Taking Advising to New Heights!

Hyatt Regency • Chicago, Illinois
October 1-4, 2008

Sponsored by National Academic Advising Association
Hosted by NACADA Region 5
2008 Chicago Conference Program Committee

Ann Anderson
Conference Chair
Moraine Valley Community College

Pam Rodriguez
Volunteer Chair
Metropolitan Community College

Bonnie Gregg
Evaluation Chair
Governors State University

Dan Turner
Pre-Conference Workshop Chair
Northern Illinois University

Michael “Brody” Broshears
Concurrent Session Chair
University of Southern Indiana

Cathy Robinson
Exhibits Chair
Kankakee Community College

Joan Wishau
Poster Session Chair
DePaul University

Kenn Skorupa
Hospitality Chair
DePaul University

Teri Farr
Panel Session Chair
Illinois State University

Special Appreciation

NACADA appreciates Kansas State University’s College of Education in general and its Dean, Michael C. Holen in particular for the continuing, generous support of NACADA’s mission and the operation of the association’s Executive Office.

NACADA recognizes the time and energy spent by the Chicago Conference Program Committee members in the past two years, and thanks the following institutions for supporting their members: Moraine Valley Community College, Metropolitan Community College, University of Southern Indiana, Illinois State University, Governors State University, Kankakee Community College, Northern Illinois University, and DePaul University.

NACADA is grateful to College Board-CLEP for sponsoring the neck wallets and to College Source, Inc. for sponsoring the conference tote bags. We appreciate the support these firms have shown to NACADA, helping us keep costs down for our attendees.

Unless otherwise noted, all photos courtesy of the Chicago Convention & Visitors Bureau.
Welcome to Chicago! On behalf of the Board of Directors of NACADA, I am pleased to welcome you to the 32nd Annual Academic Advising Association Conference on Academic Advising. The city of Chicago is excited to host us!

The 2008 Conference Program Committee under the leadership of Ann Anderson from Moraine Valley Community College, Palos Hills, has planned a fabulous program of pre-conference workshops, two remarkable keynote speakers, engaging concurrent sessions and informative poster presentations addressing the theme, Taking Advising to New Heights. It is my sincere hope that you make valuable connections with your colleagues and learn relevant information to take home with you. I encourage you to attend your regional meeting and commission and interest group meetings as they offer excellent opportunities to network and learn.

NACADA takes great pride in being a friendly organization that welcomes and thrives on member involvement. That involvement can occur regionally and nationally through committees, commissions, interest groups, regional, state or national conferences . . . Additionally, you may choose to become active in the many leadership opportunities the association offers. The Board of Directors’ names are listed below and I encourage you to seek out any of us to learn more about NACADA and opportunities to become involved in the organization.

To first time NACADA attendees, we are thrilled that you are joining us! Those of you who have attended previous NACADA conferences, we welcome you back! We look forward to meeting and working with you here in Chicago and in the future!

Sincerely,

Jenny Bloom, University of South Carolina
NACADA President

NACADA Board of Directors 2008–2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Position</th>
<th>Term Ends</th>
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<tbody>
<tr>
<td>Casey Self (President)</td>
<td>Arizona State University-Downtown</td>
<td>President</td>
<td>October, 2009</td>
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<tr>
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<td>Board</td>
<td>October, 2009</td>
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<tr>
<td>Terry Musser</td>
<td>Penn State University</td>
<td>Board</td>
<td>October, 2009</td>
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<tr>
<td>Jennifer Bloom</td>
<td>University of South Carolina</td>
<td>Board</td>
<td>October, 2008</td>
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<tr>
<td>Jayne Drake (Vice President)</td>
<td>Temple University</td>
<td>Board</td>
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<tr>
<td>Rich Robbins</td>
<td>Bucknell University</td>
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<td>October, 2009</td>
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<tr>
<td>Phil Christman</td>
<td>Malone College</td>
<td>Board</td>
<td>October, 2008</td>
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<tr>
<td>Susan Campbell</td>
<td>University of Southern Maine</td>
<td>Board</td>
<td>October, 2008</td>
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<tr>
<td>Charlie Nutt</td>
<td>Executive Office Director</td>
<td>Board</td>
<td>October, 2008</td>
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Individuals joining the Board at the conclusion of the Annual Conference:

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Term Ends</th>
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<tbody>
<tr>
<td>Kazi Mamun</td>
<td>University of California-Riverside</td>
<td>October, 2011</td>
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<tr>
<td>Celeste Pardee</td>
<td>University of Arizona</td>
<td>October, 2011</td>
</tr>
<tr>
<td>Kathy Stockwell</td>
<td>Fox Valley Technical College</td>
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Conference Evaluations

Bonnie Gregg, Governors State University
Evaluation Chair

Individual Session evaluation forms will be distributed and collected in each session by the presenter or a volunteer. Presenters may pick up copies of their evaluations at the evaluations desk beside the registration desk (East Tower, Gold Level) of the Hyatt, shortly following their presentation.

