WIFI CONNECTION:

1. Connect to the following wireless network: **HyattMR**
2. Open your web browser. This will automatically take you to the login splash page. If not, please type www.pscav.com into your address bar & press enter. You should now see the splash page. If you still cannot reach the splash page, please make sure you are connected to the correct wireless network.
3. Enter the following case-sensitive password: **NACADAReg52018**
   
   Trouble? Call (614) 461-8444, or in-house extension 3770.
## SCHEDULE AT A GLANCE

### WEDNESDAY, APRIL 11, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00am – 8:00pm</td>
<td>Conference Registration Opens</td>
<td>2nd Floor Conference Hallway</td>
</tr>
<tr>
<td>11:30am – 1:00pm</td>
<td>Lunch on your own (see pages 11-12)</td>
<td>Various Locations</td>
</tr>
<tr>
<td>12:00pm – 4:00pm</td>
<td>Mentoring Program Workshop (page 13)</td>
<td>Delaware D</td>
</tr>
<tr>
<td>12:00pm – 4:00pm</td>
<td>Pre-Conference Workshops (pages 14)</td>
<td>Various Locations</td>
</tr>
<tr>
<td>5:00pm – 5:30pm</td>
<td>NACADA New Member Welcome &amp; Orientation (page 15)</td>
<td>Delaware A</td>
</tr>
<tr>
<td>6:00pm – 8:00pm</td>
<td>Dinner on your own (see pages 11-12)</td>
<td>(by invitation)</td>
</tr>
<tr>
<td>8:00pm – 10:00pm</td>
<td>Conference Welcome: Opening Reception (page 15) <strong>SPIRIT NIGHT</strong></td>
<td>Regency Ballroom, 3rd Floor</td>
</tr>
</tbody>
</table>

### THURSDAY, APRIL 12, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:15am – 7:00am</td>
<td>Wellness Activity - Yoga (page 17)</td>
<td>Union B</td>
</tr>
<tr>
<td>7:00am – 5:00pm</td>
<td>Conference Registration Opens</td>
<td>2nd Floor Conference Hallway</td>
</tr>
<tr>
<td>8:00am – 5:00pm</td>
<td>Vendor Exhibit Open (page 8)</td>
<td>Delaware Room Hallway</td>
</tr>
<tr>
<td>7:00am – 8:00am</td>
<td>Breakfast ~ Please be on time (page 17)</td>
<td>Regency Ballroom, 3rd Floor</td>
</tr>
<tr>
<td>8:00am – 8:20am</td>
<td>Welcome, Opening Remarks, Announcements (page 17)</td>
<td>Regency Ballroom, 3rd Floor</td>
</tr>
<tr>
<td>8:20am – 9:15am</td>
<td>Keynote, Dr. Wendy Troxel (Bio: page 8; page 17)</td>
<td>Regency Ballroom, 3rd Floor</td>
</tr>
<tr>
<td>9:30am – 10:30am</td>
<td>Concurrent Sessions 1 (pages 18-19)</td>
<td>Various Locations</td>
</tr>
<tr>
<td>10:45am – 11:45am</td>
<td>State and Province Meetings (page 20)</td>
<td>Various Locations</td>
</tr>
<tr>
<td>11:45am – 1:30pm</td>
<td>Lunch on your own (see pages 11-12)</td>
<td>Various Locations</td>
</tr>
<tr>
<td>1:30pm – 2:30pm</td>
<td>Concurrent Sessions 2 (pages 20-21)</td>
<td>Various Locations</td>
</tr>
<tr>
<td>2:40pm – 3:40pm</td>
<td>Concurrent Sessions 3 (pages 22-23)</td>
<td>Various Locations</td>
</tr>
<tr>
<td>3:40pm – 4:00pm</td>
<td>Snack Break supported by AVISO Retention (page 24)</td>
<td>Concourses</td>
</tr>
<tr>
<td>4:00pm – 5:00pm</td>
<td>Concurrent Sessions 4 (pages 24-25)</td>
<td>Various Locations</td>
</tr>
<tr>
<td>5:15pm – 6:00pm</td>
<td>Common Reading (page 26)</td>
<td>Delaware D</td>
</tr>
<tr>
<td>6:00pm</td>
<td>Dinner on your own (see pages 11-12)</td>
<td>Delaware D</td>
</tr>
</tbody>
</table>

### FRIDAY, APRIL 13, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30am – 7:30am</td>
<td>Wellness Activity: Morning Walk (page 27)</td>
<td>First Floor Lobby</td>
</tr>
<tr>
<td>7:30am – 11:30am</td>
<td>Exhibits Open (page 8)</td>
<td>Delaware Room Hallway</td>
</tr>
<tr>
<td>7:45am – 8:45am</td>
<td>Breakfast (page 27)</td>
<td>Regency Ballroom, 3rd Floor</td>
</tr>
<tr>
<td>7:45am – 8:45am</td>
<td>Poster Sessions (pages 28-31)</td>
<td>Regency Ballroom, 3rd Floor</td>
</tr>
<tr>
<td>9:00am – 10:00am</td>
<td>Concurrent Sessions 5 (pages 32-33)</td>
<td>Various Locations</td>
</tr>
<tr>
<td>10:10am – 11:10pm</td>
<td>Concurrent Sessions 6 (pages 34-35)</td>
<td>Various Locations</td>
</tr>
<tr>
<td>11:20am – 12:00pm</td>
<td>Closing Session (page 35)</td>
<td>Delaware A, B, &amp; C</td>
</tr>
</tbody>
</table>
Welcome to the NACADA Great Lakes Region 5 2018 Annual Conference! We are delighted that you are attending and hope you take advantage of the opportunities the regional conference provides such as: Networking with colleagues across the region, helping new advisors grow within the profession, getting involved in NACADA leadership opportunities, and most importantly, the professional development that comes from attending the conference. With this year’s theme of “The Art of Advising” conference attendees can expect an insightful, engaging, and information filled conference with excellent presentations. Columbus is a beautiful venue with plenty of activities to keep attendees occupied. The conference planning committee has put together an outstanding conference that includes: pre-conference and concurrent sessions, the region 5 mentoring program, poster sessions, and excellent keynote presenters. As an Art, we improve our advising by refining, honing, and practicing our advising knowledge and skills. This conference should help us achieve all of that.

If this is your first NACADA conference you will make friendships with colleagues from a variety of two and four year public and private institutions. Please make sure to participate in the NACADA Orientation for First Time Attendees. In this session we will provide an overview of how to gain the most from your conference experience as well as connect with NACADA leadership. We will share how to get involved in NACADA and grow as an advising professional. Involvement in NACADA tends to turn friendly competitors into life-long friends.

All attendees should come to the welcome reception and meet your NACADA leaders and board members. Board members include Nancy Roadruck, Shannon Burton, and Michael “Brody” Broshears. Finally, Dr. Wendy Troxel who serves as the Director of the NACADA Center for Research at Kansas State University and is also the conference keynote, will be there representing the NACADA Executive Office. There are so many wonderful, fun-loving, and sincere advising professionals at the conference ready to connect with you it will make your experience worth coming again.

Make sure to follow us for updates on social media:

Twitter: @NACADA_Region_5
Instagram: @NACADA_Region_5
Facebook: @NACADAREgionV
#Reg5Conf #Reg5Scrapbook

During your free time enjoy the venues near the conference center that include shopping, restaurants, theatres, museums to name only a few. Many thanks to the outstanding conference planning committee for the fantastic job they have done organizing and planning the conference. A special thank you to the phenomenal work of the conference co-chairs George and Peg Steele. They have done an incredible job with the conference.

Take advantage of all the opportunities offered at the conference and have a wonderful time!

Mark Vegter, Illinois State University
mavegte@ilstu.edu
NACADA Great Lakes Region 5 Chair (2017-2019)
NACADA REGION 5 LEADERSHIP

REGION 5 GOALS & OUTCOMES 2018
• Promote the role of effective academic advising in student success to college and university decision makers.
• Encourage participation of Region 5 members to submit Advising Award nominations for Region 5 and NACADA global.
• Encourage NACADA membership among Region 5 conference attendees and institutions in Region 5.

REGION 5 MEMBERS SERVING NACADA
Over 80 global NACADA positions are filled by Great Lakes Region 5 members by election or appointment on Steering Committees, Administrative Division Committees, Advisory Boards, Commission & Interest Groups, & Regional Division.

NACADA EXECUTIVE OFFICE REPRESENTATIVES
Wendy Troxel, NACADA Research Center | Director

REGION 5 GLOBAL LEADERS
Dana Zahorik, Fox Valley Technical College | NACADA President, 2016-2017
Shannon Lynn Burton, Michigan State University | NACADA Board Member, 2015-2018
Brody Broshears, University of Southern Indiana | NACADA Board Member, 2016-2019
Nancy Roadruck, Kent State University | NACADA Board Member, 2017-2020

REGION 5 STEERING COMMITTEE
Heidi Purdy, Michigan Liaison 2017-2019 & Awards Chair, Michigan State University
Patricia MacMillan, Ontario/Nunavut Liaison 2017-2019, University of Ontario Institute of Technology
Amy Foley, Wisconsin Liaison 2017-2019, University of Wisconsin-Platteville
Cara Wetzel, Indiana Liaison 2016-2018, Purdue University
Bryce Cain, Ohio Liaison 2016-2018, Kent State University
Katherine Fraser, Communication Coordinator 2017-2019, Loyola University Chicago
Michela Buccini, Region 5 Mentoring Program Chair, University of Cincinnati

REGION 5 INCOMING/PAST LEADERS
2018: Columbus, OH; Region Chair- Mark Vegter; Conf Chairs- Steele & Steele
2017: Rosemont, IL; Region Chair - Nancy Roadruck; Conf Chairs - Vegter, Farr-Behnke, & Turner
2016: Toronto, CND; Region Chair - Nancy Roadruck; Conf Chairs - Christian & MacMillan
2015: Indianapolis, IN; Region Chair - Deb Dotterer; Conf Chairs - Hitchcock & Morrison
2014: Madison, WI; Region Chair - Deb Dotterer; Conf Chairs - Kohn & Sauer
2013: Kalamazoo, MI; Region Chair - Michael “Brody” Broshears; Conf Chairs - Idema & Reck
2012: Akron, OH; Region Chair - Michael “Brody” Broshears; Conf Chairs - Roadruck & Hodges
2011: Bloomington-Normal, IL; Region Chair - Jennifer L McCaul; Conf Chair - Vegter
2010: Niagara Falls, ON; Region Chair - Jennifer L McCaul; Conf Chairs - Stewart & Lowman
2009: West Lafayette, IN; Region Chair - Lynn Freeman; Conf Chairs – Kerr
2008: Grand Rapids, MI; Region Chair - Lynn Freeman; Conf Chairs - Dotterer & McCaul

REGION 5 2018 CONFERENCE CO-CHAIRS
George Steele, Ohio State University
Peg Steele, Ohio State University

BECOME A NACADA LEADER!
Visit the website to find out how you may become more involved at the regional or global level:
www.nacada.ksu.edu/About-Us/NACADA-Leadership
Welcome to Columbus, capital city of Ohio. The conference planning committee for NACADA Region 5 is excited to host the regional conference for 2018. It does not take much to feel the energy in the theme “The Art of Advising” after seeing the creativity found in areas of central Ohio. We hope you will be able to take in all it has to offer.

We encourage you to take the next couple of days to network, explore, refresh, and renew acquaintances while also planning to take ideas back to your individual campuses and programs. The variety of session topics will include Wellness, Mentoring, Advising Theory, Training and Development, in addition to various other topics. We know you will be exhilarated.

The “Art of Advising” can be experienced throughout the region at such places as the Columbus Museum of Art, Short North Galleries, North Market, Franklin Park Conservatory, German Village, and of course, any place that serves Buckeye chocolates. The link to Experience Columbus will offer you more opportunities at https://www.experiencecolumbus.com. Feel free to visit their table at the conference for additional information.

Region 5 is proud of its history and legacy. We want to especially recognize people like Dr. Virginia Gordon who not only made an impact in the region, but also at the international level. For her contributions, we are truly grateful. To learn more about Dr. Gordon and her legacy, please attend the Common Reading session on Thursday, April 12, at 5:30 to discuss “A Life of Service to NACADA, Our Profession, and Students Across the World: Virginia Gordon aka “The Boss.”


This conference would not be possible without the support of the energetic Region 5 NACADA conference planning committee, the many volunteers, the Region 5 Chair, Mark Vetger, past conference chairs for their guidance and support, and the Executive Office representatives, Diane Matteson and Dayna McNary.

Enjoy the conference and all it has to offer along with your contribution to making the conference a success!

PEG STEELE
Conference Co-Chair
The Ohio State University (Retired)

GEORGE STEELE
Conference Co-Chair
Lecturer, The Ohio State University
Consultant for NACADA
We couldn’t do this without all of the amazing volunteers!
See page 37 for more information on our Volunteers & how you may get involved.
Congratulations!

**NACADA GLOBAL AWARDS (2017)**

**Outstanding Advising Administrator Award**
Certification of Merit Recipients
- Mark Miller, University of Cincinnati
- Eliza Erxleben, Ivy Tech Community College
- Melinda McDonald, The Ohio State University

**Outstanding Advising Award**
Primary Advising Role - Winners
- Jane Alexander, Indiana University-Purdue University Indianapolis
- Jennifer Grimm, Western Illinois University

**Outstanding Advising Award**
Primary Advising Role - Certificate of Merit
- Katie Clark, University of Illinois Urbana-Champaign

**Outstanding New Advisor Award**
Primary Advising Role
- Kelsey Cox, Indiana University-Purdue University Indianapolis

**Outstanding New Advisor Award**
Primary Advising Role - Certificate of Merit
- Therea Little, University of Cincinnati

**Outstanding Advising Program Award**
- Degree Completion Program, Kent State University
- Health and Life Science Advising Center, Indiana University-Purdue University Indianapolis

**Wesley R. Habley NACADA Summer Institute Scholarships**
- Gregory Harris, Case Western Reserve University
- Amy Bishop, Purdue University Northwest
- Carlo DeMarchi, John Carroll University

**Student Research Award**
- Tamar S Daskin, Northwestern University

**Graduate Student Regional Conference Scholarships**
- Allyssa Brown, University of Illinois at Springfield
- Lauren Spain, Indiana University-Purdue University Indianapolis

**Assessment Institute Scholarship**
- Kaci Kortis, University of Cincinnati
- Kerry Morrison (Armstrong), University of Ontario Institute of Technology

**Annual Conference Scholarship Graduate Students**
- Sidra D. Sherrill, Indiana University-Purdue University Indianapolis
- Torrence Sorrell, Indiana State University

**Annual Conference Scholarship New Advisors**
- Therea Little, University of Cincinnati
- Nicole Turner, University of Illinois Urbana-Champaign

**Wesley R. Habley NACADA Summer Institute Scholarships**
- Gregory Harris, Case Western Reserve University
- Amy Bishop, Purdue University Northwest
- Carlo DeMarchi, John Carroll University

Our awards are designed to honor individuals and institutions making significant contributions to the improvement of academic advising within higher education. The program goals are to:
- **Recognize outstanding advising throughout higher education**
- **Offer a global advising rewards system**
- **Encourage wider support of advising personnel and programs**
- **Ultimately improve advising services for students**

**Award & Scholarship Information**
www.nacada.ksu.edu/Programs/Awards

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**2018 REGION 5 RECIPIENTS**

- Kathy Zarges, Kent State University, Excellence in Advising - Advising Administrator
- Debra Wheeler, Oakland University, Excellence in Advising - Advisor Primary Role
- Lauren Leve, Oakland University, Excellence in Advising - New Advisor
- Robert Detwiler, Defiance College, Region 5 Innovation in Advising Award
- Clare Tattersall, Western University, Region 5 Innovation in Advising Award
- Alina Subrt, Western University, Region 5 Innovation in Advising Award
- Adam McChesney, Oakland University, Institutional Allied Organization Grant
- Angela Sweson-Holzinger, University of Wisconsin-Eau Claire, Individual Scholarship Grant
- Shawna Gibson-Cooper, Loyola University Chicago, Professional Development Grant
- Jaimie Newby, University of Illinois at Springfield, Crossing Borders Grant

from: https://www.nacada.ksu.edu/Community/Regions/Region-5/Award-Recipients.aspx
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 to enhance the educational development of students. NACADA 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 has over 12,000 members representing all 50 United States, Puerto Rico, and Canada as well as a number of countries around the world. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

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.

