:30-9:30 am</td>
<td>7.2 But I had a 4.0 in High School...: Empowering High-Achieving Students to Re-negotiate their Identities when Transitioning into College</td>
<td>Vermont Conference Room</td>
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<td>7.3 Visual Communication for Educators and Advisors</td>
<td>Montpelier B</td>
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<td>7.4 Individual Approach, Institutional Impact: Advising &amp; Course Selection Appointments for Incoming Students</td>
<td>Lake Champlain A</td>
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<td>7.5 Becoming the Future of Advising: Diversity in NACADA Leadership</td>
<td>Green Mountain B</td>
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<td>7.6 Getting the Job Done: Professional Growth Through Peer Advising</td>
<td>Green Mountain C</td>
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<td>7.7 Success and Stress in Undergraduate and Graduate Life: How Can Advisors Help?</td>
<td>Seasons on the Lake</td>
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<td>7.8 Open Discussion: Advising Fine Art Majors</td>
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### Session 8

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<th>Time</th>
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<tr>
<td>9:45-10:45 am</td>
<td>8.1 Defining Faculty Advising for First Generational Doctoral Students</td>
<td>Lake Champlain B</td>
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<td></td>
<td>8.2 Unearthing Global Roots: Aiding in the Social Identification Process for College Students Through The Study Abroad Experience</td>
<td>Lake Champlain A</td>
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Special Events

Opening Keynote
*Wednesday, March 13 | Green Mountain Ballroom | 5-5:45 pm*

Join us for a walk down memory lane as we learn about the history of NACADA through video and from our opening keynote speaker, Tom Grites from Stockton University.

Welcome Reception
*Wednesday, March 13 | Adirondack Ballroom | 5:45-7 pm*

You are invited to TAP into your roots at the Region 1 Welcome Reception. Enjoy some of Vermont’s food and beverage specialties, TAP into your peers through professional networking, TAP to the music, and TAP (take a picture) with your NACADA colleagues from past and present. The reception will end by 7:00 p.m. giving you the opportunity to explore Burlington and all of its charm. A special thanks to the Grossman School of Business at the University of Vermont for sponsoring the NACADA Region 1 Welcome Reception.

Academic Advising Excellence Awards Program

Join us as we celebrate our colleagues in Region 1 for their outstanding accomplishments in advising. Formal presentation of award winners will occur during breakfast on Thursday morning.
Opening Keynote
Wednesday, March 13 | Green Mountain Ballroom | 5:00 pm

Tom Grites
Assistant Provost for Academic Support, Stockton University

Tom Grites has served as Director of Academic Advising, Interim Director of Teacher Education, Interim Dean of Social and Behavioral Sciences, Assistant to the Vice President of Academic Affairs, and currently as Assistant Provost for Academic Support in his 40-plus years at Stockton. He currently has responsibilities for academic orientation programming, First-Year Experience efforts, transfer student initiatives, liaison with the Division of Student Affairs, and various other projects. He also teaches regularly, primarily a seminar course for new transfer students.

He was one of the founding members of the National Academic Advising Association (NACADA) and served as its President for two terms. He currently serves as a Senior Editor of the NACADA Journal and regularly provides other services to NACADA.

Dr. Grites has written over 50 journal articles, book chapters, and professional reports; he has delivered more than 120 conference presentations; and he has conducted faculty development workshops and academic advising program reviews on over 100 campuses. He has served on the Absecon Board of Education for over 30 years.

Tom earned his B.S. and M.S. degrees from Illinois State University and Ph.D. from the University of Maryland. Both institutions have awarded him distinguished Alumni Awards, and he was inducted into the College of Education Hall of Fame at Illinois State in October 2007. He was recognized as a Transfer Champion by the National Institute for the Study of Transfer Students in 2015.

Closing Keynote
Friday, March 15 | Adirondack Ballroom | 11:00 am

Katie Hawley
Hawley Consulting Services

Katie Hawley is founder of Hawley Consulting Services, a leadership and organization development practice. She is driven to inspire and motivate individuals and teams through change. For more than 25 years, Katie has held a variety of leadership positions within higher education, including more than a decade leading academic advising at Champlain College. Katie’s professional experience also includes leadership for the President’s Office, Board of Trustees, Registrar’s Office and Financial Aid. Most recently Katie served as VP for People, Strategic Communications & External Relations at Champlain College.
PC 1: Drafting a Faculty Blueprint to Advising

Montpelier BC | 8-11 am

It can be difficult navigating faculty partnerships in the area of professional development in advising. UMass Lowell professional advisors created and implemented a 3-hour ‘Blueprint to Advising’ program campus-wide for new and seasoned faculty. The program goal is to increase faculty confidence and comfort levels in advising students. The Blueprint covers the literature and research on academic advising as a profession, and the important role that faculty advisors play in supporting student development and increasing retention. Also included: transactional ‘how-tos’ regarding course selection, registration, policy, procedure, and pertinent campus resources particularly surrounding the mental health crisis. This presentation will give participants ideas for program creation and evaluation, tips on creating buy-in, and unpacking the faculty-staff relationship.

Jen Keene-Crouse, Sue Casey O’Neill, UMASS Lowell

Tracks: Faculty Advising, Advisor Training & Development

PC 2: Using Non-Directive Techniques to Empower Students: A Coaching Perspective

Green Mountain C | 9-11 am

Supporting students to improve their self-management skills is a goal of advisors. To that end, this workshop will present a useful model of self-determination and offer instruction and practice in techniques such as asking powerful questions and helping students create goals with intention.

The focus of this interactive workshop is to introduce the coaching skill of non-directive techniques and to invite participants to practice them to enhance their advising skills and encourage student success.

The three presenters are certified by the International Coach Federation and have been executive function coaches at Landmark College for more than fourteen years. They are also part-time advisors and will share how their coaching mindset and skills have been assets when advising students.

Lyn Sperry, Debra Berigow, Ruth Wilmot, Landmark College

Track: Advising and Academic Coaching

PC 3: Volunteer at ANEW Place in Burlington, Vermont

Meet Outside Green Mountain Ballroom | 8:30-11:00 am

This year Region 1 Cares is supporting ANEW Place, a homeless services agency located in Burlington’s Old North End. ANEW strives to provide a community where love and dignity break down the barriers facing our homeless neighbors so no matter their history, they can chart anew path. On Wednesday, March 13, NACADA Conference participants will have the opportunity to partner with ANEW Place by painting rooms and organizing donations from 9-11 am. For more info about ANEW Place’s story and process, go to anewplacevt.org.

PC 4: NACADA Orientation for First-Time Conference Attendees

Green Mountain B | 11-11:45 am

As a new member or a first time attendee at a NACADA event, you most likely have questions you want answered: How can I benefit from my NACADA membership? I am only in my first year, can I even get involved? What is my NACADA region and what opportunities are available to me?

In this session, you will be introduced to NACADA: The Global Community for Academic Advising and your NACADA region. This orientation is designed to provide guidance to new members and first time attendees as they begin their journey - learn how you can make the most of your “first year experience” in NACADA and with your region. During this session you will have the opportunity to: 1) Learn about the structure and opportunities of NACADA; 2) Develop ideas for resources and networking to help you both personally and professionally in your region; and 3) Listen to colleagues share their stories and connect with other new members to the association.

Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story!

NACADA Leaders
Concurrent Sessions

1.1 Permaculture Design for Appreciative Advisors
Green Mountain A | 1-2 pm

Permaculture, as described by co-founder Bill Mollison, is a “design system for creating sustainable human environments” (p. 1). When we hear the term permaculture, we may think about organic gardening, rainwater collection systems, or living off the grid. However, permaculture concepts and design tools such as observation, integration, connection, and creativity can be applied to a wide range of fields, including education and advisement.

In this presentation, participants will learn the basic principles of permaculture design and explore ways to apply these principles to the practice of academic advising, specifically within the framework of Appreciative Advising. No prior knowledge of permaculture or Appreciative Advising necessary!

Nancy Willow, State University of New York
Track: Appreciative Advising

1.2 Growing International Student Roots through FYE and Advising
Seasons on the Lake | 1-2 pm

In recent years the School of Business Undergraduate Advising staff at the University of Connecticut observed a disconnect with First Year international students (IS) engaging with the advising process. As academic advisors striving to provide equitable opportunities for students of diverse backgrounds, we were concerned that their disengagement forced limitations on the population, and an inability to establish roots within the UConn community. Conference participants will learn how our office's intentional work with IS through IS-only FYE courses not only had a positive effect on them; building confidence to seek out advisors and room to find their own place on campus, but also how it enhanced our academic advising process.