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.

STRATEGIC GOALS
1. Expand and communicate the scholarship of academic advising
2. Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
3. Promote the role of effective academic advising in student success to college and university decision makers
4. 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
5. Develop and sustain effective Association leadership
6. Engage in ongoing assessment of all facets of the Association
7. 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 WITH THE GLOBAL ACADEMIC ADVISING COMMUNITY: https://www.nacada.ksu.edu/
Dr. Wendy G. Troxel serves as the inaugural Director of the NACADA Center for Research at Kansas State University, which officially opened in the Fall of 2017. The Research Center provides opportunities for scholarly inquiry and professional development to a diverse global membership and the academic advising profession. As an Associate Professor in the Dept. of Special Education, Counseling, and Student Affairs (SECSA) at K-State she teaches graduate level classes in research methods and assessment of advising, and supports the scholarly work of students. She also serves as co-editor of the NACADA Journal.

Prior to coming to NACADA and KSU, she served as an Associate Professor in the Department of Educational Administration and Foundations at Illinois State University. Her research interests are in the area of teaching, learning, and advising throughout the critical transitions of higher education, formative assessment techniques in the classroom, the program assessment process, and the challenges and barriers for first generation students. Prior to her faculty appointment she was Director of the University Assessment Office. She earned her doctorate in educational leadership at the University of Alabama at Birmingham (UAB), with special emphases in educational research and education law.

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**EXHIBITORS**

**AVISO RETENTION**  [http://avisoretention.com/](http://avisoretention.com/)

Aviso Retention is a student retention solution that helps institutions solve one of the biggest challenges in higher education: keeping students engaged, optimizing the chances of student success, and avoiding attrition. Aviso drives student retention by combining and applying three key tools - Aviso Connect, Aviso Predict and Aviso Engage.

**E2E ADVISING LLC**  [www.e2eadvising.com/](http://www.e2eadvising.com/)

Appointment Manager is a higher education booking software that two-way sync with your Outlook or Google calendar in real-time. Appointment Manager helps advisors better manage workflow so they can focus on student success. Our innovative solution is your key to student success, engagement and retention. Student bookings go straight into the advisor's Outlook or Google calendar.

**MARIAN UNIVERSITY**  [www.Marian.edu](http://www.Marian.edu)

At Marian University, we know that investing in graduate school is an investment in your future and we are committed to delivering top-notch programs. Our holistic approach expands your heart and awakens your spirit by embracing diverse cultural perspectives and providing service-learning opportunities in addition to our interdisciplinary, interprofessional instruction.

**THIS WAY TO CPA**  [www.thiswaytocpa.com/resources](http://www.thiswaytocpa.com/resources)

ThisWayToCPA.com is the AICPA's go-to destination for inspiration and information for students interested in accounting and CPA licensure. Visit us at thiswaytocpa.com for details about student membership and scholarships. Sign up for Need to Know News, our e-newsletter that will keep your students updated on tips and trends in accounting.

**THE PRINCETON REVIEW**  [www.princetonreview.com](http://www.princetonreview.com)

For 35+ years, students have trusted The Princeton Review to help them get into their dream school. Give your students access to our programs at a discounted rate: together we can customize programs to support our shared goal of academic excellence. Visit Becky Ostendorf at The Princeton Review table.
Helpful Information

Find helpful staff at the NACADA Region 5 Conference Registration Desk (just outside of Clark on the 2nd Floor)

PRESENTATION TRACK INDEX
Interested in a certain topic? Find “Presentation Index by Track” on page 46. NACADA Core Competencies may be found on pages 44-45.

CONFERENCE REGISTRATION DESK & HELP
The Conference Registration is location in the “Ohio Counties” hallway. For conference attendees, the helpful volunteers here will assist you with registration, general conference information and serve as the conference lost and found. Nearby the Registration area are coat racks as well as the Hospitality and the Volunteer Check In.

PRESENTER PREPARATION ROOM
The Clark Room, across from the Conference Registration area, is available for presenters before their sessions to prepare. The room does not have a/v equipment available. The conference hotel has a Board Pass (Business Center) with computers, in the lobby, on the first floor, of the Hyatt, next the registration desk.

GENDER NEUTRAL RESTROOM
Available on the first level by the Hyatt Regency Registration desk (restroom will be marked).

LACTATION ROOM
Is located behind the Hyatt Regency Registration desk. Ask a customer services representative for assistance to access this private room.

ACCESSIBILITY
Elevators between conference floors are located across from the Delaware Rooms on the second floor. Elevators access all three floors of the conference area. Restrooms are across from Conference Registration Desk have accessible accommodations. Additional restrooms are located on the first floor of the convention site, around the food court and shops area.

WI-FI
Network: HyattMR | Password: NACADAReg52018
Connect through HyattMR, If the slash page does not appear, go to www.psv.com. Enter the password. If you are having trouble with your connection, please call us at 614-461-8444, or in-house extension 3770, and we will be happy to assist!

PARKING
Hotel Valet Parking is $30 for overnight guests includes complimentary In/Out Privileges (Clearance 6’3”). No additional fee on checkout day; Valet Parking Day Rate $20.
Off-Site Parking Available at Chestnut Street Garage, located one block south of hotel - $18 overnight self-parking with the option to charge parking to room. This includes complimentary In/Out Privileges and is accessible to and from the hotel via enclosed and covered walkway - no additional fee on checkout day. For more information go to: https://columbus.regency.hyatt.com/en/hotel/our-hotel/map-and-directions.html

SEE MAP ON THE INSIDE COVER FOR LOCATIONS
VISIT THE REGISTRATION DESK WITH ANY QUESTIONS
CONNECT

Help us build our NACADA #Reg5Conf Scrapbook! Look for challenges throughout the conference, snap your pics, and tag them on Instagram with #Reg5Conf and #Reg5Scrapbook.

RE-CHARGE

Relax at the Re-Charge Stations, located in hallway area identified as the “Landing.” Plug in your phone/electronic devices and re-charge your spirit with fun activities for yourself or with your colleagues.

GIVE BACK

NACADA Bag Exchange and Service Project: Do you have any gently used NACADA bags you would like to pass on to other NACADA members? Give them new life! Bring your bag(s) to the NACADA Region 5 conference and donate them at the bag table. Would you like to get more NACADA swag? If so, pick up a gently used NACADA bag at the bag table for use at the conference and beyond. All bags left at the bag table at the end of the conference will be donated.

THURSDAY MORNING YOGA

Start Thursday morning with 45 minutes of yoga starting at 6:15 am, in Union B.

FRIDAY MORNING WALK

Start the day off with an hour walk through the Arena District, Victorian Village, and Short North neighborhoods. We will meet in the Hyatt Regency Lobby after 6:00 am and start our walk at 6:15 am. We will return at 7:15 am, ready for breakfast and the poster sessions.

Food & Fun

There is a food court, below the 2nd floor session rooms, in the conference center. Restaurants include: Subway, Donatos, Mykonos Gyros, Siam Express, Chicken and Eggs, Charley’s, and Fame’s. There is a Starbucks on the the 2nd floor, past the conference registration area.

The Hyatt Regency Hotel has the Market Stand Cafe on the second floor of its lobby. Inside the Cafe is a Perks Coffee and More store, with packaged food for takeout.

There are many restaurants within easy walking distance of the convention center, see the restaurant guide map on pages 11-12.

EVENTS IN COLUMBUS:
April 7: Gallery Hop, Short North
April 12-15: Equine Affaire, Ohio Expo Center
April 12-15: Cirque Du Soleil: Corteo, Schottenstein Center
April 14: Moonlight Market, Gay Street

ON EXHIBIT
All of Everything: Todd Oldham Fashion - Wexner Center for the Arts, OSU - wexarts.org
The Force of Fandom - Columbus Museum of Art - columbusmuseum.org

THEATER
April 11-29: Educating Rita – CATCO - catco.org
April 5-29: Hair – The American Tribal-Rock Musical - shortnorthstage.org
April 13: Karaoke – Shadow Box - shadowboxlive.org

For more ideas, visit the Experience Columbus booth diagonal from the Registration Desk, or go to www.experiencecolumbus.com/things-to-do/.

OTHER
Columbus Zoo and Aquarium – www.columbuszoo.org/
Franklin Park Conservatory and Botanical Gardens - Blooms & Butterflies – www.fpconservatory.com
Columbus Brew Adventures - www.experiencecolumbus.com/listing/columbus-brew-adventures/10684/
Columbus Ale Trail – http://www.cbusaletrail.com/
German Village and Brewery District – www.experiencecolumbus.com/neighborhoods/german-village-brewery-district/
Easton Town Center – www.eastontowncenter.com/
Polaris Fashion Mall – www.polarisfashionplace.com/
DOWNTOWN RESTAURANTS
IN THE VICINITY OF THE CONVENTION CENTER

SHORT NORTH ARTS DISTRICT
1. Brothers Drake (Meadery), $.
2. Condado Tacos, $$, L D.
3. North High Brewing, $, L D.
4. Paulie Gee’s Short North, $$, D. Closed Mon.
6. Fox in the Snow Cafe, $, B L.
7. Seventh Son Brewing, $, Closed Mon.
8. The Market Italian Village, $, B L D.
9. Katalina’s Cafe Corner, $, B L.
10. Bodega, $, L D.
13. Pies + Pints, $$, L D.
14. Late Night Slice/Quick Slice, $, D.
15. Oats & Barley, $, B L D.
16. Tastings – A Wine Experience, $$, L D.
17. Zest Juice Co., $, B L D.
18. Donatos Pizza/Black Brick Bar, $, L D.
20. The Rossi Bar + Kitchen, $$$, D.
21. Ram Restaurant & Brewery, $$, L D.
22. Roaming Goat Coffee, $, B L.
23. Wine on High, $$.
24. Short North Pint House and Beer Garden, $$, L D.
25. Short North Piece of Cake, $$, B L.
27. Native Cold Pressed, $, B L D.
28. Philco Bar + Diner, $$, B L D.
29. Press Grill, $$, L D.
30. One Line Coffee, $.
31. Jeni’s Splendid Ice Creams, $.
33. Forno Kitchen and Bar, $$$, D Lunch Sat-Sun.
34. Basi Italia, $$$, L D Fri-Sat, D Tues-Thurs., Closed Sun-Mon.
35. Boston Stoker, $.
36. Spinelli’s Deli, $, B L D.
37. Hai Poke, $$, L D.
39. The Belgian Iron, $, B L.
40. Lemongrass Fusion Bistro, $$$, L D.
41. The Guild House, $$, B L D.
42. The Pearl, $$$, D Brunch Sat-Sun.
43. Marcella’s, $$$, D.
44. Eleven, $, D Closed Sun.
45. Hyde Park Prime Steakhouse, $$ $$, D.
46. Black Point, $$$$, D.
47. Convention Center, All American Hamburgers; Charley’s Grilled Subs; Chicken ‘n Eggs; Donatos Pizza; Einstein Bros Bagels; Fame’s Diner; Goodrich Ice Cream; Mykonos Gyros; Siam; Subway; Tony J’s Mexican Grill, $, B L D.
48. Platform Beer Co., $ D.

ARENA DISTRICT
49. Callahan’s Irish Tavern, $, D Mon-Sat., Closed Sun.
50. Park Street Cantina, $, D Lunch Fri-Sun.
51. North Market, Public market with food vendors including CaJohns Fiery Foods; Dos Hermanos; Hot Chicken Takeover; Jeni’s Splendid Ice Creams; Little Eater; Pistacia Vera; Stauf’s; and Taste of Belgium, $, B L D.
52. Fuzzy’s Taco Shop, $, B L D.
53. Novak’s Tavern & Patio, $, D.
54. Barley’s Brewing Company, $$, L D.

TELL US HOW COLUMBUS IS DOING
Take this 1-minute survey.
MYCOLUMBUSEXPERIENCE.ORG

*THE LIST/MAP ABOVE IS NOT A COMPLETE LIST OF OPTIONS IN THE AREA*

**WEDNESDAY, APRIL 11**

**OVERVIEW**

<table>
<thead>
<tr>
<th>TIME</th>
<th>SCHEDULE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00am – 8:00pm</td>
<td>Conference Registration Opens</td>
<td>2nd Floor Conference Hallway</td>
</tr>
<tr>
<td>11:30am – 1:00pm</td>
<td>Lunch on your own (see pages 11-12)</td>
<td></td>
</tr>
<tr>
<td>12:00pm – 4:00pm</td>
<td>Mentoring Program Workshop</td>
<td>Delaware D</td>
</tr>
<tr>
<td>12:00pm – 1:00pm</td>
<td>Pre-Conference Workshops</td>
<td>Various Locations</td>
</tr>
<tr>
<td>5:00pm – 5:30pm</td>
<td>NACADA New Member Welcome &amp; Orientation</td>
<td>Delaware A</td>
</tr>
<tr>
<td>6:00pm – 8:00pm</td>
<td>Dinner on your own (see pages 11-12)</td>
<td>See Suggestions</td>
</tr>
<tr>
<td></td>
<td>Conference Mentoring Program Social</td>
<td>(by invitation)</td>
</tr>
<tr>
<td>8:00pm – 10:00pm</td>
<td>Conference Welcome: Opening Reception</td>
<td>Regency Ballroom, 3rd Floor</td>
</tr>
</tbody>
</table>

**CONFERENCE MENTORING PROGRAM WORKSHOP**

**ONLY FOR MENTEEES & MENTORS IN MENTORING PROGRAM**

**HOW TO MAKE THE MOST OF YOUR MENTORING PARTNERSHIP**

12:00-4:00PM | DELAWARE D

**Michela Buccini, University of Cincinnati, Blue Ash College**

*This session is open to those who have registered prior to the conference to be a part of the Region 5 Conference Mentoring Program.*

Mentoring is an important aspect of one’s professional development. The NACADA Region 5 Conference Mentoring Program allows for new advising professionals to be paired with an experienced advisor within Region 5 providing a greater network and collaboration among Region 5 members.

During this session registered mentors and mentees will be given the opportunity to learn more about the Region 5 Conference Mentoring Program. Participants will review the benefits of a mentoring program and create expectations for one another. Mentoring pairs will develop an action plan for the upcoming year during this highly interactive session.

Core Academic Advising Competencies: C2 - NACADA’s Core Values of Academic Advising; C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; C6 - How equitable and inclusive environments are created and maintained; R1 - Articulate a personal philosophy of academic advising; R7 - Engage in on-going assessment and development of the advising practice.

**MENTORING PROGRAM SOCIAL**

6:00-8:00PM

*Only for mentees and mentors in the Mentoring Program.*

**REGION 5 MENTORING PARTICIPANTS:**

Thank you to our Mentors for taking time to volunteer. Congratulations to those who have been selected to be Mentees!

**MENTORS:**
- Brian Aitken, Illinois State University
- Eric Beckstrom, Indiana University Bloomington
- Jennifer Bellini, Oakland University
- Nicole DelMastro-Jeffery, University of Illinois at Urbana-Champaign
- Connie Hanson, Indiana University Bloomington
- TyLinda Haynie-Sherrard, Chamberlain University
- Jamie Heck, University of Cincinnati
- Lauren Henninger, Indiana University School of Medicine
- Dawn Huckelberry, Southern Illinois University Edwardsville
- Amanda Idema, Michigan State University
- Courtney Lewellen, Indiana University School of Medicine
- Rachel Pawlowski, Wayne State University
- Renee Rerko, Indiana University Bloomington
- Wendi Whitman, Illinois State University

**MENTEES:**
- Emmanuel Banda, Sinclair Community College
- Breana Buckner, University of Cincinnati, Blue Ash College
- Hillary Carter, The Ohio State University
- Alyssa Cozad, University of Michigan
- Carrie Daut, Loyola University Chicago
- Kevin Dodd, Kalamazoo Valley Community College
- Emily McCord, Indiana University Bloomington
- Dana McCullough, Concordia University Wisconsin
- Narketta Myles, Kent State University
- Cassie Rickenberg, Northwest State Community College
- Courtney Schulte, The Ohio State University Lima
- Ankit Shah, The Ohio State University
- Meg Underwood, Indiana University Purdue University Fort Wayne
- Carlin Way, Bowling Green State University
<table>
<thead>
<tr>
<th>TIME</th>
<th>PRE-CONFERENCE SESSION NUMBER &amp; TITLE</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>12:00pm – 2:00pm</td>
<td>PC1. Back to the Basics: Reconstructing Your Advising Philosophy</td>
<td>Delaware A</td>
</tr>
<tr>
<td>1:00pm – 4:00pm</td>
<td>PC2. Success Through Synergy: Academic &amp; Career Advising Integration</td>
<td>Delaware B</td>
</tr>
<tr>
<td></td>
<td>PC3. Getting Started with Scholarly Inquiry in Academic Advising</td>
<td>Delaware C</td>
</tr>
<tr>
<td>2:00pm – 4:00pm</td>
<td>PC4. Best Approaches to Advising International, Undocumented, Permanent Resident and Refugee/Asylee Students</td>
<td>Delaware A</td>
</tr>
<tr>
<td>5:15pm – 5:45pm</td>
<td>NACADA Orientation for First-Time Conference Attendees</td>
<td>FREE</td>
</tr>
</tbody>
</table>

**PC1 12:00-2:00pm**<br>**DELAWARE A**<br><br>**BACK TO THE BASICS: RECONSTRUCTING YOUR ADVISING PHILOSOPHY**<br>Shaunte Rouse, Baldwin Wallace/Kent State University | Leanne Barson, Baldwin Wallace/Kent State University<br>Why Academic Advising? What inspires you to work with students? What encourages you to engage in the profession of advising? What motivates you to manage an advising unit? What encourages you to support the development of academic advisors? Why did you make academic advising your profession? At all professional levels of academic advising, it is important that we understand our personal purpose and practice in the profession. This workshop will help you answer these questions through a guided process of updating your advising philosophy. You will be provided with components to an advising philosophy, advising and critical theory research, colleague support, and time to reflect. Attendees will also receive resources from the workshop to guide reflection with others on their campuses.<br><br>**Tracks:** Advisor Training & Development; Theory, Philosophy and History of Advising<br>**Core Competencies:** C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; R1 - Articulate a personal philosophy of academic advising; R4 - Plan and conduct successful advising interactions; R7 - Engage in on-going assessment and development of the advising practice

**PC2 1:00-4:00pm**<br>**DELAWARE B**<br><br>**SUCCESS THROUGH SYNERGY: ACADEMIC & CAREER ADVISING INTEGRATION**<br>Kristen Lindsay, Terra Community College<br>Academic advising approaches and career development theories not only share a common psychosocial foundation, they operate successfully when based upon parallel concepts. Although you may not realize it, you are already implementing career advising strategies on a daily basis. From discussing optional academic pathways to exploring effective classroom skills, you are already guiding students through effective career development building activities. Moving confidently toward deeper integration of academic and career advising will benefit your interactions with both students and colleagues. Learn about the shared psychosocial heritage, walk through 25 student-focused activities that integrate academic and career advising, and build your confidence level as you experience the holistic coalescence of these seemingly separate entities.<br><br>**Tracks:** Career Advising; Advising and Academic Coaching<br>**Core Competencies:** C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; R6 - Facilitate problem solving, decision-making, meaning-making, and goal setting

**PC3 1:00-4:00pm**<br>**DELAWARE C**<br><br>**GETTING STARTED WITH SCHOLARLY INQUIRY IN ACADEMIC ADVISING**<br>Wendy Troxel, NACADA<br>NACADA encourages members to read research articles more deeply and to contribute to the scholarship of advising. This interactive session is intended for academic advisors who are new to research and are interested in learning the first steps of scholarly inquiry.<br><br>**Track:** Advisor Training & Development

**PC4 2:00-4:00pm**<br>**DELAWARE A**<br><br>**BEST APPROACHES TO ADVISING INTERNATIONAL, UNDOCUMENTED, PERMANENT RESIDENT AND REFUGEE/ASYLEE STUDENTS**<br>Rebecca Hale, University of Cincinnati | Priscilla Ayala, University of Cincinnati<br>This session will share best practices for advising international, undocumented, permanent resident and refugee/asylee students as they navigate the college process, meet academic challenges, experience personal and professional growth and prepare to enter the workforce. With policies and systems surrounding the enrollment and employment of these students in flux, these student populations need increased support in order to not only survive but thrive, in higher education and beyond. This session will cover the legal status and motivations of these unique student populations, the challenges they face in college and career development, and resources available to them and those who advise them.<br><br>**Tracks:** Multicultural Concerns; Ethics & Legal Issues in Advising<br>**Core Competencies:** C6 - How equitable and inclusive environments are created and maintained; I5 - The characteristics, needs, and experiences of major and emerging student populations; I6 - Campus and community resources that support student success; R3 - Communicate in an inclusive and respectful manner; R6 - Facilitate problem solving, decision-making, planning, and goal setting
NACADA ORIENTATION FOR FIRST-TIME CONFERENCE ATTENDEES
5:15-5:45PM
DELAWARE A

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!

DINNER ON YOUR OWN
Options listed on pages 11-12

OPENING RECEPTION

CONFERENCE WELCOME: OPENING RECEPTION & SPIRIT NIGHT
8:00-10:00PM  REGENCY BALLROOM, 3RD FLOOR

Join us to kick off the 2018 NACADA Region 5 Conference The Art of Advising. NACADA Board of Directors, Regional Chair, and Conference Co-Chairs will welcome you and open the conference. Enjoy entertainment, desserts, coffee bar, and a cash bar while networking with colleagues past and present for our Alumni Spirit Night.

Locate other graduates of your alma mater, make new connections, or reunite with friends by looking for state or province signs. No state or province sign? Look for the signs that designate other geographic locations on the atrium.

MENU
Assorted Mini desserts (Buckeyes, Chocolate Dipped Strawberries, Mousse Shooters, Fruit Flans, Dessert Bars)
Deluxe Coffee Station with Flavored Syrups and Whipped Cream
Cash Bar

THE OSU JAZZ JAM SESSION TRIO

The OSU Jazz Jam Session Trio is a jazz band consisting of three Ohio State music students: Paul Strawser, on piano, Alex Blumenthaler, on bass, and Lee Kolarik, on drums. The Trio has been playing together for the past 2 years and is in high demand for their ability to entertain and delight. Get ready to hear straight-ahead jazz standards from the “Great American Songbook”, as well as compositions by more modern jazz artists like Miles Davis and John Coltrane.

PHOTOS!
Capture the spirit of your undergraduate or graduate alma mater! Our roving photographer will be snapping pictures.

Share your memories with us:
Facebook: NACADARegionV
Twitter & Instagram: @NACADA_Region_5
Snapchat Filter
#Reg5Conf  #Reg5Scrapbook
SAVE THE DATE

Monday, October 1 | 6-7:30 pm

“Impact a Life” with NACADA at Copper Blues - Rock Pub & Kitchen, in Phoenix, AZ. Held during Annual Conference and on behalf of the NACADA Scholarship Fund, all FUNdraiser proceeds support scholarships for members with limited institutional support to attend NACADA events. Remarks by Charlie Nutt at 6:30 pm.

$50 per ticket
Impact A Life when you register for the Annual Conference!
**THURSDAY, APRIL 12**  
**OVERVIEW**

<table>
<thead>
<tr>
<th>TIME</th>
<th>SCHEDULE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:15am – 7:00am</td>
<td>Wellness Activity - Yoga</td>
<td>Union B</td>
</tr>
<tr>
<td>7:00am – 5:00pm</td>
<td>Conference Registration Opens</td>
<td>2nd Floor Conference Hallway</td>
</tr>
<tr>
<td>8:00am – 5:00pm</td>
<td>Vendor Exhibit Open</td>
<td>Delaware Rooms Hallway</td>
</tr>
<tr>
<td>7:00am – 8:00am</td>
<td>Breakfast (Please be on time)</td>
<td>Regency Ballroom, 3rd Floor</td>
</tr>
<tr>
<td>8:00am – 8:20am</td>
<td>Welcome, Opening Remarks, Announcements</td>
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<tr>
<td>8:20am – 9:15am</td>
<td>Keynote, Dr. Wendy Troxel (Bio on page 6)</td>
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</tr>
<tr>
<td>9:30am – 10:30am</td>
<td>Concurrent Sessions 1</td>
<td>Various Locations</td>
</tr>
<tr>
<td>10:45am – 11:45am</td>
<td>State and Province Meetings</td>
<td>Various Locations</td>
</tr>
<tr>
<td>11:45am – 1:30pm</td>
<td>Lunch on your own (see pages 11-12)</td>
<td></td>
</tr>
<tr>
<td>1:30pm – 2:30pm</td>
<td>Concurrent Sessions 2</td>
<td>Various Locations</td>
</tr>
<tr>
<td>2:40pm – 3:40pm</td>
<td>Concurrent Sessions 3</td>
<td>Various Locations</td>
</tr>
<tr>
<td>3:40pm – 5:00pm</td>
<td>Snack Break: Supported by AVISO Retention</td>
<td>Concourses</td>
</tr>
<tr>
<td>4:00pm – 5:00pm</td>
<td>Concurrent Sessions 4</td>
<td>Various Locations</td>
</tr>
<tr>
<td>5:15pm – 6:00pm</td>
<td>Common Reading</td>
<td>Delaware D</td>
</tr>
<tr>
<td>6:00pm</td>
<td>Dinner on your own (see pages 11-12)</td>
<td></td>
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</tbody>
</table>

**MESSAGE:** The afternoon snack break was funded in part by generous contributions from AVISO Retention.

**THURSDAY MORNING YOGA**  
6:15-7:00AM  
UNION B

Start Thursday morning with yoga!

**BREAKFAST, WELCOME/OPENING REMARKS, & KEYNOTE**

**BREAKFAST 7:00–8:00AM  
REGENCY BALLROOM, 3RD FLOOR**

**BREAKFAST MENU:**  
- Oatmeal with Raisins and Brown Sugar  
- Local and Seasonally Inspired Fruit  
- Bakery Selection and Specialties  
- Assorted Cereals with Dried Fruits and Toasted Nuts  
- Housemade Granola  
- Breakfast Sandwiches  
- 2% and Whole Milk Selection of Chilled Juices  
- Coffee and Tazo Tea Selection

**MESSAGE:** This morning’s breakfast was funded in part by generous contributions from The Ohio State University Office of Undergraduate Education and The Fisher College of Business.

**WELCOME/OPENING & KEYNOTE**  
8:00-9:15AM

**Welcome and Great Lakes Region Updates**, Mark Vegter, Chair, Region 5

**Keynote:** The Art of Research: Finding the FUN in the Scholarship of Advising  
**Dr. Wendy Troxel**, Director, NACADA Center for Research at Kansas State University (Bio on page 6)

Yes, some research is complex and difficult to understand. But research is relevant to the real world of advisors. Maybe, if we examine concepts in a new way, we can have some fun! Join me on a journey through the scholarship of advising, and meet a few old and unexpected friends along the way.
VISIT THE EXHIBITORS
THURSDAY APRIL 12 8:00AM-5:00PM & FRIDAY APRIL 13 7:30AM-11:30AM
DELAWARE ROOMS HALLWAY

Exhibitors (Read more on page 8):
E2E Advising LLC http://www.e2eadvising.com/
AVISO Retention www.global.k-state.edu/education/academic-advising
Marian University www.Marian.edu
AICPA http://thiswaytocpa.com/resources
The Princeton Review www.princetonreview.com

CONCURRENT SESSION 1  THURSDAY 9:30-10:30AM

1A 9:30-10:30AM  ROOM: DELAWARE A

IMPROVING STUDENT ENGAGEMENT THROUGH SOCIAL MEDIA
Benjamin M. Forche, Ohio University
Higher education is continually challenged to create a more engaging social media environment for its students. Most higher education professionals utilize social media as an information delivery method, opposed to the original intent of the platform of information sharing through community. This presentation will provide participants a better understanding of how to create an engaging social media environment with students, from basic setup, analytics, design, leveraging relationships, as well as student privacy considerations.
Tracks: Assessment of Advising; Advising Administration
Core Competencies: C4 - Academic advising approaches and strategies; I5 - The characteristics, needs, and experiences of major and emerging student populations; I7 - Information technology applicable to relevant advising roles; R2 - Create rapport and build academic advising relationships; R3 - Communicate in an inclusive and respectful manner

1B 9:30-10:30AM  ROOM: DELAWARE B

ARC AMBASSADORS: STUDENTS WHO HAVE STRUGGLED MENTORING STUDENTS WHO ARE STRUGGLING
Heather Johnston Welliver, Denison University
When we think of “peer mentors,” we often think of the best and the brightest of students, ready to help other students. But what about the value of experience of students who have had to work harder to be successful? These students know how it feels to struggle and have firsthand experiences to share with their peers. At Denison University in the Academic Resource Center, those students are the ones we tapped to provide guidance and peer mentoring as ARC Ambassadors. Attend to learn about the role of the ARC Ambassador and meet student ARC Ambassadors who will share their insights.
Track: Peer Advising & Mentoring
Core Competencies: C4 - Academic advising approaches and strategies; I6 - Campus and community resources that support student success; R2 - Create rapport and build academic advising relationships

1C 9:30-10:30AM  ROOM: DELAWARE C

ADVISING APPROACHES: A PRACTICAL IMPLEMENTATION OF STRENGTHS-BASED AND APPRECIATIVE ADVISING TO ENHANCE STUDENT SUCCESS
Maghan Maloy, Kent State University | Neete Saha, Kent State University
This presentation will guide participants through the theory, background and application of Strengths-Based and Appreciative Advising approaches as they are applied to at-risk students. As discussed in “Academic Advising Approaches” by Drake, Jordan and Miller (2013), these approaches can be useful with any population, but this presentation will demonstrate how these approaches are particularly ideal for at-risk students, students on probation, dismissed students and undeclared students. It will provide participants an opportunity to learn about the benefit of these approaches that could strengthen the relationship between the advisor and advisee. Participants will review case studies, engage in discussion and leave this presentation with the knowledge and skills to implement these approaches at their institutions.
Tracks: Appreiciative Advising; Probation/Dismissal/Reinstatement Issues
Core Competencies: C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies

1D 9:30-10:30AM  ROOM: DELAWARE D

GETTING THEM TO GRADUATION: STRATEGIES FOR SOPHOMORE SUCCESS
Jana Renner, IUPUI | Rose Baker, IUPUI
Sophomores can often skate by unnoticed. As freshmen, we welcome them with fanfare and cushion their transition with support and attention. As sophomores, they are ready to fly, right? In this session, we will explore an intentional sophomore outreach program designed to support on-time degree completion, review critical pre-requisite courses, create individual graduation plans, and evaluate students’ post-graduation plans. Participants will learn about relevant research and the impact of these efforts through student survey data and observations from front line advisors. Don’t let your sophomores fall into a slump! Consider how YOU may implement similar initiatives with your students.
Track: Advising Second Year Students
Core Competencies: C4 - Academic advising approaches and strategies; I2 - Curriculum, degree programs, and other academic requirements and options; R4 - Plan and conduct successful advising interactions; R5 - Promote student understanding and the logic and purpose of the curriculum; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting; R7 - Engage in on-going assessment and development of the advising practice
THE ART AND PRACTICE OF ADVISING LEADERSHIP
Gail Fairfield, Indiana University

Advising leaders are often experienced, talented advisors promoted to leadership positions. Or, they are institutional administrators assigned to lead advising teams. In both cases, the new leaders are rarely given any training or development opportunities related to leadership. In this workshop, participants will discover some of the interpersonal skills and administrative activities that enhance advising leadership. They will begin with a short self-assessment, related to eight facets of leadership development. Then, the facilitator will briefly discuss each facet and present some ideas for enhancing capacity in these areas. Finally, participants will break into smaller groups to share best practices. Participants will receive handouts that include practical suggestions and references for developing each facet of leadership.