Carlton Jones, Susan Harding, Emma Bjorngard-Basayne, University of Connecticut
Track: Advising First-Year Students, Advising Business Majors

1.3 Set the Stage: Onboarding Using NACADA’s Core Competencies From a First-Year Advisor’s Perspective
Lake Champlain B | 1-2 pm

“Done well, onboarding leads to higher job satisfaction and performance levels as well as lower turnover. But a bad initial experience with your organization can send your new employees running for the door” (Meirnert, 2016). Using research, perspectives from other academic advisors and their recent onboarding experience, advisors at the University of Southern Maine have developed an onboarding program that combines the informational, conceptual and relational competencies of academic advising. This presentation provides suggestions on revamping your new-hire process with an example of a well-balanced and meaningful schedule and handbook, focused on NACADA’s Core Competencies, shadowing and reflection.

Kelsey Bannon, Judi Brewer, University of Southern Maine
Tracks: Advisor Training & Development, New Advising Professionals

1.4 Keeping Site of your Roots when Times Demand Change: Doing More with More
Vermont Conference Room | 1-2 pm

Over the years, different philosophies of advising have ebbed and flowed. Running tangential to these approaches is the idea of success coaching for struggling students. Many advising offices have taken on this role as more students demonstrate a need of this type of support. But how can we do it all, is a commonly heard refrain. As our office, created to help at-risk students, assumed a greater responsibility for advising, we did not want to lose sight of our core values in our rebranding process.

Come to this session and learn how to look at all you DO have, repurpose student and staff roles, and turn your challenges into opportunities, resulting in for success for all.

Lynne DeRobertis, Helena Cole, Danielle Desjardins, Aschelee Reindeau, Patrick Veronneau, University of New Haven
Tracks: Advising and Academic Coaching & Theory, Philosophy, and History of Advising

1.5 Addressing and Combatting Ableism as Academic Advisors
Green Mountain C | 1-2 pm

Ableism often defined as discrimination or prejudice against individuals with disabilities is all around us and very often present on our academic campuses in the form of limited access, culture, attitudes and language. As academic advisors and administrators, we have the opportunity to both address and combat ableism within our offices and institutions. This session will look at the “casual ableism” that many people with disabilities experience in our institutions and help advisors think differently about space and language; serving as advocates to address ableism. We will look at the ways advising offices, events and sessions can be more inclusive and supportive of the dignity and abilities of all students.

Autumn Grant, Susan Friedman, Wheaton College
Tracks: Advising Students with Disabilities, Ethics and Legal Issues in Advising

1.6 Emotional Intelligence: Advising from the Heart
Montpelier BC | 1-2 pm

Emotional intelligence can be defined as the ability to understand and regulate your own and others’ emotions, and to utilize your emotions to benefit your work and life. In advising, your ability to gauge how you are feeling at any given moment and to appreciate a student’s emotional reactions can be effective in providing support, assessing a situation, or developing a success
plan. This interactive session will explain emotional intelligence and the need for developing emotional intelligence as an academic advisor so as to better meet the needs of our students. Through case studies, role playing, and real time polling, we will develop skills and approaches that utilize the insights gained from emotional intelligence studies to refine our advising practices.

Emile Mike Boutin, MGH Institute of Health Professions

**Tracks:** Advisor Training and Development, Advising and Academic Coaching

### 1.7 Integrating an Academic and Career Advising Curriculum

**Lake Champlain A | 1-2 pm**

The Syracuse University College of Arts and Sciences career and academic advising units were reorganized into a single advising unit in order to reduce caseload per advisor. However, this triggered a re-conceptualization of advisor roles, responsibilities, and student learning outcomes. The leaders of this advising unit needed to design an entirely new integrated academic and career advising curriculum and map that curriculum over the four years of a student’s undergraduate career. This presentation will discuss the integrated curriculum and how moving away from mandatory advising was required to achieve the outcomes. Specifics will be discussed with regard to student learning outcomes, outcome mapping, assessment, group advising, and development of advisors as simultaneous academic and career advisors.

Steven Schaffling, Kristen Aust, Carlota Deseda-Coon, Syracuse University

**Tracks:** Advising Administration, Liberal Arts Advisors

### 1.8 From Seedlings to Seniors: Supporting Personal Growth for Peer Advisors

**Green Mountain B | 1-2 pm**

Through the lens of the Peer Advising program in the ECSU Academic Services Center, we will discuss how to guide your peer advisors from seedlings to seniors ready to begin careers of their own. In this presentation, we will go through the “lifecycle” of the development of a peer advisor. Starting with initial recruitment and progressing through foundational training, the development of leadership and autonomy, and finally establishing an identity as a professional, we will review best practices for designing a peer advisor program that emphasizes the personal growth of its student employees and volunteers. Research has shown that peer educators receive numerous positive outcomes from assisting other students and that providing intentional, ongoing training leads to stronger and more sustainable programs.

Lauren Eddy, Western Connecticut State University

Jessica Ruddy, Eastern Connecticut State University

**Tracks:** Peer Advising & Mentoring, Advisor Training & Development

### 2.1 Strategic Interventions for and with At-Risk Student Populations: an Exchange

**Green Mountain A | 2:15-3:15 pm**

What does it mean to be at-risk at different campuses with different populations? From community colleges to elite 4-year schools to everything in between, advisors work to support students who are at-risk of failing or of not graduating. Advisors also work with many unique student groups and identities: first generation college, veterans, students of color, non-traditional students, students in transitions, students with disabilities, athletes, others. This session will discuss using data to identify and target at-risk students; current efforts to reach these students; and key players on our various campuses to engage in at-risk efforts. Timing is critical and we will identify critical junctures to reach out. We will exchange best practices and reflect on incorporating them at our institutions.

Jill Dowling, Flora Quick, Berkeley College

**Tracks:** First Generation College Students Advising, Advising Veterans, Military Students, & Dependents

### 2.2 Small Fish, Big Pond: Supporting Transfer and Campus Change Students Transition at Large Institutions

**Seasons on the Lake | 2:15-3:15 pm**

Ever wonder what it’s like to transfer or change campuses at a large institution? Come engage in an interactive presentation to hear firsthand what the experience is like to be a “small fish in a big pond.” This presentation proposes an advising model that encourages transfer and campus change students to engage with their new community and become their own best advocates to overcome the common pitfalls of transition. You will learn how we can support this unique population by discussing individual and institutional strategies to develop resilience.

Shoshana Armiton, University of Connecticut

**Tracks:** Advising Transfer Students, Large Universities

### 2.3 Dix Scholars Program - Best Practices in Supporting Adult Learners

**Montpelier BC | 2:15-3:15 pm**

Do you advise adult learners? Looking for ways to improve retention among adult learners and help them feel more engaged on campus? At Simmons University, the Dorothea Lynde Dix Scholars program provides unique services and support for adult learners. Dix Scholars comprise approximately 14 percent of the Simmons undergraduate student body. In partnership with Admissions, Student Life, and Undergraduate Advising, the Dix Scholars program has evolved to include an orientation tailored to the needs of adult learners, a special Dix scholarship, generous transfer credit options, individual advising support, and events designed to help adult learners feel engaged and connected.

Please vote for the Best of Region!

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__NACADA Region One Conference Program__ 11
to the Simmons community. Learn more about the Dix Scholar program and how you can implement a similar program at your institution to support your adult learners.

Cindy Firestein, Cayce Jones, Simmons University
Tracks: Advising Adult Learners, Small Colleges and Universities

2.4 “Yes, and...” or “Everything I know about Collaboration, I Learned by Playing Jazz”
Vermont Conference Room | 2:15-3:15 pm

“Yes, and...” or “Everything I know about Collaboration, I Learned by Playing Jazz.” For nearly two decades, comedy troupes like The Second City have used theater improvisation techniques to teach the business world how to collaborate and communicate more effectively. Whether stated outright or implied by a similar response, “Yes, and...” is the necessary reaction of every one involved in an act of collaborative creation. Attendees will learn how approaches like postponing judgement, critically listening, co-creating, and failing up can prevent stalled projects and abandoned initiatives. The session will not only introduce “Yes, and...” approaches but also focus on how to use these skills to bring colleagues from ‘no’ to ‘yes,’ whether working on committees, in staff meetings, or in one-to-one meetings.