Tracks: Advising Administration; Advisor Training & Development
Core Competencies: C4 - Academic advising approaches and strategies; R4 - Plan and conduct successful advising (leadership) interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning and goal setting; R7 - Engage in on-going assessment and development of the advising practice

TRANSFORMATIVE ADVISING- HOW TO TRANSFORM ADVISING THROUGH YOUR SPECIAL POPULATIONS
Augustine Munobe, Columbus State Community College | Anessa Becton-Howard, Columbus State Community College | Chaka Wilson, Columbus State Community College

This session will give you a peek into Columbus State Community College’s Restored Citizens and Scholar Network student populations and how the Center for Advising, Support, and Exploration (CASE) has taken a specialized approach to advising these students; creating a blueprint that can be used to transform academic advising for all students as we transition into a Guided Pathways model. Explore academic advising best practices for your special student populations as a way to help redesign the approach and leverage services that can be utilized to increase student success outcomes.

Tracks: Advising Adult Learners; Assessment of Advising
Core Competencies: C2 - NACADA’s Core Values of Academic Advising; C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

ADVISING MINDFULLY: DECREASING STRESS AND INCREASING WELLNESS
Deborah Hendricks, Bowling Green State University | Kim Lawson, Bowling Green State University

Stress is a leading cause of missing work and job burnout. High levels of stress can cause many health issues such as headaches, anxiety, sickness, and exhaustion. Academic advisors under high amounts of stress often neglect their own self-care and wellness, which can impede their ability to connect with students. One method for dealing with stress is known as mindfulness, that act of paying attention, on purpose, in a particular way (Kabat-Zinn, 2013). With mindfulness training, it is possible for advisors to lower their stress, fully connect with students, and increase effectiveness. Learn about the science of mindfulness and take part in the art by practicing specific mindfulness exercises, which can be shared with students during advising sessions.

Tracks: Advising Training & Development; Advising and Academic Coaching
Core Competencies: C4 - Academic advising approaches and strategies; R1 - Articulate a personal philosophy of academic advising; R2 - Create rapport and build academic advising relationships; R3 - Communicate in an inclusive and respectful manner; R4 - Plan and conduct successful advising interactions

FANTASY VS REALITY: 5 SIMPLE WAYS TO HELP LIBERAL ARTS STUDENTS FORMULATE A FUTURE
Kristina Kamis, Kent State University | Aurora Alexander, Kent State University

Career services, although beneficial, often miss the students who think they know their career goal but are misinformed. For this reason, academic advisors need to help these students extract the title from the reality and create a plan for achieving their long-term goals. This is especially true for liberal arts students, whose degrees do not connect to a single career. For some, finding time to integrate career advising into a 30-45 minute appointment slot may not seem feasible. However, you do not need to be a career expert to help students construct a career pathway. During this presentation, we will offer five simple ways to make career advising a routine component of your advising appointments.

Tracks: Liberal Arts Advisors; Career Advising
Core Competencies: C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; C5 - Expected outcomes of academic advising; C6 - The characteristics, needs, and experiences of major and emerging student populations; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting; R7 - Engage in on-going assessment and development of the advising practice

CAN I BE SUCCESSFUL IN A DIFFERENT MAJOR
Lindsay Tolchin, The Ohio State University | Amanda Crall, The Ohio State University

Likely, every advisor will work with a student who needs to explore alternative major options. How can you help a student who was not admitted to their first choice major? How do you start exploring next steps, especially when the student is reluctant to change majors? Changing majors happens for many reasons: competitiveness of major, a need for more research, or changing interests and motivations. In order to provide a positive experience for students, we will help identify why students struggle to change majors and share best practices from the Engineering Undeclared, Re-Exploring, and Biomedical programs that help students explore alternative options. While the presenters will provide engineering examples, the strategies discussed apply to any conversation when working with major changers.

Tracks: Undeclared & Exploratory; Science; Technology; Engineering; Mathematics; Advising
Core Competencies: C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; C5 - Curriculum, degree programs, and other academic requirements and options; C6 - The characteristics, needs, and experiences of major and emerging student populations; C7 - Campus and community resources that support student success; R2 - Create rapport and build academic advising relationships; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting
<table>
<thead>
<tr>
<th>Concurrent Session 2</th>
<th>Thursday 1:30-2:30pm</th>
<th>Room: Delaware A</th>
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<tbody>
<tr>
<td>THE PRESSURE OF CAREER: HELPING STUDENTS NAVIGATE WHAT COMES NEXT</td>
<td>1:30-2:30PM</td>
<td>Margo Coates, The Ohio State University</td>
</tr>
<tr>
<td>Core Competencies:</td>
<td>C4 - Academic advising approaches and strategies; I6 - Campus and community resources that support student success; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem-solving, decision-making, meaning-making, planning, and goal setting</td>
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| Follow the Yellow Brick Path to Success: Assessing and Training and Coaching, Oh My! | 1:30-2:30PM | Liz Freedman, IUPUI | Maria Makeever, IUPUI | Katie Weller, IUPUI |
| Core Competencies: | C4 - Academic advising approaches and strategies; I6 - Campus and community resources that support student success; R6 - Facilitate problem-solving, decision-making, meaning-making, planning, and goal setting |

| Coloring Outside the Lines: Embracing a Process Mindset in a Product Driven World | 1:30-2:30PM | James Lingo, Ohio State University | Barry Tolchin, Ohio State University |
| Core Competencies: | C4 - Academic advising approaches and strategies; C5 - Expected outcomes of academic advising; I5 - The characteristics, needs, and experiences of major and emerging student populations; I6 - Campus and community resources that support student success; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem-solving, decision-making, meaning-making, planning, and goal setting |

| The New NACADA Core Competencies for Academic Advisors – A Roundtable Discussion | 1:30-2:30PM | Teri Farr, University of Illinois at Urbana-Champaign | Michael Broshears, University of Southern Indiana | Debra Dotterer, Michigan State University | Nancy Roadruck, Kent State University |
| Core Competencies: | C4 - Academic advising approaches and strategies; C5 - Expected outcomes of academic advising |
THE ART OF THE REFERRAL: DEMYSTIFYING NATIONALLY COMPETITIVE FELLOWSHIPS TO BETTER SUPPORT STUDENTS

Julianne Angeli, University of Illinois at Chicago

Students do not “win” a Fulbright; they are “selected.” This represents the broader world of fellowships, in which students learn to speak and think differently about their experiences in pursuit of highly competitive, prestigious awards. In this session, learn about nationally competitive fellowships and how the application process alone is developmentally beneficial to students. Use this knowledge to better share information with advisees and to become part of their support system in their application process. Since each institution handles fellowships advising differently, this session will help attendees better refer students and develop strategies to enhance collaboration with their campus’s office or representatives.

Track: Advising High Achieving Students
Core Competencies: C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; I5 - Institution specific policies, procedures, rules, and regulations; R4 - Plan and conduct successful advising interactions

BUILDING EMPATHY AND TRUST WITH STUDENTS THROUGH ADVISOR PERSONAL SELF-DISCLOSURE

Eric Beckstrom, Indiana University

Mental health practitioners have long recognized the benefits of using judicious self-disclosure, including the sharing of sometimes deeply personal experiences, to build rapport, trust, and empathy with their clients. Academic advisors can employ these same techniques with students to peel away pretense and fear, help students feel more comfortable being honest, and create better session outcomes. Self-disclosure is an excellent example of that place where advisor personality, and differing fundamental understandings of the profession, intersect with technique and style, or the art of advising. Presentation and discussion will cover the varying comfort levels toward self-disclosure; what kinds of personal information are appropriate to share with students; best practices for doing so; and results from a related survey of academic advisors.

Track: Ethics & Legal Issues in Advising; Appreciative Advising
Core Competencies: C4 - NACADA’s Core Values of Academic Advising; C6 - Academic Advising approaches and strategies; R1 - Articulate a personal philosophy of academic advising; R2 - Create rapport and build academic advising relationships; R3 - Communicate in an inclusive and respectful manner; R4 - Plan and conduct successful advising interactions

GET OUT OF THE OFFICE! : EFFECTIVE ADVISING PRACTICES OUTSIDE OF THE ADVISING OFFICE

Ryan Echevarria, College of Lake County

In a solely commuter-based, community college setting, it is difficult to engage students in activities on campus, let alone the academic advising process. We, the Academic Advising Department, have taken up that charge and have created a multitude of services aimed at helping students, and the campus as a whole, realize that Advising is more than just choosing classes. During our presentation, learn about the Succeed@CLC program, its creation and implementation, including preliminary statistics on our program’s success. Leaving this session, Advisors will obtain new ideas and strategies to take Advising out of the Office and directly to students, helping students to realize the abundance of assistance and services available through the Advising Office year round.

Track: Two-Year Colleges; Advising First-Year Students
Core Competencies: C4 - Academic advising approaches and strategies; I6 - Campus and community resources that support student success; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

THINKING OUTSIDE THE BOX: USING FOCUS GROUP SESSIONS TO IDENTIFY AND ADDRESS ACADEMIC ADVISING CHALLENGES

Jennelizabeth Bice, Kent State University | Laura Caparanis, Kent State University | Amanda Colucci, Kent State University

Focus groups were used in a longitudinal analysis of the respective needs and wants of advisees within the College of the Arts and College of Architecture and Environmental Design at Kent State University. We explore academic advising through a student lens, gaining insight into what students think advising is, what they expect from the advising relationship, and additional support they feel should be provided.

Track: Assessment of Advising
Core Competencies: C3 - Theory relevant to assessment application; C4 - Advising approaches and strategies; I3 - Institution specific policies, procedures, rules, and regulations; R2 - Create rapport and build academic advising relationships; R7 - Engage in on-going assessment and development of the advising practice

SUPPORTING INTERNATIONAL STUDENTS: DEVELOPING RESILIENCE FOR POTENTIAL HIGH QUALITY IMMIGRANTS?

Jacqueline Veres, University of Windsor

International students provide benefits recognized by universities, communities, and governments. For example, these students pay higher tuition fees and provide an enriched campus environment. In addition to short-term benefits during their studies, there are long-term benefits for communities and governments when international students choose to stay, post-graduation. In Canada, half of expedited immigrants possess a Canadian degree. This research discusses the risk factors and protective factors that impact the development of resilience, and therefore, a student’s decision to stay. We consider how these factors can be mitigated or supported through academic advising, and the environment of a university. There are policy implications if a university supports students’ decisions to stay, namely, who is setting criteria and choosing a country’s immigrants?

Track: Canada; Advising Graduate & Professional Students
Core Competency: C5 - Expected outcomes of academic advising
AN ARTIFICAL RENDITION: TRANSLATING ADVISING TO AN ONLINE FORMAT TO CAPTURE AND SUSTAIN NEW STUDENT ENGAGEMENT

Heather Ricks, Michigan State University | Kelly Miller, Michigan State University | Karen Weissert, Michigan State University

The online environment is ripe with opportunities for students but one must know how to best translate the information so that students’ attention is captured and maintained throughout the program. Using a set of tools and techniques in a careful and considered way creates an environment that allows the student to feel a part of the program and campus community and allows them their best chance at success. This presentation will highlight two online graduate programs that use a number of strategies to capture and keep student engagement and excitement high, to help students to maintain a close connection to their program and the campus community, and to set students up for academic success.

Tracks: Distance Education Advising; Advising Graduate & Professional Students

Core Competencies: C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; C5 - Expected outcomes of academic advising; I2 - Curriculum, degree programs, and other academic requirements and options; I3 - Institution specific policies, procedures, rules, and regulations; I5 - The characteristics, needs, and experiences of major and emerging student populations; I6 - Campus and community resources that support student success; I7 - Information technology applicable to relevant advising roles; R6 - Facilitate problem solving, decision-making, planning, and goal setting.

BUILDING BRIDGES BETWEEN ACADEMIC ADVISERS AND SUCCESS COACHES: A REVIEW OF CROSS-COLLABORATION IN SUPPORT SERVICES

Andrew Hazelton, University of Toledo | Emily Shinaver, University of Toledo | Lauren Maleitzke, University of Toledo

Today’s students are arriving to universities and encountering more complex and involved barriers to their success than in prior years. At the University of Toledo, academic advisors and success coaches work together to engage and support students as they transition into the university environment. Focused on the holistic student experience and Schlossberg’s Transition Theory (2006), success coaches provide guidance and proactive outreach in navigating academic, personal, and financial matters to complement academic advising. In this program, learn how this innovative partnership between success coaches and academic advisers works to collaborate in support of our students to provide programming and proactively resolve barriers to student success.

Tracks: Advising and Academic Coaching; Technology in Advising

Core Competencies: C4 - Academic advising approaches and strategies; C6 - How equitable and inclusive environments are created and maintained; I3 - Institution specific policies, procedures, rules, and regulations; I5 - The characteristics, needs, and experiences of major and emerging student populations; I7 - Information technology applicable to relevant advising roles; R2 - Create rapport and build academic advising relationships; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

USING A LEARNING COMMUNITY MODEL WITH EXPLORATORY STUDENTS

Robert Gray, University of Cincinnati

Four years ago, the Center for Exploratory Studies began offering Learning Communities for first year students. We have more than doubled the number of Learning Community offerings since then. This presentation will discuss how to select classes for Learning Communities, the curriculum covered by peer leaders, timelines and logistics, and other ways to create similar first year experience based models. The presenter will share the success rates, student feedback, and challenges associated with the creation and maintenance of a Learning Community model for Exploratory students. Attendees will be provided sample Learning Community templates and a sample syllabus used by peer leaders for future reference.

Tracks: Advising First-Year Students; Undecided & Exploratory

Core Competencies: I2 - Curriculum, degree programs, and other academic requirements and options; I5 - The characteristics, needs, and experiences of major and emerging student populations; I6 - Campus and community resources that support student success; I7 - Information technology applicable to relevant advising roles; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

PUBLISH WITH NACADA: FIND THE APPROPRIATE NACADA VENUE FOR YOUR WRITING

Wendy Troxel, Kansas State University | Shantalea Johns, Wayne State University | George Steele, The Ohio State University | Matthew Rust, IUPUI

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, 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.

Track: Advisor Training & Development

Please fill out evaluations for the sessions you attend!

Your feedback provides excellent information to the presenters and are used to select the ‘Best of’ Region 5 winner. Feedback forms available in each session room.
BALANCING DEMANDS OF THE COMPLETION AGENDA WITH STUDENT GOALS
Jean Dinwiddie, Ball State University | Katharine Herbert, Ball State University | Lucas Pint, Ball State University
How do you balance completion policies with student goals? Institutions of higher education are experiencing legislative pressure to produce skilled graduates in a timely manner. Advisors are uniquely positioned to assist students in navigating their way to a degree according to various accountability measures – such as Fifteen to Finish and increasing the proportion of Americans with a credential to 60 percent by 2025. What is the root of these completion policies? What is an advisor to do with completion policies on one side and challenges of student autonomy and unexpected life issues on the other? These questions will be the focus of discussion using case studies in literature and exploration of best practice. This discussion will be guided by the NACADA Academic Advising Core Competencies.
Tracks: Ethics & Legal Issues in Advising; Advisor Training & Development
Core Competencies: C4 - Academic advising approaches and strategies; R2 - Create rapport and build academic advising relationships; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

MAKING AN IMPACT: A SERVICE-LEARNING PROGRAM FOR INCOMING FIRST-YEAR STUDENTS
Erika Trigg Crews, Michigan State University | Andrew Murray, Michigan State University
Innovative first-year programming is essential to assisting students in their transition to college, as is engagement in high-impact practices and connection to their new community. To assist 25 incoming Honors College students in their transition to Michigan State University, we established HC IMPACT, a week-long, pre-matriculation service-learning program. Immediately preceding the start of classes, students engaged in academic conversations with faculty and community experts focused on inequity alongside related service experiences. Program assessment demonstrated student learning around service and inequity, as well as effective transition and connection to the campus community. This session will review the planning process for a service-learning experience and provide participants an opportunity to discuss potential resources available & challenges associated with creating a similar program.
Tracks: Advising First-Year Students; Peer Advising & Mentoring
Core Competencies: C5 - The characteristics, needs, and experiences of major and emerging student populations; I6 - Campus and community resources that support student success; R2 - Create rapport and build academic advising relationships; R3 - Communicate in an inclusive and respectful manner; R5 - Promote student understanding of the logic and purpose of the curriculum

BUILD AN ADVISING COMMUNITY ON YOUR CAMPUS
Adam McChesney, Oakland University | Roberta Rea, Oakland University
Do you feel isolated as an adviser on your campus? Do you rarely interact with your advising colleagues? Do you want more of a community in advising on your campus? This session might just be the first step for you! Learn how Oakland University re-energized its advising community and changed the advising climate on campus. This session models how Oakland created a NACADA Allied Organization that enhances adviser communication, collaboration, and professional development. You will leave this session with project ideas for advisers to work on to help build comradery, enhance resumes, and show off the power of advising across campus. If you already have an advising organization started, this session could provide ideas to take your advising community to the next level.
Track: Advisor Training & Development
Core Competencies: R1 - The history and role of academic advising in higher education; R7 - Engage in on-going assessment and development of the advising practice

CAREER COMPETENCIES AND THE LIBERAL ARTS
Nicholas Russo, University of Notre Dame
For most college students, getting a good job is the most important reason for pursuing a degree. This jobs-first mentality draws students to STEM and business majors and drives many away from the liberal arts. The problem for us as advisors is how to balance legitimate concerns over employability with our mission to encourage students to seek a broad education and to study the subjects they love. One solution is contained in the language of career competencies. This concurrent session will (1) review national and institutional survey data to trace trends in the liberal arts and employment; (2) discuss career competencies as an advising strategy; and (3) present a multi-level approach to using career competencies with students, academic advisors, faculty, career counselors, and employers.
Tracks: Career Advising; Liberal Arts Advisors
Core Competencies: C4 - Academic Advising approaches and strategies; I1 - Institution specific history, mission, vision, values and culture; R5 - Promote student understanding of the logic and purpose of the curriculum

CAREFULLY SELECTING THE RIGHT PALETTE OF SUPPORTS: HOW TO ADVISE WITHOUT OVERPRESCRIBING SUPPORTS TO UNDERREPRESENTED STUDENT GROUPS (URS)
Narketta Myles, Kent State University | Rachel Ruic, Kent State University
It is critical that advisors be intentional in practicing well-directed, objective, and inquiring conversations; to appropriately direct students to the resources most supportive for each individual student situation, and/or the student group to which the student indicates they best identify with. The purpose of this session is to improve participants’ awareness and sensitivity to NTS barriers; and teach best-practices associated with advising nontraditional students; which directly aligns with the NACADA Core Competencies (2017). The theoretical framework for this presentation is based on the research and literature of several theorists (Baxter-Magolda; Markle; Renn & Reason; Tinto, etc.); and data retrieved from various federal reports; as well as collaborative interviews of advisors, faculty, staff and directors from Cuyahoga Community College, The University of Akron, and Kent State University.
Tracks: Advisor Training & Development; Multicultural Concerns
Core Competencies: C4 - Academic advising approaches and strategies; I5 - The characteristics, needs, and experiences of major and emerging student populations; I6 - Campus and community resources that support student success; R2 - Create rapport and build academic advising relationships; R3 - Communicate in an inclusive and respectful manner
Snack Break
Beverages 1:30–5:00PM    Cookies & Fruit 3:30–5:00PM

Thanks to Aviso Retention for providing some of the funding for this snack break.

Concurrent Session 4
Thursday 4:00–5:00PM

4A
4:00–5:00PM
Room: Delaware A

From Realism to Surrealism: Leading Your Advising Team Through Transition
Brian Aitken, Illinois State University | Wendi Whitman, Illinois State University

How many Surrealists does it take to screw in a lightbulb? Answer – Fish. Have you been challenged with a transition without knowing all of the answers or even the questions? Additionally, how many of you are in charge of leading an advising team through these transitions? In this session, we will provide our administrative approach to transition in an office of 25 professional advisors and 20 undergraduate peer advisors. We will share how we developed an “Advising Academy” that affords us the opportunity to address individual learning styles and strengths as well as improving overall skills for the unit. This session will demonstrate the training activities as we learn from each other and are astounded by our similarities and differences.

Tracks: Advising Administration; Advisor Training & Development
Core Competencies: C4 - Academic advising approaches and strategies; I3 - Institution specific policies, procedures, rules and regulations; I7 - Information technology applicable to relevant advising roles; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

4B
4:00–5:00PM
Room: Delaware B

Top Ten Financial Aid Topics for Academic Advisors
Christine Stark, Terra State Community College | Diana Howey, Terra State Community College

FAFSA, EFC, SAP, FSEOG, PELL… The alphabet soup of Financial Aid can be overwhelming to both Students and Academic Advisors. Looking for an easier way to explain these ACRONYMS to your students? Attend this session to increase your comfort level with Financial Aid jargon and learn about important guidelines that can impact your students’ academic progress. After attending this session, you will be better prepared to steer your students through the maze of financial aid terms and policies. You will also develop ideas to strengthen the relationship between the Academic Advising and Financial Aid departments at your institution. Both Christine and Diana have a unique point of view; each has worked in both Academic Advising and Financial Aid. Come benefit from their expertise!

Tracks: Advisor Training & Development; Advising and Academic Coaching
Core Competencies: C4 - Academic advising approaches and strategies; C5 - Expected outcomes of academic advising; I6 - Campus and community resources that support student success; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

4C
4:00–5:00PM
Room: Delaware C

A Conversation with NACADA Leaders
Shannon Burton, NACADA Board Member | Michael (Brody) Broshears, NACADA Board Member | Nancy Roadruck, NACADA Board Member | Mark Vegter, NACADA Region 5 Chair

This informal discussion is to provide a forum for attendees to visit with NACADA leaders regarding the Association's many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.

Tracks: Advising Administration; Advising Adult Learners
Core Competencies: C2 - NACADA's Core Values of Academic Advising; R2 - Create rapport and build academic advising relationships

4D
4:00–5:00PM
Room: Delaware D

Giving Credit Where Credit is Earned
Elizabeth Ohlin, The Ohio State University | Evan Faidley, Kent State University | Tracy Montgomery, Kent State University

One of the most important conversations to be had is the initial advising appointment for students transitioning from high school into higher education. With recent developments in access to college coursework, more and more learners are fulfilling college credits and requirements before full-time matriculation. Sometimes, advisors find it difficult to help a student transition when the historically first-year courses are being completed by Advanced Placement (AP), dual enrollment, and College Level Examination Program (CLEP) opportunities. Through open and honest discussions, attendees will have the opportunities to share and reflect on professional experiences with support of the presenters and peers. Introductory information on Generation Z, the College Credit Plus (CPP) Program, and advising tools will afford session participants integrative practices of motivational and appreciative advising to assist students matriculating with credit.

Tracks: Advising First-Year Students; High School to College Advising
Core Competencies: C4 - Academic advising approaches and strategies; I5 - The characteristics, needs, and experiences of major and emerging student populations; R5 - Promote student understanding of the logic and purpose of the curriculum; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting
A PORTRAIT OF MENTAL HEALTH SUPPORT

David Norris, The School of the Art Institute of Chicago | Turnip VanDyke, The School of the Art Institute of Chicago | Esther Warren, The School of the Art Institute of Chicago

Mental health concerns among college students are being reported in record numbers. Art students in particular are matriculating with more concerns than their peers. Because of this, the School of the Art Institute of Chicago (SAIC) has been proactive with offering wellness support for its students. This presentation by advisors from SAIC will provide an insider look at the ways in which the Academic Advising office prepares to support students’ mental health, highlighting training and resources provided. We will also examine our partnerships with faculty, campus departments, families, and outside treatment providers. Participants will gain a deeper understanding of the role of mental health support in advising, and ways to take on this work.

Tracks: Advising Students with Disabilities, Advising Fine Arts Students
Core Competencies: C4 - Academic advising approaches and strategies; I5 - The characteristics, needs, and experiences of major and emerging student populations; I6 - Campus and community resources that support student success; R2 - Create rapport and build academic advising relationships; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

PAINTING THE FULL PICTURE: HOW UNDERSTANDING MINDSET CAN IMPROVE ADVISING FOR STUDENTS ON ACADEMIC PROBATION

Suzanne Schwarz, University of Michigan-Dearborn | Lisa Remsing Hall, University of Michigan-Dearborn

The theory of Mindset defines growth or fixed learning orientations. Students with a growth mindset view setbacks as opportunities for learning, whereas those with a fixed mindset view obstacles as failures. People have a tendency toward one of the two mindsets, but can change their perspective depending on the context, and an individual with a fixed mindset can learn to develop a growth mindset. This interactive session will review an ongoing study conducted in one advising office, which examines the characteristics of mindset among probation students. Attendees will gain an understanding of how effective advising can help students develop a mindset for success, and will develop practical action steps toward helping students at their institution.

Track: Probation/Dismissal/Reinstatement Issues
Core Competencies: C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; R2 - Create rapport and build academic advising relationships; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

THE TRANSFORMATIVE POWER OF THE CREATIVE ARTS: A GUIDE TO THINKING OUTSIDE THE BOX WHEN IT COMES TO ADVISING AND PEER MENTORSHIP

Mariam Hashemi Wong, Ryerson University

The creative arts can facilitate transformative experiences and help build community through informal peer mentorship opportunities. What do poetry/spoken word, visual art, sculpture, photography, standup comedy and theatre have in common? They are all mediums for storytelling, self-authorship and encouraging a social model of leadership. Learn how a creative arts workshop helped marginalized students become masters of their own narrative, finding life altering ways to understand self, community and empowerment. Come to learn about the transformative power of the creative arts: a guide to thinking outside the box when it comes to advising and peer mentorship.

Tracks: Peer Advising & Mentoring, Advising Students with Disabilities
Core Competencies: C6 - How equitable and inclusive environments are created and maintained; I5 - The characteristics, needs, and experiences of major and emerging student populations; I6 - Campus and community resources that support student success; R2 - Create rapport and build academic advising relationships; R3 - Communicate in an inclusive and respectful manner

THE PILLARS OF ADVISOR TRAINING & DEVELOPMENT

Sarah Howard, The Ohio State University | Kevin Thomas, Southern Illinois University-Edwardsville | Theresa Hitchcock, University of Louisville

The intricacies of curricula, institutions, and the higher education landscape require well-trained academic advisors to support student success. New advisors often face a large learning curve when starting out in the profession, and experienced advisors sometimes struggle to figure out how they should continue their professional development. With the publication of NACADA’s Advisor Core Competency model in 2017, there are now four foundational documents which articulate the role of academic advising in higher education. This session will provide both new and experienced advisors the opportunity to learn about, reflect on, and plan how each of the four pillars (concept, core values, competencies, and standards of academic advising) can impact aspects of the profession for both training and development.

Track: Advisor Training & Development
Core Competencies: C2 - NACADA’s Core Values of Academic Advising; R7 - Engage in on-going assessment and development of the advising practice

THE ART OF NEW FACULTY ADVISING WITH MYERS-BRIGGS TYPOLOGY

Julius Nagy, Siena Heights University

For the new faculty member just starting to advise students, the prospect of a student needing to make a change in major can be intimidating. Ideally, a major is an area of study that takes advantage of the student’s interests and talents. A new faculty member may not know the interests and talents of an advisee. Myers-Briggs typology has been used to help people better understand who they are for over 60 years. With a bit of guidance, faculty advisors can be trained to use the available and free Myers-Briggs instruments and tools to help inform the student in the choice of their new major. Adding this tool can be a useful color to add to an advisor’s palette.

Tracks: Faculty Advising, Liberal Arts Advisors
Core Competencies: C4 - Academic advising approaches and strategies; I5 The characteristics, needs, and experiences of major and emerging student populations; R1 - Articulate a personal philosophy of academic advising; R2 - Create rapport and build academic advising relationships; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting
Our common reading for The NACADA Region V 2018 Conference will be an article recently written by Dr. Charlie Nutt, the Executive Director, for NACADA: The Global Community for Academic Advising. The article is titled: A Life of Service to NACADA, Our Profession, and Students Across the World: Virginia Gordon aka “The Boss.” Virginia N. Gordon was Region 5’s most highly recognized and respected member. This session will be a conversation on her contributions to the field of academic advising, her mentorship, her leadership, and why her efforts are still so timely today and for the future of our profession and scholarship.

DINNER ON YOUR OWN  6:00PM

Food options listed on pages 11-12.
Area maps & information available at the Experience Columbus booth, in the “Landing” hallway area.
Groups that scheduled reservations prior to the conference will meet in the Hyatt Regency Lobby at 6:15 pm.
**FRIDAY, APRIL 13**

**OVERVIEW**

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<th>TIME</th>
<th>SCHEDULE</th>
<th>LOCATION</th>
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<td>6:15am - 7:15am</td>
<td>Wellness Activity: Morning Walk</td>
<td>First floor lobby in the Hyatt Regency Hotel</td>
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<td>7:30am - 11:30am</td>
<td>Exhibits Open</td>
<td>Delaware Room Hallway</td>
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<td>7:45am - 8:45am</td>
<td>Breakfast</td>
<td>Regency Ballroom, 3rd Floor</td>
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<td>7:45am - 8:45am</td>
<td>Poster Sessions</td>
<td>Regency Ballroom, 3rd Floor</td>
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<td>9:00am - 10:00am</td>
<td>Concurrent Sessions 5</td>
<td>Various Locations</td>
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<td>10:10am - 11:10pm</td>
<td>Concurrent Sessions 6</td>
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<td>11:20am - 12:00pm</td>
<td>Closing Session</td>
<td>Delaware A, B, &amp; C</td>
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**FRIDAY MORNING WALK**

**MEET AT 6:00AM**

**MEET IN LOBBY**

Start the day off with an hour walk through the Arena District, Victorian Village, and Short North neighborhoods. We will meet in the Hyatt Regency Lobby after 6:00 am and start our walk at 6:15 am. We will return at 7:15 am, ready for breakfast and the poster sessions.

**VISIT THE EXHIBITORS**

**7:30-11:30AM**

**DELAWARE ROOMS HALLWAY**

E2E Advising LLC http://www.e2eadvising.com/
AVISO Retention www.global.k-state.edu/education/academic-advising
Marian University www.Marian.edu
AICP http://thiswaytocpa.com/resources
The Princeton Review www.princetonreview.com

Read more about Exhibitors on Page 8

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**BREAKFAST**

**7:30-8:45AM**

**REGENCY BALLROOM, 3RD FLOOR**

**BREAKFAST MENU**

Local and Seasonally Inspired Fruit
Bakery Selection and Specialties
Oatmeal with Raisins and Brown Sugar
Assorted Cereals with Dried Fruits and Toasted Nuts
Housemade Granola
Breakfast Sandwiches
2% and Whole Milk
Selection of Chilled Juices
Coffee and Tazo Tea Selection

AS YOU ENJOY BREAKFAST TODAY, PLEASE VISIT OUR WONDERFUL POSTERS AND THE PRESENTERS—REPRESENTING A VARIETY OF INNOVATIVE AND INTERESTING TOPICS!

**Message:** This morning’s breakfast was funded in part by generous contributions from The Ohio State University Office of Undergraduate Education and The Fisher College of Business
<table>
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<tr>
<th>Poster Session</th>
<th>7:45-8:45AM</th>
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<td>P1: Doing What? Preparing International Students Beyond “Going Home” After Graduation</td>
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<td>P2: Redesigning a Peer Advising Program</td>
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<td>P3: The Secret to Marketing New Courses: Academic Advisors</td>
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<td>P4: Collaborative Career Advising: An Innovative way for students to EXPLORE their future</td>
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<td>P5: Coming Back from Studying Abroad: What has changed?</td>
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<td>P6: Crafting Innovative Transfer Resources for 2-year and 4-year Institutions</td>
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<td>P7: Proactive Advising: Advising for Student Success Framework</td>
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<td>P8: Equipping Academic Advisors with Basic Career Service Tools: Enhancing the Student Experience</td>
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<td>P9: Our Fantastic, Elastic Brains… How Neuro-diversity Awareness will Make you a Better Advisor!</td>
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Please vote for the ‘Best of’ Region 5 Poster!
Ballots available during the poster session

**P1: DOING WHAT? PREPARING INTERNATIONAL STUDENTS BEYOND “GOING HOME” AFTER GRADUATION**

*Amelia Corrigan, Kent State University*

When you ask your students what they plan to do after graduation, do they often say “go home” and not much else? One of the top reasons students from all countries attend college is to get a good job but the road to full-time employment can be discouraging and confusing for many international students studying in the United States. This poster will focus on the importance of career development for all students, how to have hope-based conversations with international students about career development, and how collaboration with specific offices at your campus, such as Career Services, can support these students from the first semester to their first full-time job.