Art Esposito, Cape Code Community College
Tracks: Advisor Training & Development, Advising Administration

2.5 Advising Students on the Autism Spectrum: Tools and Training for Advisors
Green Mountain C | 2:15-3:15 pm

In the US, 34.7% of people with Autism go to college after high school (Shattuck, Pediatrics 2012). There is a strong assumption that this number has increased since 2012, based on the number of students receiving accommodations at college. In this presentation, we will explore how we, as advisors, can work within our institutions to support students with Autism Spectrum Disorders. We will explore the definition and characteristics of Autism and appropriate and effective strategies to academically advise students on the Autism Spectrum. This presentation will outline the factors that impact college success for students with Autism Spectrum Disorders; including resilience, social communication, executive function, self-regulation, and academic ability - and provide practical tools and training for student support.

Kristin Ciampa, University of Southern Maine
Tracks: Advising Students with Disabilities, Advisor Training and Development

2.6 Return to your Roots in the First Year: Teaching FYE to Inform your Advising
Lake Champlain A | 2:15-3:15 pm

Return to your roots in the first year in college! It all starts there. Are you looking for ways to connect to your students outside of your advising office? Are you hoping to grow professionally and connect more with colleagues on your campus? Do you have a huge caseload and wouldn’t mind getting to know a small group of students a little better? Teach a FYE class! Help to plant the seeds through this high-impact practice to learn more about your students, yourself, and your institution. Explore how teaching FYE courses could inform your advising practices and assist in your professional growth in this interactive session featuring group discussions and activities.

Sarah Scheidel, University of Connecticut
Tracks: Advising First-Year Students

2.7 Designing, Implementing and Producing Videos for use in Advising (Moving from the Abstract to Implementation)
Green Mountain B | 2:15-3:15 pm

Using technology allows Academic Advisors to do more with less. It all starts by identifying a need, developing a plan to address it, and then putting that plan into action. Using Camtasia Studios, SUNY Broome Community College was able to assist students in not only registering for classes, but also introduce some of the supportive technologies available to them. Participants will learn how to create a script, record the video, and use basic editing features in order to produce videos relevant to their institution. By harnessing technology we were able to limit some of the repetitive work involved in advising and have more productive, substantive and effective advising experiences.

Sharlah Ramnarine-Singh, SUNY Broome Community College
Tracks: Advisor Training & Development, Distance Education Advising

2.8 Open Discussion: Advising Athletes
Lake Champlain B | 2:15-3:15 pm

Tracks: Advising Student Athletes

3.1 Shades of Inclusion: Taking up space in Higher Education
Green Mountain A | 9:15-10:15 am

Calling all people of color at the NACADA RI conference. Come join us for an affinity space for people who self-identify as people of color. We will be gathered in community to talk about our experiences in this field, our struggles, how we can reclaim and take up space.

Isora Lithgow, University of Vermont
Tracks: Multicultural Concerns, New Advising Professionals

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Concurrent Sessions

3.2 Nix the Fixed! Fostering a Growth Mindset in First Year Students  
Montpelier BC | 9:15-10:15 am

Students face many new academic challenges in their first year of college, leading some students to adopt a fixed mindset. The fixed mindset includes such self-perceptions as, “I’m good at it or I’m not” or “when I fail I’m no good.” Carol Dweck’s bestselling book, “Mindset” helps students rethink their approach to academics and life. This session provides an overview of how the concept of mindset fosters academic and emotional growth, and ways to apply this approach in a number of first-year settings. Attendees will have a chance to discuss how mindset, student development theory, and narrative identity dovetail in student learning. Lastly, presenters will share results from their recent research study on mindset and narrative identity.

Jennifer Evans, Nora Cochrane, Merrimack College
Tracks: Advising and Academic Coaching, Advisor Training and Development

3.3 “Why Webinars? Because They Work!”: The Evolution of Fitchburg State University’s Webinar Program  
Green Mountain B | 9:15-10:15 am

With more programs going 100% online, students are less likely to call or visit to learn about a program and expect to get all the information they need online. As technology changes daily, webinars provide students the opportunity to learn about a program on their own time, from the comfort of their home, reducing barriers such as family and work schedules, or time zones. Hear about how Fitchburg State used webinars to reach over 1,000 students and increased enrollments in more than 12 of our programs. Use this session to gather ideas and explore possible ways to improve your webinars to meet the ever-changing student needs.

Amber Deschenes, Marylyn Gainan, Fitchburg State University
Tracks: Advising Adult Learners, Distance Education Advising

3.4 Mentoring International Students on a Budget  
Lake Champlain A | 9:15-10:15 am

Have a growing number of international students at your institution? Have you wondered how they are adjusting to campus life? First-year International students often experience culture shock upon arrival in the U.S. and tend to struggle when navigating their first few weeks on a new college campus. Learn more about the additional needs of international students from the perspective of both an international academic advisor and a current international student, and how to set up a low-no cost International Student Mentor program run by student peers on your own campus.

Meredith Doubelday, Kailin Zhuang, University of Rochester
Tracks: Advising First-Year Students, International/Global Advising

3.5 Branching Out: A High-Touch Transfer Student Approach  
Green Mountain C | 9:15-10:15 am

This presentation is rooted in educating and supporting transfer students at Southern New Hampshire University. Attendees can expect to learn the initiatives that stemmed from our transfer student data findings and trends. We will share how our relationship has blossomed with our Transfer Admissions Office to gain a better understanding of our incoming transfer students. This, alongside the transfer student data, has allowed us to better support our transfer students through education and engagement. Don’t be stumped by your transfer students, join us and learn how to turn over a new leaf!

Shannon Collins, Brian Bishop, Southern New Hampshire University
Tracks: Advising Transfer Students & Advising Veterans, Military Students, and Dependents

3.6 Finding the Ben to Your Jerry: Stories from a Changing Advising Model and Faculty Partnership  
Vermont Conference Room | 9:15-10:15 am

Explore the concept of thinking of faculty as colleagues. Learn from our unique experiences working alongside faculty in supporting student success. Choosing to house professional advisors within UMass Lowell’s six academic colleges has allowed us to establish ongoing partnerships with faculty and academic deans alike. Examples include collaboration with departmental first year seminars, presence at departmental meetings, and implementing a campus-wide faculty advisor training referred to as our “Advising Blueprint” Representing different colleges at UMass, our presenters will share their experiences. Come hear their stories and tips on building meaningful partnerships with faculty. Attendees will leave more confident in faculty relationship building with an understanding that faculty, like us, strive to promote student success.

Meagan Sullivan, Christopher Corrente, Jennifer Keene-Crouse, University of Massachusetts Lowell
Tracks: Advisor Training & Development, Advising Administration

3.7 “When Did You Lose Your Name?” Challenging the notion of what it means to be “At-risk”  
Seasons on the Lake | 9:15-10:15 am

In many discussions on how to support “at-risk” students, the primary focus is on what the student lacks and what they need to do to navigate the system. This method provides a one-dimensional view of the student. In this session we will ground our discussion with theories of intersectionality, appreciative advising and asset based model of education, to fully see the individual student with their strengths, passions, and personal power. Additionally, we will use case studies to show best practices of working with “at-risk” students based on trust and...
honesty to build authentic relationships between student and advisor. Participants will be able to take specific strategies to use at their home institution. In the spirit of community, participants are strongly encouraged to share their experiences working with “at-risk” students.

Vanessa Borum, University at Albany, State University of New York
Tracks: First Generation College Students Advising, Appreciative Advising

3.8 A Conversation with the Keynote Speaker
Green Mountain B | 9:15-10:15 am
Thomas Grites, Stockton University

Concurrent Session IV — Thursday — 10:30-11:30 am

4.1 Recognizing and Addressing Microaggressions in Academic Advising
Green Mountain A | 10:30-11:30 am
Research has shown the negative impact microaggressions have on students. Since we all possess implicit biases, failure to address them can be harmful to the students we advise. Guests of this session will participate in brief exercises and discussions to enable them to identify their own microaggressions and how implicit biases can influence how students are advised. Discussions on a deeper meaning of diversity will also be examined in order to identify a more inclusive definition that isn't limited to race and ethnicity. This session will encourage participants to establish a multicultural awareness in their advising approach, while taking steps to acknowledge and confront their implicit biases to decrease microaggressions towards students.

John Mascetta, The University of Maine
Tracks: Multicultural Concerns, Advisor Training & Development

4.2 Advising and Management in Periods of Institutional Change
Vermont Conference Room | 10:30-11:30 am
Led by Chief Undergraduate Advisors and an Academic Dean in the College of Social and Behavioral Sciences at the University of Massachusetts Amherst, this presentation discusses advising and management in times of institutional change and connects those topics to specific examples of shifting curricular and administrative priorities. This presentation poses the guiding question: How can we, as advisors and supervisors of advising staff, best implement, communicate, and manage change for our students and staff? In our roles, we are engaged in advising, keeping students abreast of changes and aware of both their opportunities and responsibilities, as well supporting advising staff through these changes. This presentation is informed by our roles as both advisors and supervisors of advising staff.