**Tracks:** Career Advising, Global Engagement

**Core Competencies:** C4 - Academic advising approaches and strategies; I5 - The characteristics, needs, and experiences of major and emerging student populations; I6 - Campus and community resources that support student success; R6 - Facilitate problem solving, decision-making, planning, and goal setting

**P2: REDESIGNING A PEER ADVISING PROGRAM**

*James Creech, University of Notre Dame | Don LaSalle, University of Notre Dame*

Peer advising programs need to be responsive to curricular and institutional changes, shifting student demographics, and emerging technologies. This presentation will outline best practices for assessing and modifying existing peer advising programs in light of these types of changes. The presentation will use the recent history of the Peer Advising Program in the First Year of Studies at the University of Notre Dame as a case study of the evolution of a long-established program.

**Tracks:** Peer Advising & Mentoring, Advising First-Year Students

**Core Competencies:** I6 - Campus and community resources that support student success; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting; R7 - Engage in ongoing assessment and development of the advising practice
P3: THE SECRET TO MARKETING NEW COURSES: ACADEMIC ADVISORS
Samantha Horn, Purdue University Northwest
Do you want complimentary and convenient marketing for new courses and programs? How about someone students listen to? If yes, then turn to your Academic Advisors! Aiken-Wisniowski and Allen (2005) state that advisors must communicate new programs to students. Academic Advisors wear many hats and are typically the unidentified central core for departments, so take the opportunity and utilize them in promoting new information. As advisors discuss course options and future opportunities with their students it is essential for them to be knowledgeable of the details pertaining to new or changing programs. And this starts with providing Academic Advisors with thorough information and even including them in the creation process. These are the steps the PNW College of Business advisors took to introduce the new COB Experience Program to students.
Tracks: Advisor Training & Development; Advising Business Majors
Core Competencies: I2 - Curriculum, degree programs, and other academic requirements and options; I5- The characteristics, needs, and experiences of major and emerging student populations; R1 - Articulate a personal philosophy of academic advising; R2 - Create rapport and build academic advising relationships; R4 - Plan and conduct successful advising interactions; R5 - Promote student understanding of the logic and purpose of the curriculum; R7 - Engage in on-going assessment and development of the advising practice

P4: COLLABORATIVE CAREER ADVISING: AN INNOVATIVE WAY FOR STUDENTS TO EXPLORE THEIR FUTURE
Crystal Bannon, Youngstown State University
The integration of academic and career advising services is gaining momentum across university campuses as the life-long benefits of this approach for students becomes increasingly clear. We believe that preparing a student for a career and life after college requires the strategic collaboration of the entire university. Based on this research, Youngstown State University made the decision to collaborate and combine the two areas in 2016. Through our process of integrating academic and career advising, we have found that not only is integrating academic and career advising good for the student, it’s also good for the university and the advisors. Outlined in this session will be the reasons why we believe in an integrated approach.
Tracks: Undecided & Exploratory; Career Advising
Core Competencies: I5 - The characteristics, needs, and experiences of major and emerging student populations; I6 - Campus and community resources that support student success

P5: COMING BACK FROM STUDYING ABROAD: WHAT HAS CHANGED?
Meghan Zech, Terra State Community College
Over 40% of the Berea College Class of 2015 either studied, interned, or volunteered abroad, which is much higher than the national average of less than 10% of college students. This research employed 15 qualitative in-depth interviews with Berea College students who have recently returned from studying abroad. The focus of this research was to discover any readjustments that were made once coming back to the States after studying abroad. This study had interesting findings, including changes in academics, changes in social lives, and recommendations for others to study abroad.
Tracks: Global Engagement; Multicultural Concerns
Core Competencies: I5 - The characteristics, needs, and experiences of major and emerging student populations; R3 - Communicate in an inclusive and respectful manner

P6: CRAFTING INNOVATIVE TRANSFER RESOURCES FOR 2-YEAR AND 4-YEAR INSTITUTIONS
Amber DePree, IUPUI and Ivy Tech Community College
Do you frequently work with transfer students? Are you interested in finding ways to connect with students, faculty, and staff to provide them with relevant transfer related news and materials? This poster session is for you! The IUPUI-Ivy Tech Coordinated Programs Passport Office has recently designed, shared, and updated two transfer resources for students, faculty, and staff. Learn about the design and implementation of two transfer resources: the Passport Transfer Guide and the Passport Newsletter. Discover how the Passport Office links student development theory and transfer theoretical frameworks to the design and implementation of these resources. Participants will leave with a resource and tips on how to create their own inter-institutional newsletter and transfer guide at their institution.
Track: Advising Transfer Students
Core Competencies: C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; I1 - Institutions specific history, mission, vision, values, and culture; I2 - Curriculum, degree programs, and other academic requirements and options; I7 - Information technology applicable to relevant advising roles; R3 - Communicate in an inclusive and respectful manner

P7: PROACTIVE ADVISING: ADVISING FOR STUDENT SUCCESS FRAMEWORK
Charles Jackson III, Michigan State University | Sadiq Mohammed, Michigan State University
Proactive advising is quickly tracking attention in conversations surrounding the need to reduce time to degree, increase graduation rates, close opportunity gaps and create an inclusive campus community. Michigan State University Academic Advising leadership has adopted a similar proactive advising approach by firstly developing a Mission Statement and Academic Advising Core Expectations, and by secondly creating working groups that focus on helping advisors in their daily roles and thereby improving the academic advising experiences for students. These working groups include Professional Development, Collaboration and Tools, and Assessment and Metrics. Through the use of a poster presentation, we will share our process of developing the Proactive Advising Initiative as well provide an update on the progress of the working groups.
Tracks: Academic Administration; Assessment of Advising
Core Competencies: C4 - Academic advising approaches and strategies; C5 - Expected outcomes of academic advising; R2 - Create rapport and build academic advising relationships; R3 - Communicate in an inclusive and respectful manner; R7 - Engage in on-going assessment and development of the advising practice

Please vote for the ‘Best of’ Region 5 Poster!
Ballots available during the poster session

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P8: EQUIPPING ACADEMIC ADVISORS WITH BASIC CAREER SERVICE TOOLS: ENHANCING THE STUDENT EXPERIENCE

Rachel Ruic, Kent State University

An important element of an academic advisor’s duties is to connect advisee’s to relevant resources on campus and the career services office. Many students do not choose to visit career services until their junior/senior year. Late entry into career exploration puts the student at a great disadvantage, especially if they were undecided about their major, or changed majors. Training academic advisors on simple career advising resources helps students connect early to their passion and purpose. This flipped advising model, is actually a return to foundational advising strategies from the 1970s. Advisors can help students discover and connect their interests, personality, skills, and major to career exploration. Research indicates that connecting to a purpose increases persistence to degree. Theoretical references include Person-Environment Fit, Self-Authorship, Work Adjustment, and Chickering’s Theory of Identity Development.

Tracks: Advisor Training & Development, Career Advising
Core Competencies: C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; I1 - Institution specific history, mission, vision, values, and culture; I2 - Curriculum, degree programs, and other academic requirements and options; I6 - Campus and community resources that support student success; I7 - Information technology applicable to relevant advising roles; R2 - Create rapport and build academic advising relationships; R5 - Promote student understanding of the logic and purpose of the curriculum; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

P9: OUR FANTASTIC, ELASTIC BRAINS... HOW NEURO-DIVERSITY AWARENESS WILL MAKE YOU A BETTER ADVISOR!

Mariam Hashemi Wong, Ryerson University

Our fantastic, elastic brains... how neuro-diversity awareness will make you a better advisor! What is neuro-diversity? How does it apply to academic advising? How often do you cater your academic advising to the neuro-diversity of the students with whom you interact? What are some suggestions you can start using right away? Neuro-diversity impacts everything... from the words you use the minute students walk in your door to the font and color of the emails you write to the images in the promotional material you send. Come to learn more... a crash course and introduction about neuro-diversity in all its splendor.

Tracks: Canada, Advising and Academic Coaching
Core Competencies: C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; I5 - The characteristics, needs, and experiences of major and emerging student populations; R3 - Communicate in an inclusive and respectful manner; R4 - Plan and conduct successful advising interactions

P10: AN INTERSECTIONAL APPROACH TO ACADEMIC ADVISING

Keri Eason, University of Cincinnati

The increasingly diverse student population requires Academic Advisors to be aware of the many components of students’ identities. Current literature examines tools to help students from different ethnic backgrounds. The growing reality is that students have multiple components to their identities (i.e. class, race, gender, and sexual orientation). These components affect how students experience oppression resulting in a limited sense of belonging in the university community. Kimberle Crenshaw’s Intersectionality Theory examines the overlapping of social identities and how they are related to systems of oppression, domination, and discrimination (Crenshaw 2017). The presenter will discuss Intersectionality Theory, and will suggest that as Academic Advisors approach their advisees through an Intersectional lens they will be more effective in understanding the complex needs of today’s students.

Tracks: Multicultural Concerns, Theory, Philosophy and History of Advising
Core Competencies: C3 - Theory relevant to academic advising; I5 - The characteristics, needs, and experiences of major and emerging student populations

P11: ADVISING IN 140 CHARACTERS: NEW PRACTICES FOR GENERATION Z STUDENTS

Shane Combs, University of South Florida (USF) / Cesar Benitez-Cruz, USF

This session will discuss new practices for advising Generation Z students. This includes the content of our messaging with emphasis on their views of authority, on relationships, on motivation for education and careers, and on technology (Grace and Seemiler 2016, Hope 2016, Mohr 2017). Presenters will demonstrate how messages should be simplified to be read in 8-12 seconds on a mobile device with a “nudge” format (Miairs and Litenberger 2016, Castleman 2013, EAB 2015). We will also feature new technology such as Google Voice and Bitmoji that can be used to create custom visual text messages that also protect the privacy of the advisor. Finally, we will provide templates for YouTube advising tutorials.

Tracks: Multicultural Concerns, Technology in Advising
Core Competencies: C4 - Academic advising approaches and strategies; I5 - The characteristics, needs, and experiences of major and emerging student populations; I7 - Information technology applicable to relevant advising roles; R7 - Engage in on-going assessment and development of the advising practice

P12: A DATA-DRIVEN APPROACH TO IMPROVING YOUR FIRST-YEAR SUCCESS COURSE

Alex Thomas, The Ohio State University

At some institutions, advisors are tasked with teaching an extended orientation course for incoming first-year students to help with their transition to college life. Topics in these courses can vary, and can include academic policies, campus resources, learning strategies, and academic integrity. In this presentation, you will learn how one department at a large, four-year public research institution is using data to analyze the effectiveness of its first-year success course and using that data to ensure the course learning outcomes are being met.

Tracks: Assessment of Advising, Advising First-Year Students
Core Competencies: R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting; R7 - Engage in on-going assessment and development of the advising practice

P13: AVOID INFORMATION OVERLOAD: DESIGN CAN SIMPLIFY A COMPLEX ACADEMIC ENVIRONMENT

Adam Svoboda, Indiana University Kokomo

Higher education is an environment that relies on written verbal communication to explain programs, policies, and procedures. These modes of communication can be disengaging especially to new students. Successful student transition to college share two goals of understanding and locating information. Design is a field that uses modes of communication and creativity to generate engaging resources. Developing a design system can create a successful transition to college, improve the advising experience, and expand retention efforts. In this session, we will review the basics on design systems, including design fundamentals, the human center design process, and design practices. We will include system design examples of graphic, information, and wayfinding designs.

Track: Small Colleges & Universities, Advising First-Year Students
Core Competencies: C4 - Plan and conduct successful advising interactions; R5 - Promote student understanding of the logic and purpose of the curriculum; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting
P14: ADAPTING TO CHALLENGES AND SUPPORTING ACHIEVEMENTS: THE EVOLUTION OF AN INTENSIVE ADVISING PROGRAM FOR AT-RISK STUDENTS

Catherine Willoughby, University of Cincinnati Blue Ash College | Linsey Koeritz-Madannohanan, University of Cincinnati Blue Ash College | Amy Gultice, University of Cincinnati Blue Ash College

The College Program for Academic Success (CPAS) is an intensive, multi-faceted advising program for at-risk students at the University of Cincinnati Blue Ash College. CPAS is the college's conditional admission program that includes a proactive advising model to help increase successful persistence and retention. This presentation will outline the successes and challenges of the development of the program and the first years of its implementation. We will provide detailed information regarding key features of the program; the results of student surveys and focus groups; and a review of the academic results. Specific advising tools, including academic progress reports, and a discussion of how the program is changing and adapting to student needs will also be shared.

Tracks: Advising First-Year Students; First-Generation College Students Advising

Core Competencies: R1 - The characteristics, needs, and experiences of major and emerging student populations; R6 - Campus and community resources that support student success; R2 - Create rapport and build academic advising relationships; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting; R7 - Engage in on-going assessment and development of the advising practice

P15: SUMMER ORIENTATION: BEATING THE ADVISOR BURN OUT

Katie Weimerskirch, Columbus State Community College

Each year as New Student Orientations become the main focus, it can be easy to get academic advisors excited to see a group of brand new students. But, how do you keep the excitement, positivity, and overall energy from running out amid the busy and sometimes hectic summer months? Let’s take a deeper dive into how to keep advisors from burning out.

Tracks: Advising First-Year Students; High School to College Advising

Core Competencies: I6 - How equitable and inclusive environments are created and maintained; R2 - Create rapport and build academic advising relationships; R7 - Engage in on-going assessment and development of the advising practice

P16: THE ART OF MENTORING: PUTTING TOGETHER THE PIECES FOR EFFECTIVE PEER MENTORING

Jessica Knerr, Purdue University

Peer mentoring programs are a common tool for student success and retention, with wide variety in targeted participants and program execution. Come learn about evidence-based elements of effective college peer mentoring programs, and see how the College of Health and Human Sciences at Purdue University has implemented these elements into a peer mentor program that focuses on both career-related and psychosocial support for first-year students. This session offers implications from our experience with the Health and Human Sciences Mentor Program and strategies for developing or enhancing peer mentor programs at other institutions.

Track: Peer Advising & Mentoring

Core Competency: R6 - Facilitate problem solving, decision-making, meaning, planning, and goal setting

P17: A ROADMAP TO SUCCESS FOR DUAL ENROLLMENT STUDENTS

Gregory Dieringer, The University of Akron | Anthony LoVullo, The University of Akron

The number of high school dual enrollment students has increased in recent years, and the role of the advisor continues to evolve as this population impacts the current collegiate landscape. Based on research, practice, and experience, this presentation will provide a framework for adapting to the unique challenges of advising dual enrollment students. Presenters will discuss creative methods and processes in advising and orientation as well as managing the needed connections between students, secondary schools, and post-secondary institutions. The target audience is academic advisors, faculty, staff, and administrators. Audience members will be encouraged to share personal experiences in connection with advising students in dual enrollment programs.

Tracks: High School to College Advising; Undecided & Exploratory

Core Competencies: C4 - Academic advising approaches and strategies; I3 - Institution specific policies, procedures, rules and regulations; I5 - The characteristics, needs, and experiences of major and emerging student populations; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

P18: DEGREE ARCHITECTURE: INTEGRATIVE STUDIES, LEARNING BY DESIGN

Dawn Huckleberry, Southern Illinois University Edwardsville

Universities who wish to grow and maintain enrollment can no longer rely on traditional freshmen. Instead, they must respond to the changing demographic of prospective students, as well as the demand for programs that are relevant to students’ academic interests and career goals. The Integrative Studies (IS) program at SIUE answers this demand, allowing students to build a program of study around diverse interests, as well as their academic and career goals, while maintaining the rigor of a traditional major. The program has grown quickly, with over 90 majors at the Spring 2018 census. Drawing on theories of adult learning and self-authorship, the program allows students to fully engage in learning, as they become both the architect and builder of their educational experience.

Tracks: Advising Adult Learners; Distance Education Advising

Core Competencies: R2 - Create rapport and build academic advising relationships; R3 - Communicate in an inclusive and respectful manner; R4 - Plan and conduct successful advising interactions; R5 - Promote student understanding of the logic and purpose of the curriculum; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

Please vote for the 'Best of Region 5 Poster!' Balloons available during the poster session
5A 9:00-10:00AM  ROOM: DELAWARE A

MENTORING THE MENTOR: DUAL BENEFITS OF PEER MENTOR PROGRAMS
Joanna Spanos, The Ohio State University (OSU) | Christine Nguyen, OSU | Rachel Steele, OSU

Many Peer Mentor programs are designed to benefit inexperienced students as they navigate the transition to college. Through discussions (Koring and Zahorik, 2013) address the positive aspects for mentees, but less research is available regarding the effect on the mentors. This presentation will explore the impact on the student volunteers participating in a peer mentor program designed to help first year honors students enrolled in a large public university. We will discuss training methods, the development of our program, and the impact of the mentors’ engagement with students and staff. We hope to facilitate a discussion with the session’s participants, exploring more broad-based best practices to encourage the development of peer mentor programs for the benefit of all involved students.

Core Competencies: C6 - Campus and community resources that support student success; R4 - Plan and conduct successful advising interactions

Tracks: Peer Advising & Mentoring; Advising First-Year Students

5B 9:00-10:00AM  ROOM: DELAWARE B

NOT JUST ANOTHER BOX TO BE CHECKED - CREATING A CONNECTION BETWEEN GENERAL EDUCATION AND LIFELONG LEARNING
Rachel Pawloski, Wayne State University | James Fortune, Wayne State University

Many students today see general education courses as just another box that needs to be checked on their way to graduation. They may even see these courses as a waste of time and money. As Academic Advisors, it is our job to help students make the connection between general education courses, their majors, their career paths, and even their purpose in life. By learning how to utilize Bloom’s Taxonomy, Appreciative Advising, research, and real world examples in an advising session, this presentation will aid Academic Advisors in assisting students who are asking the common question, “What are general education courses for anyways?”

Core Competencies: C4 - Academic advising approaches and strategies; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

Tracks: Advisor Training & Development; Theory, Philosophy and History of Advising

5C 9:00-10:00AM  ROOM: DELAWARE C

CREATING A NEW SOURCE OF SUPPORT FOR UNDERREPRESENTED ADVISORS
Kea Hardy, University of Cincinnati

If you have ever asked yourself, “where are advisors that look like me?” then this session is for you! In Summer 2017, the Advisors of Color (AOC) affinity group was created at the University of Cincinnati (UC). The AOC is a new resource group within UC’s advising community for minority advisors. The AOC is designed to unite, support and elevate minority advisors across the University. The presenter will introduce the results of a recent focus group shaping this new initiative within UC’s advising community and discuss what’s on the horizon. Participants will walk away with starter tips for creating an affinity group and learn how they can help to create a diverse and inclusive advising community at their campus.

Core Competencies: C6 - How equitable and inclusive environments are created and maintained; R2 - Create rapport and build academic advising relationships; R3 - Communicate in an inclusive and respectful manner

Tracks: Multicultural Concerns; Large Universities

5D 9:00-10:00AM  ROOM: DELAWARE D

CROSSING THE BORDER: DIFFERENCES BETWEEN ADVISORS AND COUNSELORS IN THE CRISIS ZONE
Amy Maidi, IUPUI

Advisors know they are not counselors. However, what is the difference when there is an empty box of tissues on the desk? Where is the border between these worlds when the overlap is often the crisis zone? Advisors must know when to refer and, as educators, teach students what to expect from a counseling relationship and how it may be the best, fastest way to academic success. An academic advisor/former crisis counselor will explore the similarities and differences between advisor and counselor using Title IX to engage in a discussion about how this plays out in real life. Participants will be invited to consider how the crisis zone can turn into a crucial opportunity for student success.

Core Competencies: I4 - Legal guidelines of advising practice, including privacy regulations and confidentiality; I6 - Campus and community resources that support student success; R2 - Create rapport and build academic advising relationships; R4 - Plan and conduct successful advising interactions; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

Tracks: Advising and Academic Coaching; Ethics & Legal Issues in Advising

5E 9:00-10:00AM  ROOM: MADISON

USING YOUR PAST TO CREATE A BRIGHTER FUTURE
Aaron Pryor, University of Southern Indiana

Nelson Mandela once said, “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” Mandela understood the powerful social concept of meeting someone where they are—that believing the differing cultural and life experiences of individuals strengthens the whole. The advising profession is a melting pot of diversity, comprised of many “languages.” This workshop intends to bring voice to those languages. We will explore and spotlight varied conceptual frameworks and approaches from a multitude of the varied pre-advising backgrounds of our peers and discuss how to utilize the strengths of our collective pasts as we create stronger advising futures.

Core Competencies: C4 - Academic advising approaches and strategies; C6 - How equitable and inclusive environments are created and maintained; R1 - Articulate a personal philosophy of academic advising; R2 - Create rapport and build academic advising relationships; R3 - Communicate in an inclusive and respectful manner

Tracks: New Advisors Professionals; Faculty Advising
George Couros stated, “Technology will never replace great teachers, but technology in the hands of great teachers is transformational.”

Academic advising seeks to assist students in their growth through the development of meaningful educational plans, compatible with their life goals. In this capacity, we are educators, equipping our students with the skills needed to translate what they learn into achievable goals. The success we find in our roles is reliant upon the interpersonal interactions we have with our students. As society and trends towards web/cyber-based interactions, how should we best utilize the advances in technology to meet our students where they are and get them where they need to go? Advising serves to develop the self-directed, motivated, and responsible students. Technology should be an asset and ally in accomplishing this task.

**Core Competencies:**
- C1 - The history and role of academic advising in higher education
- C3 - Theory relevant to academic advising
- C5 - Expected outcomes of academic advising
- I1 - Institution specific history, mission, vision, values, and culture
- I2 - Curriculum, degree programs, and other academic requirements and options
- I3 - Institution specific policies, procedures, rules, and regulations
- I7 - Information technology applicable to relevant advising roles
- R2 - Create rapport and build academic advising relationships
- R4 - Plan and conduct successful advising interactions
- R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

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5G 9:00-10:00AM  ROOM: TAFT D (FIRST FLOOR)

**OUR TTP (BEST PRACTICES) FOR ADVISING MILITARY AFFILIATED STUDENTS**

**Melissa A. Toretch, Ohio University - Athens**

During this presentation we will discuss some of the TTP (Tactics, Technics & Procedures) Ohio University uses when working with military affiliated students on our campus. At Ohio University we have over 800 military affiliated students. We will begin by briefly describing our campus and our military affiliated student population. Throughout the presentation we will discuss various best practices and approaches for advising military affiliated students. At the end of this presentation participants will be able to go back to their institutions and share some of our best practices that have been successfully implemented at Ohio University.

**Core Competencies:**
- C4 - Academic advising approaches and strategies
- I5 - The characteristics, needs, and experiences of major and emerging student populations
- I6 - Campus and community resources that support student success
- R2 - Create rapport and build academic advising relationships
- R4 - Plan and conduct successful advising interactions

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5H 9:00-10:00AM  ROOM: MORROW

**THE ART (AND DESIGN) OF GUIDED PATHWAYS**

**Kevin Dodd, Kalamazoo Valley Community College (KVCC)**

As more and more colleges adopt the Guided Pathways model, the impact on advising approaches is quickly becoming apparent. Kalamazoo Valley Community College has piloted an advising re-design in our Art & Design; New Media department that has proven to be both challenging and successful. An integrated advising team will share their engagement strategies and findings from the first year of implementation of an evolving advising model aligned with the sweeping curricular changes involved in Guided Pathways. During this session, we will outline the Guided Pathways framework, share strategies we have developed to support students on their path to graduation, and engage in discussion about how various advising strategies can be adapted and scaled to meet the needs of your colleges and programs.

**Tracks:**
- Two-Year Colleges: Advising Fine Arts Students
- Core Competencies:
  - C4 - Academic advising approaches and strategies
  - I2 - Curriculum, degree programs, and other academic requirements and options
  - R4 - Plan and conduct successful advising interactions
  - R5 - Promote student understanding of the logic and purpose of the curriculum
  - R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

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5I 9:00-10:00AM  ROOM: MARION

**“WHY AM I HERE?” - USING MOTIVATIONAL INTERVIEWING TO INCREASE STUDENTS’ INTRINSIC MOTIVATION**

**Lauren Henninger, Indiana University**

Have you ever advised a student and wonder what drives them? What makes them want to study? Why are they here? As advising professionals we have wondered these things often, along with how to best work with these students? Ultimately, it all comes down to the ability to tap into a student’s intrinsic motivation to elicit change, lessen indecision, and commit to their pathway. Motivational Interviewing (MI) helps us coach students to take actions that will result in positive changes in their academic, career and personal wellness. This interactive and discussion-based presentation will define MI and how we use it to drive our conversations when our students seem to be lacking that intrinsic motivation.

**Track:** Advising and Academic Coaching

**Core Competencies:**
- C3 - Theory relevant to academic advising
- C4 - Academic advising approaches and strategies
- R2 - Create rapport and build academic advising relationships
- R3 - Communicate in an inclusive and respectful manner
- R4 - Plan and conduct successful advising interactions
- R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

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Please fill out evaluations for the sessions you attend! Your feedback provides excellent information to the presenters and are used to select the ‘Best of’ Region 5 winner. Feedback forms available in each session room.
### Core Competencies:

- **C4** - Academic advising approaches and strategies
- **I3** - Institution specific policies, procedures, rules, and regulations
- **R4** - Plan and conduct instructional activities

### Tracks:

- **Build Your Own Orientation: Inspiring Confidence Through Agency in First-Generation Students**
- **Art of Working with Generation Z**
- **Academic Advising at Hogwarts**
- **Telling Your Story: The Art of Self-Description**
- **Nudging Students to Succeed: A Model of an Impactful Communications Strategy**
- **Academic Advising at Large Universities**
- **Advising in a Large Public University**
- **Advising in a Large Public University**

### Concurrent Session 6 - Friday 10:10-11:10 AM

#### 6A 10:10-11:10 AM

**"Nudging" Students to Succeed: A Model of an Impactful Communications Strategy**

**Aleiah Jones, The University of Toledo** | **Marissa Reid, The University of Toledo** | **Sarah Bargardi, The University of Toledo**

At the university level, clear, consistent communication of information, including "nudges," or guiding next steps, is critical to student success. Academic advisers play an integral role in the delivery of these key messages. Directives like: "It's registration time! Call to schedule an appointment" or "New sections of BUAD 3010 have been added" are essential to keep students on track towards the ultimate goal: graduation. How can academic advisers ensure that students follow through on what an email is asking them to do? In this interactive session geared towards advisers and other student service personnel, participants will learn to utilize innovative technological tools to increase the effectiveness of their outreach efforts.

**Tracks:** Technology in Advising; Large Universities

**Core Competencies:** C4 - Academic advising approaches and strategies; I5 - The characteristics, needs, and experiences of major and emerging student populations; I7 - Information technology applicable to relevant advising roles; R2 - Create rapport and build academic advising relationships

#### 6B 10:10-11:10 AM

**Telling Your Story: The Art of Self-Description**

**Connie Hanson, Indiana University** | **Sharon Hay, Indiana University**

Do you dread the annual review process? Do you frantically search for evidence and artifacts to submit? We offer methods to advisors as they prepare for this annual ritual, which many can find daunting. Beginning with a review of evaluation standards (both NACADA's and those of a large public university), we will demystify the process of self-reflection, gathering of documents and artifacts, creation of one's own self-evaluation narrative, and goals for improvement. Advisors whose units afford opportunities for promotion will also find this session valuable, as they too must engage in self-description, albeit with a larger career trajectory in mind. Drawing on the process underpinning annual self-evaluation, we will explore how promotion dossiers can be composed using evaluation narratives as raw material.

**Tracks:** Advisor Training & Development; Assessment of Advising

**Core Competencies:** R1 - Anticipate a personal philosophy of academic advising; R7 - Engage in ongoing assessment and development of self and the advising practice

#### 6C 10:10-11:10 AM

**Academic Advising at Hogwarts**

**Patricia MacMillan, University of Ontario Institute of Technology**

Witches, Wizards, trolls, evil creatures, to say Harry Potter faced some challenges while in school would be an understatement. Would he have had better options or opportunities if he utilized an academic advisor? What would being an advisor for Harry Potter and his friends look like? That is what this session will explore. As Advisors we are often faced with unique student situations and often have to think outside the box or combine multiple advising theories and approaches to get the student where they need to be. Using Harry Potter as our guide, we will explore some of his unique situations and how you can relate them back to advising and your non wizarding students. All advisors can benefit from this session and Muggles are also welcome.

**Tracks:** Theory, Philosophy and History of Advising; New Advising Professionals

**Core Competencies:** C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies

#### 6D 10:10-11:10 AM

**The Art of Working with Generation Z**

**JP Villavicencio, University of Wisconsin-Whitewater** | **Katie Rutenbar, University of Wisconsin-Whitewater**

Erik Erikson, the psychoanalytic theorist, introduced the notion that the social, cultural, and historical context is the ground in which individual identity is embedded (Evans, Forney, Guido, Patton, & Renn, 2010). Using this as our base, the presenters will review how generational traits impact Generation Z's identity and their academic experience. Specifically, our interactive presentation will showcase and discuss pedagogies that advisors and advising offices can use to more effectively communicate and build rapport with Generation Z students that promotes student learning.

**Tracks:** Theory, Philosophy and History of Advising; Technology in Advising

**Core Competencies:** I5 - The characteristics, needs, and experiences of major and emerging student populations; R2 - Create rapport and build academic advising relationships

#### 6E 10:10-11:10 AM

**Build Your Own Orientation: Inspiring Confidence Through Agency in First-Generation Students**

**Robert Beebe, Rhodes State College** | **Michael Epley, Rhodes State College**

Two-year colleges enroll high numbers of first-generation students each year. Advisors at two-year colleges often introduce first-gen students, not only to the intricacies of their individual colleges, but of college life in general. Recently, Rhodes State College has introduced orientation days specifically for first-generation students. These orientations encourage self-assessment and spark agency by allowing first-gen students to customize their orientations by selecting specific information sessions that speak to their questions and concerns about beginning college. We will discuss how, through research and experience, advisors developed an orientation process that is tailored to fit the unique needs of first-generation students, and how those orientations play a key role in inspiring confidence, providing information, and exemplifying culture on a college campus.

**Tracks:** First-Generation College Student Advising; Two-Year Colleges

**Core Competencies:** C4 - Academic advising approaches and strategies; I3 - Institution specific policies, procedures, rules, and regulations; R4 - Plan and conduct successful advising interactions
"WHAT ARE YOU?" A LOOK AT MIXED RACE IDENTITY DEVELOPMENT
Jennifer Jensen, University of Wisconsin Oshkosh | Sridhaa Pairin, University of Wisconsin Madison
According to the U.S. Census Bureau, from 2000 to 2010, the number of people in the United States identifying as belonging to more than one race increased by 32%. College campuses across the country reflect these statistics with more students than ever identifying as "mixed". College students of mixed race origin have unique challenges while navigating living and learning communities on campus. This multi-media presentation examines the experience of mixed race college students with a look at a multi-racial identity development theory, strategies for greater inclusion, and the personal experience of a recent UW-Madison graduate.
Track: Multicultural Concerns
Core Competencies: C3 - Theory relevant to academic advising; C6 - How equitable and inclusive environments are created and maintained; I5 - The characteristics, needs, and experiences of major and emerging student populations; R3 - Communicate in an inclusive and respectful manner

USING INDIANA UNIVERSITY UNDERGRADUATE ONLINE DEGREE-MAPS TO ENHANCE STUDENT-CENTERED ADVISING PRACTICE IN THE SCHOOL OF PUBLIC HEALTH
Carolyn Munk, Indiana University
The School of Public Health (SPH) advisors are required to provide accurate degree maps for all of our majors. This advising technology is introduced to students very early in their academic career at Indiana University. Many SPH students are intensely focused on meeting these listed degree requirements. How can advisors engage students through our degree maps to think beyond their list of requirements and prerequisites? Examples of SPH degree maps will be reviewed and discussed to illustrate how the use of key milestones can help students engage in thinking about their own undergraduate education.
Tracks: Technology in Advising; Large Universities
Core Competencies: C4 - Academic advising approaches and strategies; I2 - Curriculum, degree programs, and other academic requirements and options; I7 - Information technology applicable to relevant advising roles; R3 - Promote student understanding of the logic and purpose of the curriculum; R6 - Facilitate problem solving, decision-making, meaning-making, planning, and goal setting

BEGINNING AT THE END: USING BACKWARDS DESIGN TO DEVELOP ADVISING PROGRAMMING
Stephanie Elliott, The Ohio State University | Amanda Crall, The Ohio State University
Backwards design provides a framework for developing learning outcomes and designing interactions specifically to achieve those outcomes. Through the use of backwards design, advisors and administrators at any level can develop programming centered on specific learning objectives and outcomes, which allows for more specific evaluation of the efficacy of advising and advising related programming and courses. In this session, we will look at how to develop strong learning outcomes and then how to work backwards to design programs and evaluation tools through pre- and post-survey based on the identified learning objectives. Attendees will have an opportunity to discuss the possibilities for utilizing backwards design at their own institution.
Track: Assessment of Advising
Core Competencies: C3 - Theory relevant to academic advising; C4 - Academic advising approaches and strategies; C5 - Expected outcomes of academic advising; R4 - Plan and conduct successful advising interactions; R5 - Promote student understanding of the logic and purpose of the curriculum; R7 - Engage in on-going assessment and development of the advising practice

TOOLs FOR SCULPTING STUDENT SUCCESS: FIRST YEAR STUDENTS TO FULL-TIME PROFESSIONALS
Mary Coller, Youngstown State University
With the job market becoming so competitive for college graduates it is important for students to learn early in their academic career the importance of utilizing their college experience to ready themselves for the professional world. This program will discuss a collaborative approach used in academic advising that incorporates discussion about professional growth with emphasis on building experiences and skills necessary for full-time employment. We will introduce resources and programs which encourage students to ready them for the job market and how to incorporate the subject into academic advising. The session will conclude with an activity for audience members to brainstorm ideas to take back to their campus.
Tracks: Advising and Academic Coaching; Career Advising
Core Competency: C4 - Academic Advising approaches and strategies

BUSINESS MEETING, AWARDS, & CLOSING REMARKS
11:20AM-12:00PM DELAWARE A, B, & C
Come join your old and new friends as we meet the current and newly elected leaders of the Great Lakes Region 5. See award and grant winners, and mentees/mentors recognized, and learn more about NACADA as well as Region 5. We will congratulate our 2018 conference planning committee and hear from our 2019 committee about the wonderful conference they are planning for Detroit, next year. The Region 5 2018 budget and our goals will be shared. See Award Recipients on page 6.