Alesia Brennan, Allison Butler, Jackie Brousseau-Pereira, University of Massachusetts Amherst
Tracks: Advising Administration, Advisor Training & Development

4.3 Keeping it R.E.A.L. with Students: Talking about Retention, Engagement, and Advisement Learning-Outcomes
Green Mountain B | 10:30-11:30 am
The QC in 4 Program is an exciting new initiative led by the Academic Advisement Center at Queens College. Through mandatory advisement services, a student commitment form, structured academic program maps, and assistance with providing unavailable courses that may delay graduation, QC in 4 emphasizes a partnership between the college and the student to graduate in four years. This presentation will offer best practices, showcase the benefits of QC in 4, and how rigorous marketing campaigns are normalizing intentional advisement practices and regular course planning with an academic advisor.

Dannielle Izzo, Queens College, CUNY
Tracks: Advising and Academic Coaching, Advisor Training & Development

4.4 Overly Optimistic: the Downfall of High Achieving Students
Montpelier BC | 10:30-11:30 am
Advising high achieving, optimistic first year students involves more than just course planning and career exploration. Sometimes students’ optimism toward their college courses is based on their success in high school, but not college level experience. Restructuring their learning systems and changing their perspectives through attributional retraining can mean the difference between a successful freshman student and a student spiraling out of control. Using Haynes et al. study “Reducing the Academic Risks of Over-Optimism,” we’ll dive into the dangers of overly optimistic students and the basics of attributional retraining. Advisors get lost when high achieving high school students struggle their first semester. We will provide specific examples of how to impact students through attributional retraining that advisors can implement immediately.

Samantha Calabrese, Jason Gilbert, Connie Hanel, University at Buffalo
Tracks: Advising High Achieving Students, High School to College Advising
Concurrent Sessions

4.5 MindSet Yourself Up For Success
Seasons on the Lake | 10:30-11:30 am
Curious to learn what positive psychology is and how you can apply it to your advising practice? In this workshop, we will learn about mindsets, theories, and topics within positive psychology and how to apply these concepts to our work & beyond. At the end of the workshop, we will discuss how to bring this type of workshop to your campus & tailor it to your students.

Amanda Chapman, Simmons University
Tracks: Advising and Academic Coaching, Advising First-Year Students

4.6 Open Discussion: Learn About NACADA Region 1 and How to Get Involved
Green Mountain C | 10:30-11:30 am
Come meet with leaders from NACADA Region 1 to learn more about getting involved. What do the co-chairs do? How does the conference get put together? Join us for an open discussion about the region. Learn more about NACADA region one and opportunities to get involved.

Various NACADA Leaders
Tracks: Global Engagement; Advisor Training & Development

4.7 Challenge Accepted: Ways we Utilized Our Large Caseloads to Inspire Holistic Development in Students and in Ourselves
Lake Champlain A | 10:30-11:30 am
When faced with a huge caseload, University of Connecticut Psychological Sciences advisors utilized varying practices and programming to not only manage the large numbers, but also to foster holistic growth of students and themselves. Implementing targeted programming, reevaluating personal and departmental practices, and developing wellness techniques are some of the approaches that were put into action. Advisors will gain a fresh perspective on managing large caseloads and will have the opportunity to discuss what strategies they use to manage large caseloads as well. Advisors will leave with tips to implement strategies and practice self-care in their departments.

Jessica Groves, University of Connecticut
Chelsea Zabel, University of Rhode Island
Tracks: Advisor Training and Development & Theory, Philosophy, and History of Advising

4.8 Open Discussion: Advising Sophomores
Lake Champlain B | 10:30-11:30 am
Tracks: Advising Second Year Students

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Poster Session

P1: Bridging the Gap: the Mechanics of Developing an Engineering Summer Bridge Program  
*Mezzanine* | 11:45 am-12:30 pm  
Christopher Corrente, University of Massachusetts Lowell

P2: The Power of Disclosure: How Advisors and Students Reduce Uncertainty  
*Mezzanine* | 11:45 am-12:30 pm  
Tessa Winship, University of Southern Maine

P3: Using Voice Thread for Distance Learning and Global Engagement  
*Mezzanine* | 11:45 am-12:30 pm  
Mita Saksena, University of Bridgeport

P4: Collaborative Academic Advising from A to G (Admissions to Graduation): Creating the Life Long Learner  
*Mezzanine* | 11:45 am-12:30 pm  
Dr. Ellen C. Miller, Monica Schauss, Alison Warner, Hofstra University

P5: Developing an Academic Coaching Curriculum: Rooting Advising in Resources and Best Practices  
*Mezzanine* | 11:45 am-12:30 pm  
Kate Loughlin, Merrimack College

P6: Grit: Does Hard Work Beat Talent in Achieving Success?  
*Mezzanine* | 11:45 am-12:30 pm  
Helen Gorgas Goulding, University of Southern Maine

P7: MARVEL-ous Move from Paper to e-Filing Record System  
*Mezzanine* | 11:45 am-12:30 pm  
Jackie Iannone, Ren McEachern, Lesley University

P8: Meditation for Learning and Compassion: How to Plant and Grow Crucial Neuro-roots  
*Mezzanine* | 11:45 am-12:30 pm  
Bethany Round, University of Southern Maine  
Kim MacQueen, Champlain College

P9: Save the Males! Effective Outreach to Men  
*Mezzanine* | 11:45 am-12:30 pm  
Catherine Chandler, Merrimack College

P10: Success With A Syllabus  
*Mezzanine* | 11:45 am-12:30 pm  
Laura Ricciuti, Binghamton University

P11: The Art of Graduate Student Advising- Domestic Vs International Students  
*Mezzanine* | 11:45 am-12:30 pm  
Cristina Velez, Southern New Hampshire University
5.1 A Conversation with NACADA Leadership  
*Green Mountain A | 1:45-2:45 pm*

NACADA's Region Division has been charged to embark upon a review similar to those the Administrative and Advising Communities Divisions recently completed. This review is being conducted to determine how to provide the best possible professional development to members. We are taking the time to reflect on what it means to be a global organization in relationship to the regional structure. To this end, a survey was sent to all NACADA members in late 2018, and focused discussions are being conducted both virtually and in person. This session is another venue to gather input from our members and will focus on the region review project. Please attend ready to share your opinion regarding how the NACADA Regional Division can best meet your needs today and in the future. If you prefer to participate in a virtual focus group please visit the NACADA Region Review website: nacada.ksu.edu/about-us/NACADA-leadership/regional-division/region-review

Various NACADA Leaders

**Tracks:** Global Engagement

5.2 Exploring Our Roots and Branching Out - Finding Your Ideal Career Path  
*Seasons on the Lake | 1:45-2:45 pm*

This panel discussion will focus on how professionals have entered the field of advising, their professional journeys, and how they have been able to progress in their careers. Job searching can be a daunting task, and this discussion will focus on advice, tips, and best practices for navigating into, and through, the advising profession. Panelists will represent new and experienced professionals from different types of institutions. This session would be appropriate for graduate students, new advisors, career changers, or those who are looking for ways to advance their careers.

Ali Ressing, Northeastern University  
Janine Bradley, University of Massachusetts Boston  
Christina LaCroix, Bristol Community College  
Alice Rugoletti, Wentworth Institute of Technology  
Amber Watson, Northeastern University  
Daniel Noel, University of Massachusetts Amherst

**Tracks:** New Advising Professionals, Advisor Training and Development

5.3 When One Door Closes: A Discussion on Major Reselection  
*Montpelier BC | 1:45-2:45 pm*

What happens when a student's chosen major isn't the best academic fit for them? We often advise students who have selected a major based on limited information and set out on a path that doesn't align with their strengths. When students are forced to select a different major, due to unmet requirements, there are many implications to consider when identifying an alternative path for timely degree completion. Redirecting students out of their major is a fluid concept defined differently by policy and process at each institution. Lack of universal language for major redirection has made defining best practices challenging. This presentation will provide engaging opportunities for attendees to define the concept of redirection, to share their institution's best practices with colleagues, and to conceptualize new approaches for redirected students.