We hope to see you there!
Each year, the Columbus Region welcomes 39.9 million visitors into the community. They discover a vibrant arts scene, lively urban neighborhoods and a diverse array of entertainment, sports, dining, nightlife and shopping that keeps them coming back again and again. With one of the top-ranked Zoos in the nation, top-ranked science centers in the nation [COSI], art galleries and museums galore, and the national phenomenon known as Jeni’s Splendid Ice Creams, it’s safe to say, people here know how to stay busy and have fun.
SPECIAL THANKS TO OUR VOLUNTEERS!

THANK YOU TO OUR VOLUNTEERS—WE COULD NOT HAVE DONE THIS WITHOUT YOU!

CONFERENCE PROPOSAL READERS:

- Julianne M. Angeli, University of Illinois at Chicago
- Ivette Barbosa, Indiana University
- Becki Bleikamp, Xavier University
- Elizabeth Brand, Grand Valley State University
- Loren Bumbalough, Indiana University-Purdue University, Indianapolis
- Mandy Chalk, Purdue University
- Robert Detwiler, Defiance College
- Tetyana Dovbnya, Ohio University
- Aundra Freeman, Wayne State University
- Jonelle Golding, Michigan State University
- Mike Hernandez, One Million Degrees / City Colleges of Chicago
- Brian Hinterscher, Southern Illinois University, Edwardsville
- Sarah Howard, The Ohio State University
- Dawn Huckelberry, Southern Illinois University, Edwardsville
- Kristin Janka, Michigan State University
- Jill Johnson, University of Guelph
- Paige Klatt, Ohio University
- Mandy Lautzenheiser, University of Toledo
- Kristian’ Lax-Walker, University of Notre Dame
- Maria Leatherwood, University Indiana – Purdue, Fort Wayne
- Liz McLean, University of Cincinnati, Blue Ash
- Mary Ann Meaker, Cuyahoga Community College
- Julie Montgomery, Sinclair Community College
- Susan Mote, Indiana University East
- Millie Ott, Kent State University
- Yvonne Padmore, College of Staten Island
- Emily Phillip, Baldwin Wallace University
- Kimberly Powers, University of Illinois, Urbana-Champaign
- Jana Renner, Indiana University-Purdue University, Indianapolis
- Renee Rivers, University of Cincinnati
- Lauren Shackleford, University of Toledo
- Nadia Sifri, University of Wisconsin, Platteville
- George Steele, The Ohio State University
- Peg Steele, The Ohio State University
- Deborah J. Sobczak, The University of Toledo
- Alex Thomas, The Ohio State University
- Jackie von Spiegel, The Ohio State University
- Lindsay Tolchin, The Ohio State University

Still time to Volunteer!

Since you’re already here, why don’t you volunteer?! There are still plenty of opportunities to help throughout the NACADA Region 5 Conference. More information is available at the Region V Website http://www.nacada.ksu.edu/Community/Regions/Region-5.aspx, at our Volunteer Check In table (South Regency foyer), or by scanning one of the QR Codes.

Looking for General Opportunities, sign up here:

ATTENDING A CONCURRENT SESSION & WANT TO HELP, SIGN UP HERE:
WE LOOK FORWARD TO SEEING YOU AT FUTURE NACADA & STATE CONFERENCES!

UPCOMING NACADA EVENTS

SUMMER INSTITUTES
June 24-29, 2018 | Albuquerque, NM
July 22-27, 2018 | Albuquerque, NM

INTERNATIONAL CONFERENCE
July 16-19, 2018 | Dublin, Ireland

NACADA ANNUAL CONFERENCE
September 30 - October 3 2018 | Phoenix, AZ
Theme: Advisor’s Life Story

2018 OAAP Conference

Helping the Helper:
How Do We Support Staff to Help Students Succeed?

Keynote: Dr. Rumeet Billan, PHD

October 11 & 12, 2018
University of Toronto Mississauga

www.oaap.ca
Stay Connected at Future Events!

MIACADA welcomes you to the 2018 NACADA Region 5 Conference! We are proud to sponsor this event in the pursuit of supporting academic advising professional connections. MIACADA’s mission is to provide quality professional development opportunities and spaces for advisors to gather. As an organization, MIACADA gives back to its members through conferences, sponsored NACADA Webinars, mentoring, job shadowing, grants, awards, and much more. If you are not a member yet, don’t you think you should be?

Come and talk to us during the conference at our booth or during the Michigan meeting, Thursday, April 12th at 10:45 am.

And mark your calendars for the 2018 MIACADA conference in Dearborn, MI at Henry Ford Community College on May 18th!

www.miacada.org

Save the date!

OHAAA annual conference

July 16th
Ohio University
Athens, Ohio
eMbrace Advising

Helping Students to Drift Less

SAVE THE DATE
WACADA 2018 | Hosted at UW-Platteville | Sept. 13–14, 2018 | wacada.org

REGION 5 THANKS THE FOLLOWING ALLIED SPONSORS FOR THEIR GENEROUS DONATION TO HELP DEFRAY CONFERENCE EXPENSES:

MIACADA
Michigan Academic Advising Association

OAAP

ILACADA
Illinois Academic Advising Association an affiliate member of NACADA

OHAAA

IAAN:
Indiana Academic Advising Network
AVISO RETENTION

Aviso drives student retention and persistence by combining and applying three key tools:

* Aviso Connect
* Aviso Predict
* Aviso Engage

Stop by our booth to learn more, pick up some buckeyes and enter to win an Amazon Echo Dot!
At the request of the association’s leadership, the NACADA Academic Advising Core Competencies Model (2017) was developed by the association’s Professional Development Committee. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. It is intended that the model may be used by:

- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

**FRAMEWORK FOR ACADEMIC ADVISING CORE COMPETENCIES**

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.

To achieve excellence in their work, regardless of the specifics of their individual campus’ advising mission, all academic advisors must understand all three components and be able to synthesize and apply them as needed in academic advising interactions.
Core competencies in the **Conceptual component** (concepts academic advisors must understand) include understanding of:

1. The history and role of academic advising in higher education.
2. NACADA's Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

Core competencies in the **Informational component** (knowledge academic advisors must master) include knowledge of:

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the ability to:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

For more information about the NACADA Academic Advising Core Competencies Model, please visit nacada.ksu.edu/resources/pillars/corecompetencies.aspx
Advising Administrators: (1-A), Improving Student Engagement through Social Media; (1-E), The Art and Practice of Advising Leadership; (4-A), From Realism to Surrealism: Leading Your Advising Team Through Transition; (4-C), A Conversation with NACADA Leaders

Advising Adult Learners: (1-F), Transformative Advising - How to Transform Advising Through Your Special Populations

Advising and Academic Coaching: (1-G), Advising Mindfully: Decreasing Stress and Increasing Wellness; (2-A), The Pressure of Career: Helping Students Navigate What Comes Next; (2-B), Follow the Yellow Brick Path to SUCCESS: Assessing and Training Coaching, Oh My!; (2-C), Coloring Outside the Lines: Embracing a Process Mindset in a Product Driven World; (3-B), Building Bridges between Academic Advisers and Success Coaches: A Review of Cross Collaboration in Support Services; (4-B), Top Ten Financial Aid Topics for Academic Advisors; (5-D), Crossing the Border: Differences between Advisors and Counselors in the Crisis Zone; (5-I), "Why am I here?" - Using Motivational Interviewing to Increase Students’ Intrinsic Motivation; (6-I), Tools for Sculpting Student Success: First-Year Students to Full-Time Professionals

Advising Fine Arts Students: (4-E), A Portrait of Mental Health Support; (5-H), The Art (and Design) of Guided Pathways

Advising First-year Students: (2-G), Get out of the Office! Effective Advising practices outside of the Advising Office; (3-C), Using a Learning Community Model with Exploratory Students; 3F, Making an IMPACT: A Service-learning Program for Incoming First-Year students; (4-D), Giving Credit Where Credit Is Earned; (5-A), Mentoring the Mentor: Dual Benefits of Peer Mentor Programs

Advising Graduate and Professional Students: (2-I), Supporting International Students: Developing Resilience for Potential High Quality Immigrants?; (3-A), An Artfull Rendition: Translating Advising to an Online Format to Capture and Sustain New Student Engagement

Advising High Achieving Students: (2-E), The Art of the Referral: Demystifying Nationally Competitive Fellowships to Better Support Students

Advising Second Year Students: (1-D), Getting Them to Graduation: Strategies for Sophomore Success

Advising Students with Disabilities: (4-E), A Portrait of Mental Health Support; (4-G), The Transformative Power of the Creative Arts: A Guide to Thinking Outside the Box When It Comes to Advising and Peer Mentorship

Advising Veterans, Military Students & Dependents: (5-G), Our TTP (Best Practices) for Advising Military Affiliated Students

Advisor Training & Development: (1-E), The Art and Practice of Advising Leadership; (2-B), The New NACADA Core Competencies for Academic Advisors - A Roundtable Discussion; (3-I), Carefully Selecting the Right Palette of Supports: How to Advise Without Overprescribing Supports to Underrepresented Student Groups (URS); (3-D), Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing; (3-E), Balancing Demands of the Completion Agenda with Student Goals; (3-G), Build an Advising Community on Your Campus; (4-A), From Realism to Surrealism: Leading Your Advising Team Through Transition; (4-B), Top Ten Financial Aid Topics for Academic Advisors; (4-H), The Pillars of Advisor Training & Development; (5-B), Not Just Another Box to Be Checked – Creating a Connection Between General Education and Lifelong Learning; (6-B), Telling Your Story: The Art of Self-Description

Appreciative Advising: (1-C), Advising Approaches: A Practical Implementation of Strengths-Based and Appreciative Advising to Enhance Student Success; (2-F), Building Empathy and Trust with Students Through Advisor Personal Self-Disclosure

Assessment of Advising: (1-A), Improving Student Engagement through Social Media; (1-F), Transformative Advising - How to Transform Advising Through Your Special Populations; (2-H), Thinking Outside the Box: Using Focus Group Sessions to Identify and Address Academic Advising Challenges; (6-B), Telling Your Story: The Art of Self-Description; (6-H), Beginning at the End: Using Backwards Design to Develop Advising Programming

Canada: (2-I), Supporting International Students: Developing Resilience for Potential High Quality Immigrants?

Career Advising: (1-H), Fantasy vs Reality: 5 Simple Ways to Help Liberal Arts Students Formulate a Future; (2-A), The Pressure of Career: Helping Students Navigate What Comes Next; (3-H), Career Competencies and the Liberal Arts; (6-I), Tools for Sculpting Student Success: First-Year Students to Full-Time Professionals

Distance Education Advising: (3-A), An Artful Rendition: Translating Advising to an Online Format to Capture and Sustain New Student Engagement

Ethics & Legal Issues in Advising: (2-F), Building Empathy and Trust with Students Through Advisor Personal Self-Disclosure; (3-E), Balancing Demands of the Completion Agenda with Student Goals; (5-D), Crossing the Border: Differences between Advisors and Counselors in the Crisis Zone

Faculty Advising: (4-I), The Art of New Faculty Advising with Myers-Briggs Typology; (5-E), Using Your Past to Create a Brighter Future

First-Generation College Student Advising: (6-E), Build Your Own Orientation: Inspiring Confidence Through Agency in First-Generation Students

High School to College Advising: (4-D), Giving Credit Where Credit Is Earned

Large Universities: (5-C), Creating a New Source of Support for Underrepresented Advisors; (6-G), Using Indiana University Undergraduate Online Degree-maps to Enhance Student-centered Advising Practice in the School of Public Health

Liberal Arts: (1-H), Fantasy vs Reality: 5 Simple Ways to Help Liberal Arts Students Formulate a Future; (3-H), Career Competencies and the Liberal Arts; (4-I), The Art of New Faculty Advising with Myers-Briggs Typology

Multicultural Concerns: (3-I), Carefully Selecting the Right Palette of Supports: How to Advise Without Overprescribing Supports to Underrepresented Student Groups (URS); (5-C), Creating a New Source of Support for Underrepresented Advisors; (6-F), "What are YOU?" A Look At Mixed Race Identity Development

New Advising Professionals: (5-E), Using Your Past to Create a Brighter Future; (6-C), Academic Advising at Hogwarts

Peer Advising: (1-B), ARC Ambassadors: Students Who Have Struggled Mentoring Students Who are Struggling; (2-B), Follow the Yellow Brick Path to SUCCESS: Assessing and Training Coaching, Oh My!; (3-F), Making an IMPACT: A Service-learning Program for Incoming First-Year students; (4-G), The Transformative Power of the Creative Arts: A Guide to Thinking Outside the Box When It Comes to Advising and Peer Mentorship; (5-A), Mentoring the Mentor: Dual Benefits of Peer Mentor Programs

Probation/Dismissal/Reinstatement Issues: (1-C), Advising Approaches: A Practical Implementation of Strengths-Based and Appreciative Advising to Enhance Student Success; (4-F), Painting the Full Picture: How Understanding Mindset can Improve Advising for Students on Academic Probation

Science, Technology, Engineering and Mathematics Advising: (1-I), Can I Be Successful in A Different Major

Technology in Advising: (3-B), Building Bridges between Academic Advisers and Success Coaches: A Review of Cross Collaboration in Support Services; (5-F), The Interface of Technology and Academic Advising: To Impact Student Retention & Success; (6-A), "Nudging" Students to Succeed: A Model of an Impactful Communications Strategy; (6-D), The Art of Working with Generation Z; (6-G), Using Indiana University Undergraduate Online Degree-maps to Enhance Student-centered Advising Practice in the School of Public Health

Theory, Philosophy and History of Advising: (5-B), Not Just Another Box To Be Checked – Creating a Connection Between General Education and Lifelong Learning; (6-C), Academic Advising at Hogwarts; (6-D), The Art of Working with Generation Z

Two-Year Colleges: (2-G), Get out of the Office! Effective Advising Practices Outside of the Advising Office; (5-H), The Art (and Design) of Guided Pathways; (6-E), Build Your Own Orientation: Inspiring Confidence Through Agency in First-Generation Students

Undecided Students Advising: (1-I), Can I Be Successful in A Different Major; (3-C), Using a Learning Community Model with Exploratory Students