Ginny Shepherd, Anna Vest, University of South Florida

**Tracks:** Advising Administration, Undecided & Exploratory

5.4 Back to the Future: Effectively Advising our Veteran Students  
*Green Mountain B | 1:45-2:45 pm*

Regardless of your institutional type or instructional format, it is likely you have veterans in your advising caseload. Veterans offer diverse backgrounds for our campuses, yet they often are not adequately integrated into the overall academic setting. How have they unique needs and prior experiences been addressed at your college? How has their culture been incorporated into a positive academic experience? What institutional resources do you have for service-related issues? Understanding the benefits, backgrounds, and special services required of veteran students enhances effective inclusion in your campus advising model. We will share an overview of military culture and highlight the context of GI Bill advisement (or referral) regarding benefit questions. We will also discuss veteran students at online and traditional colleges, as well as critical campus collaboration techniques you can implement as best practices.

Michael Moran, Martha Garing, Chris Johnson, Excelsior College  
Jennifer Moran, Hudson Valley Community College

**Tracks:** Advising Veterans, Military Students, Dependents & Advising Adult Learners

5.5 Developing a Comprehensive Advisor Training Program with Multiple Modes of Delivery  
*Lake Champlain A | 1:45-2:45 pm*

According to NACADA, effective advisor training programs must include conceptual, informational, and relational content. The presenter will share one institution's experience developing and implementing a comprehensive faculty advisor training program based on NACADA’s Academic Advising Core Competencies and describe program content, resources used to develop the content, and how the program is assessed. Because faculty schedules vary greatly, three delivery modes are offered to facilitate completion of all parts, and these will be explained. This session is appropriate for any institution developing a comprehensive advisor training program, and attendees will learn how to use NACADA's core competencies as a foundation to develop such a program and about one flexible model of delivery that facilitates completion of all parts.

Linda Searing, Nazareth College

**Tracks:** Advisor Training & Development, Faculty Advising
5.6 Finding Common Ground: Cultivating Cultural Competency on your Campus
Green Mountain C | 1:45-2:45 pm
Finding Common Ground: Cultivating Cultural Competency on your campus. This student-lead presentation and discussion will provide attendees with a cultural competency framework, learning tools, and resources they can use to start meaningful and inclusive conversations on their college campuses. In an increasingly complex society where our modes of communicating with others can limit narratives and perspective, finding meaningful and purposeful ways where we can learn and listen is imperative to the future health and wellness of our campuses. This interactive presentation will get participants up and moving as we explore our own unique cultural identities, how they shape our cultural awareness of others, and how we can build cultural competency within the realm of advising.
Lisa Enright, UNH Manchester
Tracks: Multicultural Concerns, Peer Advising & Mentoring

5.7 Rooted in the Connection: Enhance Your Advising Skills With Basic Counseling Techniques
Vermont Conference Room | 1:45-2:45 pm
Many advisors will say that what they enjoy most about their job is making connections with students. But how do we get there? Often times, advisee meetings lead to a blurred space between counseling and advising. While referring students to counseling services is important, it is also important for a student to feel heard in that moment. An advisor’s willingness to occupy a position between counseling and advising builds trust and strengthens the quality of the student-advisor relationship. This session will provide advisors some basic counseling techniques that can be used to build a connection with students, both in everyday advising and when a student is in need.
Jessica Groves, University of Connecticut
Tracks: Advisor Training & Development and Theory, Philosophy, and History of Advising

5.8 Open Discussion: Pre-Health Advising
Lake Champlain B | 1:45-2:45 pm
Tracks: Health Professions Advising

Concurrent Session VI — Thursday — 3-4 pm

6.1 Supporting Early-Career Students in STEM Majors
Green Mountain A | 3-4 pm
STEM is a growing field and as interest in these majors rise, advisors need to be equipped to understand the unique challenges that STEM majors present from a developmental perspective. From under-prepared to high-achieving students, early career STEM majors need well-rounded support from advisors. In this presentation, attendees will discuss strategies and expectations for working with early-career STEM students. Some specific strategies and topics will include: balancing interdisciplinary subjects, underpreparedness coming from high school and/or community college, and challenges of sequencing and graduation timeline expectations. Attendees will create an action plan for supporting early-career STEM students they can implement in their individual advising practice.
Kim Charmatz, Lindsay Crawford, University of Southern Maine
Tracks: Science, Technology, Engineering, and Mathematics

6.2 Open Discussion: Supporting Students Struggling with Mental Health Issues
Seasons on the Lake | 3-4 pm
Tracks: Advisor Training & Development

6.3 Back to Basics: Effective Communication Strategies for Difficult Situations
Lake Champlain B | 3-4 pm
Frustration in the workplace can be detrimental to your mental health and work satisfaction. Although the ultimate goal is to have a conflict-free environment, issues are bound to arise. Whether it’s a concern with a student, faculty member, teammate or supervisor, non-violent communication can be a helpful tool. Non-violent communication, also known as compassionate communication, will help to re-frame the ways that we express ourselves in order to have more positive outcomes in difficult circumstances. This interactive presentation will introduce the tenants of non-violent communication and include a mindful approach to strategic conflict management.
Talia Hirsh, Simmons University
Tracks: Advisor Training & Development

Please vote for the Best of Region!
tinyurl.com/R1NACADA2019
6.4 Getting to the Roots of Male Student Success: Supporting Wellness through Anticipating their Needs

**Lake Champlain A | 3-4 pm**

Male students, especially students of color, continue to face many challenges on their pathway to student success. Digging deeper into the roots, this session will provide participants with the opportunity to consider male wellness, and also engage in dialogue about support strategies. Attendees will learn about various mental health challenges facing today’s men in the college setting and how they may present themselves to students identifying as male. In addition, they will learn about approaches to support male college students and opportunities for institutional awareness and intervention, including understanding non-cognitive factors and the utilization of predictive analytics.

Steven Viveiros, Wheaton College  
**Tracks:** Multicultural Concerns, Advising and Academic Coaching

6.5 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing

**Montpelier BC | 3-4 pm**

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, NACADA-produced books, the new online, scholarly journal NACADA Review: Academic Advising Praxis and Perspectives, and the flagship NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Jennifer Joslin, Kansas State University  
**Tracks:** Advisor Training & Development, Advising Administration

6.6 Building an Advising Curriculum While Remaining True to Our Roots

**Green Mountain B | 3-4 pm**

How do college advisors meet increasing institutional requirements for outcomes and assessments, with integrity, while holding on to the heart of advising and speaking to the needs of the individual students in real-time situations? Learn how a small liberal arts college moved from a “home grown” system of advising, to build a formalized advising curriculum. This session will include curriculum content, examples of assessment, and how advisors may meet individual student needs while working on broader curriculum goals. Participants may identify specific elements of this curriculum to be integrated into their own advising program, if desired.

Nevada Bromley, Landmark College  
**Tracks:** Assessment of Advising, Advising Administration

6.7 The Powers and Perils of Code-Switching

**Green Mountain C | 3-4 pm**

Traditionally, code-switching has been used to describe the way in which multilingual people move between languages. However, it is now used more commonly as a term to describe altering the way one speaks based on the racial or ethnic composition of one’s audience. Code-switching is for many people of color a seemingly necessary, yet burdensome, skill to get ahead, fit in, and express themselves. From navigating job interviews to interacting with co-workers, code-switching has become an all too common practice, but at what cost? As higher education professionals, we are often tasked with the goal of creating safe spaces for students from all backgrounds, but are we even being intentional in the way in which we promote inclusive communication amongst ourselves?

Catalina Ocampo, Karina Ovalles, Bentley University  
**Tracks:** Multicultural Concerns, Advisor Training & Development

6.8 Some Skills, a Dash of Growth Mindset, and a Healthy Dose of Instructor Authenticity: A Recipe for a Strengths-Based Approach to a Course for Students on Probation

**Vermont Conference Room | 3-4 pm**

When the Center for Student Success was charged with finding ways other than one-on-one meetings to assist probation students, developing an academic course came to mind. Over the past seven years, this course has evolved from a proactive skills-based model to its current iteration, a strength-based approach to helping students find the potential to succeed that we know is within them. Come to this informative presentation where you will hear from the course coordinators regarding the course’s on-going evolution as well as from current instructors about their individual approaches to teaching (and learning from) probation students.

Lynn DeRobertis, Helena Cole, Catherine Johnson, Jim Prosper, Alicia Thompson, Joe Frederick, University of New Haven  
**Tracks:** Probation/Dismissal/Reinstatement, Appreciative Advising

Meet Your State

**4:15-5 pm**

**Connecticut** ............................................. **Green Mountain A**  
**Massachusetts** ....................................... **Adirondack Ballroom**  
**Rhode Island** ......................................... **Green Mountain B**  
**Vermont** ................................................ **Green Mountain C**  
**New Hampshire** .................................... **Montpelier BC**  
**New York** .............................................. **Lake Champlain A**  
**Maine** .................................................. **Vermont Conference Room**  
**Canada** ............................................... **Lake Champlain B**
Concurrent Sessions

**Concurrent Session VII — Friday — 8:30-9:30 am**

**7.1 Does Race Matter in Advising?**
*Lake Champlain B | 8:30-9:30 am*

The relationship between advisor and advisee is an important one and with the ever changing student body, advisors are increasingly faced with how they will meet the needs of their students. While there are many contributing factors to best practices in retention and overall student satisfaction, confronting issues of differences is a major one for underrepresented groups according to literature. In this session, advisors will have an opportunity to discuss their views on the matter and if, and how, it impacts their work with students. This is a hands on session, come prepared to engage in activities to help make the discussion of such a sensitive and sometimes uncomfortable topic fun!

*Joi Sampson, Manhattanville College*
*Tracks: Multicultural Concerns, Advisor Training & Development*

**7.2 “But I had a 4.0 in High School…”: Empowering High-Achieving Students to Re-negotiate their Identities when Transitioning into College**
*Vermont Conference Room | 8:30-9:30 am*

While it is widely recognized among higher education professionals that academic advising focuses on the identities of students once they arrive on campus, it can be challenging to separate high-achieving students from the ingrained habits, experiences, and perceptions they carryover from their high school lives. Through an examination of student development theory, this session will investigate the key traits that define an “overachiever” and how this identity may evolve as a student navigates his or her post-secondary path. Subsequent discussion will focus on how education professionals can assist high-achieving students in defining their own personal value systems and identities, separate from the societal and familial pressures of their pre-college lives.

*Jennifer Kamish, Vicki Rocha, Rochester Institute of Technology*
*Tracks: Advising High Achieving Students, Advising First-Year Students*

**7.3 Visual Communication for Educators and Advisors**
*Montpelier B | 8:30-9:30 am*

Let's get visual. The premise of this presentation will be how to communicate more thoroughly and more effectively with your students and community through visualization and graphics. With specific and detail oriented use of color, images, charts, and other visual cues beyond text we can communicate across a multitude of audiences. We will examine work as well as give tips and resources about how to construct these documents, when to use them, and the differences between your printed materials and your computer images and graphics for websites. Items such as infographics, timelines, and visual syllabi promote understanding across cultural, language, and educational boundaries. Included will be resources of how to learn these skills or otherwise making these items happen on a limited time, bandwidth, and budget.

*Kelsey Francis Flynn, Boston Architectural College*
*Tracks: Advising and Academic Coaching, Technology in Advising*

**7.4 Individual Approach, Institutional Impact: Advising & Course Selection Appointments forIncoming Students**
*Lake Champlain A | 8:30-9:30 am*

Come to this session to understand the framework and creation details of the Advising and Course Selection appointment process for new and transfer students. Learn about how an advising team can meet with over 1750 students for individual appointments throughout the summer, decrease summer melt, increase retention, and most important - focus on student learning within each advising appointment. Information regarding logistics, assessment, successes and challenges will be shared.

*Lyseth Thibeault, Kim Charmatz, Emma Roose, Lindsay Crawford, Kristin Ciampa, University of Southern Maine*
*Tracks: Assessment of Advising, Advising First-Year Students*

**7.5 Becoming the Future of Advising: Diversity in NACADA Leadership**
*Green Mountain B | 8:30-9:30 am*

Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA’s mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA’s leadership and contribute to the association’s mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Inclusion & Engagement Committee and ELP are changing the face of NACADA.

*Autumn Grant, Wheaton College*
*Cindy Firestein, Simmons University*
*Tara Maroney, Hudson Valley Community College*
*Tracks: Advisor Training & Development*

**7.6 Getting the Job Done: Professional Growth Through Peer Advising**
*Green Mountain C | 8:30-9:30 am*

Substantial advisor caseloads make it difficult to dedicate significant amounts of time to all undergraduate advisees. How do departments and universities effectively meet the needs of students? Peer advising programs are one strategy. Peer Advisors (PAs) collaborate with professional advisors and offer student perspectives on advising. Advisees have access to more advisors, PAs develop professional skills and undergraduates benefit from expanded programming. In this session, we present a multimedia
overview of a PA program at a large university. We focus on a PA-organized professional development series. Attendees will leave with ideas for developing or enhancing their own programming and collaborate with a current PA on their experience and perspective.

Aaron Hoholik, Marianne Neal-Joyce, Cynthia Ntinunu, University of Massachusetts Amherst

Tracks: Peer Advising & Mentoring, Career Advising

7.7 Success and Stress in Undergraduate and Graduate Life: How Can Advisors Help?
Seasons on the Lake | 8:30-9:30 am

Mental health screening plays a vital role in early identification of behavioral health disorders which when treated early result in improved outcomes. Academic advisors are in a unique position to support students’ well-being given their role, and their ability to partner with campus counseling services. In this presentation we review symptoms of mental health disorders and the resulting impact on academic functioning. Trends in both undergraduate and graduate students will be discussed; recent data highlights overlooked mental health needs of graduate and professional students. Creating a culture of awareness and support is vital to building a resilient university community. Attendees will become familiar with best practices for building community awareness through use of anonymous online screening, on-campus resources, proactive social media campaigns, awareness day events and collaboration with student groups.

David Veira, MindWise Innovations

Tracks: Technology in Advising, Advising Graduate & Professional Studies

7.8 Open Discussions: Advising Fine Art Majors
Montpelier C | 8:30-9:30 am

Tracks: Advising Fine Arts Students

8.1 Defining Faculty Advising for First Generational Doctoral Students
Lake Champlain B | 9:45-10:45 am

Nearly one-third of all doctoral recipients are first-generation (FG) and although targeted assistance for undergraduate FG students has been increasing over the past decade little empirical research exists which address successful advising practices of FG doctoral students. A big part of the success in achieving a doctoral degree depends upon a close and effective working relationship with one’s faculty advisor. This roundtable will raise discussion on the most effective advising strategies for supporting FG doctoral students to degree completion and the role of faculty advisors in this journey. Questions on advising strategies needed to support FG doctoral students beyond the faculty advisor and the role mentors and sponsors play in advising will also be raised. Research on supporting FG doctoral students to offer context for the discussion will be provided.

Dr. Heather Maietta, Regis College

Tracks: First Generation College Students Advising, Doctoral Students

8.2 Unearthing Global Roots: Aiding in the Social Identification Process for College Students Through The Study Abroad Experience
Lake Champlain A | 9:45-10:45 am

The study abroad experience affords many students the opportunity to not only learn about different cultural groups but also about who they are and how they identify within society. As advisors, how do we support and promote the self-identification process for our students through the study abroad experience? This session will explore the student self-identity and discovery process through study abroad opportunities, using the year-long study away experiences of the students at NYU Global Liberal Studies as an example. Participants will share the similar study abroad and cultural exploration initiatives that exist at their academic department and share their best practices for supporting the self-identification process through study abroad experiences.

Candace Sumner-Robinson, New York University

Tracks: Global Engagement, Undecided & Exploratory

8.3 Making Meetings Meaningful
Seasons on the Lake | 9:45-10:45 am

In order for colleges and universities to build equitable institutions it is important to see each student as unique, understanding that they come to college with varying intersecting identities (i.e. minority students; LGBT students; first-generation students, etc.). Consistent contact along with meaningful discussion allows for the capacity to give each student the specific support they need to be successful. Academic advisors are uniquely situated to address these intersecting identities by getting to know students through individualized sessions. Developing an understanding of inclusion will help the academic advisor become more knowledgeable about the multitudinous issues students are facing while being effective in meeting the diverse needs of all students.

Joi Sampson, Michael Klein, Manhattanville College

Tracks: Advisor Training & Development, Advising First-Year Students

Please vote for the Best of Region!
tinyurl.com/R1NACADA2019
8.4 Decision Making Should-itis: Helping Advisees Address the “Shoulds” that Affect Student Choice

Vermont Conference Room | 9:45-10:45 am

Do your students get overwhelmed by the decisions that they need to make? Are external expectations, or “shoulds,” the primary factor your advisees are using when making decisions, losing sight of their own interests and goals? In this interactive workshop, we will explore the decision-making process and challenges it can present for students and their advisors. Through the lens of Baxter Magolda’s Self-Authorship Theory, we will consider the many factors that can complicate students’ choices and lead to onerous indecision. Join us to obtain ideas and resources to help your students navigate this developmental task and gain comfort with the fluid nature of decision making.

Valerie Como, Melissa Jenkins, Meghan Charbonneau, Bentley University

Tracks: Advising and Academic Coaching, Undecided & Exploratory

8.5 Water At The Roots: Develop and Maintain a Positive Team Culture

Green Mountain B | 9:45-10:45 am

As advisors, academic counselors, and success coaches, you aim your purpose and work toward supporting the success of your students. Your team’s ability to serve others is enhanced when your members cooperate, collaborate, and possess shared goals. This session will discuss proactive and reactive strategies for improving the health of teams you serve and support as they move through stages of group development. Any leader and team contributor has the opportunity to positively impact a group’s culture. Topics for discussion include team-building and conflict management tools and activities, explored through case-study informed small group conversations. Participants will leave with resources you can apply to supporting your respective units, committees, and student groups on your campus.

Sara Quagliaroli, Kait Bouthillette, Sarah Anderton, Merrimack College

Tracks: Advisor Training & Development

8.6 Rediscovering our Roots: When “Appreciative” Goes Beyond “Advising”

Montpelier B | 9:45-10:45 am

After adopting appreciative advising as our philosophy for working with students, the presenters decided to take it from “good to great” and embarked upon a journey to create an appreciative campus. This entailed going back to the roots of appreciative advising, the appreciative inquiry model and, based upon an attitude of care, building a common ground that everyone could stand upon and embrace. Come to this session and learn how all college personnel—staff and faculty—can infuse an appreciative mindset into the work they do with students. Discover how in this fashion your entire campus—from support staff to upper level administration—has a role in creating a positive culture for students, resulting in increased student satisfaction and success.

Helena Cole, Lynn DeRobertis, University of New Haven

Tracks: Appreciative Advising, Advising Administration

8.7 Understanding Academic Probation, Assess and Develop New Tools for Student Success

Green Mountain C | 9:45-10:45 am

Students placed on Academic Probation struggle with persistence and on-time graduation. While Academic Advisors are confident in their ability to assist students and help them navigate academic decisions; we tend to feel a sense of angst or uncertainty regarding student’s multi-layer student success. Procedures, policies, and tools used for advising students on academic probation may not always take into consideration working with different offices. This session will describe the academic probation process and new roles of advisors as it relates to Satisfactory Academic Progress, persistence, and graduation. We’ll discuss the tools, and proactive advising models we used to assist students at the University of Rochester.

Anika Johnson, Stephen Armstrong, University of Rochester

Tracks: Probation/Dismissal/Reinstatement, Advisor Training & Development

Please vote for the Best of Region!

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## Presentations by Track

### Advising Administration
- **1.7** Integrating an Academic and Career Advising Curriculum
- **2.4** “Yes, and…” or “Everything I know about Collaboration, I Learned by Playing Jazz”
- **3.6** Finding the Ben to Your Jerry: Stories from a Changing Advising Model and Faculty Partnership
- **4.2** Advising and Management in Periods of Institutional Change
- **5.3** When One Door Closes: A Discussion on Major Reselection
- **6.5** Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
- **6.6** Building an Advising Curriculum While Remaining True to Our Roots
- **8.6** Rediscovering our Roots: When “Appreciative” Goes Beyond “Advising”
- **P1** Bridging the Gap: the Mechanics of Developing an Engineering Summer Bridge Program
- **P4** Collaborative Academic Advising from A to G (Admissions to Graduation): Creating the Life Long Learner

### Advising Adult Learners
- **2.3** Dix Scholars Program - Best Practices in Supporting Adult Learners
- **3.3** “Why Webinars? Because They Work!”: The Evolution of Fitchburg State University’s Webinar Program
- **5.4** Back to the Future: Effectively Advising our Veteran Students
- **P11** The Art of Graduate Student Advising - Domestic Vs International Students

### Advising and Academic Coaching
- **PC-2** Using Non-Directive Techniques to Empower Students: A Coaching Perspective
- **1.4** Keeping Site of your Roots when Times Demand Change: Doing More with More
- **16** Emotional Intelligence: Advising from the Heart
- **3.2** Nix the Fixed! Fostering a Growth Mindset in First Year Students
- **4.3** Keeping it R.E.A.L. with Students: Talking about Retention, Engagement, and Advisement Learning-Outcomes
- **4.5** MindSet Yourself Up For Success
- **6.4** Getting to the Roots of Male Student Success: Supporting Wellness through Anticipating their Needs
- **7.3** Visual Communication for Educators and Advisors
- **8.4** Decision Making Should-itis: Helping Advisees Address the “Shoulds” that Affect Student Choice
- **P5** Developing an Academic Coaching Curriculum: Rooting Advising in Resources and Best Practices
- **P10** Success With A Syllabus

### Advising Fine Arts Students
- **7.8** Open Discussion: Advising Fine Art Majors

### Advising Business Majors
- **1.2** Growing International Student Roots through FYE and Advising
- **2.6** Return to your Roots in the First Year: Teaching FYE to Inform your Advising
- **3.4** Mentoring International Students on a Budget
- **4.5** MindSet Yourself Up For Success

### Advising First-Year Students
- **1.2** Growing International Student Roots through FYE and Advising
- **2.6** Return to your Roots in the First Year: Teaching FYE to Inform your Advising
- **3.4** Mentoring International Students on a Budget
- **4.5** MindSet Yourself Up For Success

### Advising Graduate & Professional Students
- **7.7** Success and Stress in Undergraduate and Graduate Life: How Can Advisors Help?
- **P11** The Art of Graduate Student Advising - Domestic Vs International Students

### Advising High Achieving Students
- **4.4** Overly Optimistic: the Downfall of High Achieving Students
- **7.2** “But I had a 4.0 in High School…”: Empowering High-Achieving Students to Re-negotiate their Identities when Transitioning into College

### Advising Second Year Students
- **4.8** Open Discussion: Advising Sophomores

### Advising Student Athletes
- **2.8** Open Discussion: Advising Athletes

### Advising Students with Disabilities
- **1.5** Addressing and Combatting Ableism as Academic Advisors
- **2.5** Advising Students on the Autism Spectrum: Tools and Training for Advisors

### Advising Transfer Students
- **2.2** Small Fish, Big Pond: Supporting Transfer and Campus Change Students Transition at Large Institutions
- **3.5** Branching Out: A High-Touch Transfer Student Approach

### Advising Veterans, Military Students & Dependents
- **2.1** Strategic Interventions for and with At-Risk Student Populations: an Exchange
- **3.5** Branching Out: A High-Touch Transfer Student Approach
- **5.4** Back to the Future: Effectively Advising our Veteran Students

### Advisor Training & Development
- **PC-1** Drafting a Faculty Blueprint to Advising
- **PC-3** NACADA New Member Orientation
- **1.3** Set the Stage: Onboarding Using NACADA’s Core Competencies from a first-year advisor’s perspective
- **1.6** Emotional Intelligence: Advising from the Heart
- **1.8** From Seedlings to Seniors: Supporting Personal Growth for Peer Advisors
- **2.4** “Yes, and…” or “Everything I know about Collaboration, I Learned by Playing Jazz”
- **2.5** Advising Students on the Autism Spectrum: Tools and Training for Advisors
- **2.7** Designing, Implementing and Producing Videos for use in Advising (Moving from the Abstract to Implementation)
- **3.2** Nix the Fixed! Fostering a Growth Mindset in First Year Students
- **3.6** Finding the Ben to Your Jerry: Stories from a Changing Advising Model and Faculty Partnership
Advisor Training & Development (continued)

4.1 Recognizing and Addressing Microaggressions in Academic Advising
4.2 Advising and Management in Periods of Institutional Change
4.3 Keeping it R.E.A.L. with Students: Talking about Retention, Engagement, and Advisement Learning-Outcomes
4.6 Open Discussion: Learn About NACADA Region 1 and How to Get Involved
4.7 Challenge Accepted: Ways we Utilized Our Large Caseloads to Inspire Holistic Development in Students and in Ourselves
5.2 Exploring Our Roots and Branching Out - Finding Your Ideal Career Path
5.5 Developing a Comprehensive Advisor Training Program with Multiple Modes of Delivery
5.7 Rooted in the Connection: Enhance Your Advising Skills With Basic Counseling Techniques
6.2 Open Discussion: Supporting Students Struggling with Mental Health Issues
6.3 Back to Basics: Effective Communication Strategies for Difficult Situations
6.5 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
6.7 The Powers and Perils of Code-Switching
7.1 Does Race Matter in Advising?
7.5 Becoming the Future of Advising: Diversity in NACADA Leadership
8.2 Unearthing Global Roots: Aiding in the Social Identification Process for College Students

Appreciative Advising

1.1 Permaculture Design for Appreciative Advisors
3.7 “When Did You Lose Your Name?” Challenging the notion of what it means to be “At-risk”
6.8 Some Skills, a Dash of Growth Mindset, and a Healthy Dose of Instructor Authenticity: A Recipe for a Strengths-Based Approach to a Course for Students on Probation
8.6 Rediscovering our Roots: When “Appreciative” Goes Beyond “Advising”

Assessment of Advising

6.6 Building an Advising Curriculum While Remaining True to Our Roots
7.4 Individual Approach, Institutional Impact: Advising & Course Selection Appointments for Incoming Students

Career Advising

7.6 Getting the Job Done: Professional Growth Through Peer Advising

Distance Education Advising

2.7 Designing, Implementing and Producing Videos for use in Advising (Moving from the Abstract to Implementation)
3.3 “Why Webinars? Because They Work!”, The Evolution of Fitchburg State University’s Webinar Program
P3 Using Voice Thread for Distance Learning and Global Engagement

Doctoral Students

8.1 Defining Faculty Advising for First Generational Doctoral Students

Ethics & Legal Issues in Advising

1.5 Addressing and Combatting Ableism as Academic Advisors

Faculty Advising

PC-1 Drafting a Faculty Blueprint to Advising
5.5 Developing a Comprehensive Advisor Training Program with Multiple Modes of Delivery

First-Generation College Students Advising

2.1 Strategic Interventions for and with At-Risk Student Populations: an Exchange
3.7 “When Did You Lose Your Name?” Challenging the notion of what it means to be “At-risk”
8.1 Defining Faculty Advising for First Generational Doctoral Students

Global Engagement

4.6 Open Discussion: Learn About NACADA Region 1 and How to Get Involved
5.1 A Conversation with NACADA Leadership

Through The Study Abroad Experience

P3 Using Voice Thread for Distance Learning and Global Engagement

Health Professions Advising

5.8 Open Discussion: Pre-Health Advising

High School to College Advising

4.4 Overly Optimistic: the Downfall of High Achieving Students
P2 The Power of Disclosure: How Advisors and Students Reduce Uncertainty

International/Global Advising

3.4 Mentoring International Students on a Budget

Large Universities

2.2 Small Fish, Big Pond: Supporting Transfer and Campus Change Students Transition at Large Institutions

Liberal Arts Advisors

1.7 Integrating an Academic and Career Advising Curriculum

Multicultural Concerns

3.1 Shades of Inclusion: Taking up space in Higher Education
4.1 Recognizing and Addressing Microaggressions in Academic Advising
5.6 Finding Common Ground: Cultivating Cultural Competency on your Campus
6.4 Getting to the Roots of Male Student Success: Supporting Wellness through Anticipating their Needs
6.7 The Powers and Perils of Code-Switching
7.1 Does Race Matter in Advising?
New Advising Professionals

PC-3 NACADA New Member Orientation
1.3 Set the Stage: Onboarding Using NACADA’s Core Competencies from a first-year advisor’s perspective
3.1 Shades of Inclusion: Taking up space in Higher Education
5.2 Exploring Our Roots and Branching Out - Finding Your Ideal Career Path
P10 Success With A Syllabus

Peer Advising & Mentoring

1.8 From Seedlings to Seniors: Supporting Personal Growth for Peer Advisors
5.6 Finding Common Ground: Cultivating Cultural Competency on your Campus
6.2 Peer Advising: The Inside Scoop
7.6 Getting the Job Done: Professional Growth Through Peer Advising

Probation/Dismissal/Reinstatement Issues

6.8 Some Skills, a Dash of Growth Mindset, and a Healthy Dose of Instructor Authenticity: A Recipe for a Strengths-Based Approach to a Course for Students on Probation
8.7 Understanding Academic Probation, Assess and Develop New Tools for Student Success
P9 Save the Males! Effective Outreach to Men

Science, Technology, Engineering and Mathematics Advising

6.1 Supporting Early-Career Students in STEM Majors

Small Colleges & Universities

2.3 Dix Scholars Program - Best Practices in Supporting Adult Learners
P7 MARVEL-ous Move from Paper to e-Filing Record System

Technology in Advising

7.3 Visual Communication for Educators and Advisors
7.7 Success and Stress in Undergraduate and Graduate Life: How Can Advisors Help?
P7 MARVEL-ous Move from Paper to e-Filing Record System

Theory, Philosophy and History of Advising

1.4 Keeping Site of your Roots when Times Demand Change: Doing More with More
4.7 Challenge Accepted: Ways we Utilized Our Large Caseloads to Inspire Holistic Development in Students and in Ourselves
5.7 Rooted in the Connection: Enhance Your Advising Skills With Basic Counseling Techniques
P8 Meditation for Learning and Compassion: How to Plant and Grow Crucial Neuro-roots

Undecided & Exploratory

5.3 When One Door Closes: A Discussion on Major Reselection
8.2 Unearthing Global Roots: Aiding in the Social Identification Process for College Students Through The Study Abroad Experience
8.4 Decision Making Should-itis: Helping Advises Address the “Shoulds” that Affect Student Choice
P9 Save the Males! Effective Outreach to Men

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2019 Region One
Awards & Recognitions

The Goal of the NACADA Awards Programs are to encourage wider support and recognition for academic advising in colleges and universities by providing an opportunity for recognition of outstanding advising. An ultimate outcome of these programs is to improve advising services for students. By honoring individuals who advise within NACADA Region One, we hope to bring more deserved recognition and respect to the important role that academic advisors play in higher education.

Excellence in Advising - Advising Administrator
Autumn B Grant, Northeastern University

Excellence in Advising - Advisor Primary Role
Jennifer Keene-Crouse, UMass Lowell

Excellence in Advising - Faculty Advisor
Dr. Matthew A Hurwitz, UMass Lowell

Excellence in Advising - New Advisor
Cayce Jones, Simmons University

New Advisor Scholarships
Ms. Megan M Giordano, Northeastern University
Danielle Peralta, Simmons University
Amanda Chapman, Simmons University

Presenter Scholarships
Meagan H Sullivan, UMass Lowell
Cynthia Ntinunu, UMass Amherst
Kelsey M Bannon, University of Southern Maine

Graduate Student Scholarships
Ms. Rebecca Steinberg, UMass Amherst
Ms. Megan Searing, Nazareth College

2018 Region One Conference Presentation Best of Region Award
How Major is Your Major?
Harry Twyman & Kelli Petersen, University of Connecticut

On behalf of the Awards Committee, we would like to thank the following reviewers for their time in reviewing and providing feedback on award nominations this year: Helena Cole, Neil Cole, Michael Geroux, Stefanie Gouveia, Leah Richards, and Stacia White

Thank You!

NACADA Region One Would like to thank everyone who has contributed to the 2019 conference. Thank you to the following people and organizations for their contributions:

Polar Beverage
Grossman School of Business, University of Vermont
Catherine Lee, Keene State College
Diana Krenzer, Nazareth College
Antioch University Center for Climate Preparedness & Community Resilience
Antioch University Conservation Psychology Institute
Upcoming NACADA Events

Summer Institutes
June 23-28, 2019 in Lexington, KY
July 21-26, 2019 in Little Rock, AR

International Conference
July 8-11, 2019 in Hasselt, Belgium
Student Autonomy: Advisors Creating Positive Change for Students

Annual Conference
October 20-23, 2019 in Louisville, KY
In Their Corner: Advising Students to be the GREATEST!

“Throw Your Hat in the Ring” for the 2019 FUNdraiser!
Monday, October 21 | 6-7:30 pm
Held during the Annual Conference and on behalf of the NACADA Scholarship Fund, all proceeds support scholarships for members with limited institutional support to attend NACADA events. See you in Louisville, home of legendary boxer Muhammad Ali!

Massachusetts State Drive-In
May 22, 2019
Simmons University

New York State Drive-In
June 7, 2019
Monroe Community College and RAC Advising
Advising for Student Success: Mindful Advising

NACADA’s Newest Publication available in the NACADA Online Store:

The Power of Story: Narrative Theory in Academic Advising acknowledges the power of story in academic advising. The power of story is present in advising interactions, in the unfolding of students’ educational stories, in the ways advisors’ own stories guide them, and in the impact of narrative skills that advisors possess. Activities and suggested readings are provided to enhance advisors’ ability to understand the power of story.
Even Einstein’s mother probably cried at freshman orientation.

College is a big step for everyone.

Luckily, students that strive for excellence can thrive among a network of nearly two million students and alumni as a member of The National Society of Collegiate Scholars, the nation’s premier honor society for high-achieving first-and second-year students.

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