An Overall Conference evaluation form will be available to complete online after the conference. Watch your email for the link to the evaluation URL. We value your input! The evaluations will be reviewed, enabling next year’s planning committee to develop a successful 2009 annual conference.

Participant List

A list of conference attendees (registered as of September 24th) is available at www.nacada.ksu.edu/annualconf/2008/participants.htm. This address is bookmarked on the Internet Café computers if you would like to look at it during the conference, or you can print it after you return home. The list is available sorted by last name and sorted by institution. Several paper reference copies of the Participant List will be available in the Conference Registration area. The website will be available until January 5, 2009.

Session Handouts

At the conference: There are several tables in front of the registration desk (East Tower, Gold Level), of the Hyatt, for presenters to leave extra handouts from their sessions. Presenters: Be sure to include your name and the title of your presentation on the handout.

After the conference: Did you miss a session of interest to you or did a presenter run out of handouts? Visit www.nacada.ksu.edu/annualconf/2008/handouts.htm after the conference—you may find the information there. Keep checking back for a few weeks—the materials will be posted as soon as they are submitted. All presenters were encouraged to submit electronic versions of their session’s handouts and other material to NACADA.

Conference Etiquette

Here are some things we all know, but friendly reminders are in order at a conference of this size:

• Do not talk while a speaker is at the podium
• Turn off cell phones or set on vibrate during sessions
• Do not answer a cell call while in a session; leave the room if you must do so
• Do not go from room to room picking up handouts before the presenters begin their sessions
• Sit in the back of the room if you plan to leave a session early
• If you enter a session early, move to a seat away from the door to save seats for late arrivals
• Introduce yourself to someone in each session or while waiting in line for an event; not only will you make a new contact, you may learn something

School “Spirit Day”

Thursday is Spirit Day at NACADA—show your spirit by wearing a shirt from your institution. Join the fun and see how many different schools are represented!

Chicago Hospitality/Information Center
Volunteer/Evaluations Central

Kenn Skorupa, DePaul University
Hospitality Chair
Pam Rodriguez, Metropolitan Community College
Volunteer Chair

We are fortunate to have a special area beside the NACADA registration desk (East Tower, Gold Level), where participants can ask questions about choices of where to eat and what to do after conference hours in Chicago. There will be volunteers eager to assist you in any way during the conference. Dinner group sign ups will be available if you’d like to join others for an evening.

The Hospitality/Information Center and Volunteer/Evaluations Central will be open Tuesday 4:00–7:00 p.m.; Wednesday, 8:00 a.m.–7:00 p.m.; Thursday, 7:00 a.m.–4:30 p.m.; Friday, 7:00 a.m.–5:30 p.m., and Saturday 7:00 a.m.–12:00 p.m.
NACADA Choir

Join the NACADA choir for a thrilling performance at the second plenary session! We are excited to have Bruce Norris back from last year to coordinate and direct the tenth annual NACADA choir performance, 8:30 a.m. on Thursday, October 2nd. First-time and returning singers of all abilities are welcome. It's not necessary to register in advance. Please join us; you'll have a blast!

We will rehearse Wednesday, October 1st, at 4:30 p.m. in the Grand Ballroom, East Tower, Gold Level, some of us may want to explore dinner options together after the practice. The second practice will be at 7:30 a.m., October 2nd, just prior to our performance at 8:30 a.m., again in the Grand Ballroom. We hope to see you there.

Volunteer Opportunities

If you volunteered in advance to help at this year’s conference, check in at Volunteer Central located by the NACADA registration desk (East Tower, Gold Level) for your assignment and other important information. It's not too late to volunteer—stop by Volunteer Central for information on how you can become a part of the fun at this year's conference. It isn’t an all day commitment and it’s a great way to meet people.

Regional Conference Chairs Training

We’ve Got to Keep Meeting Like This!

Current and future regional conference chairs and region chairs all want to make their annual regional meeting productive and memorable. Plan to meet and discuss the online proposal system, program planning, budgeting, other important aspects of making your meeting a success. You are invited to bring your “best idea” to share with the other chairs!

Join Diane Matteson, NACADA Executive Office on Wednesday, 1:00-3:00 p.m., Regency B

Explanation of Individual Sessions

Details on the individual sessions are provided in several ways in an attempt to help attendees get the most out of the conference.

Format Types

Pre-conference Workshops are conducted in extended time periods to provide more in-depth discussion and hands-on involvement with the topic. Pre-registration and additional fees are necessary. The number of participants is limited so that interaction can be maximized. Check at the Conference Registration desk if you wish to enroll in a workshop on-site.

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

Poster sessions are an informal visual, interactive format allowing one-on-one discourse with colleagues. They will be presented on Friday, 7:15–8:30 a.m. in the Riverside Center. A continental buffet breakfast is provided for all attendees.

Presentation Based On: (self-identified by presenter): Research: Results of a research-based study or a summary of research applicable to a topic with implications for advising practice or theory. Theory: Theory-based and challenges or enforcement of a particular theory. Models/Applications: Tells how an institution has implemented an advising strategy and its results at that institution. Personal Growth as an Advisor: Strategies that can help advisors develop personally to enhance their professional effectiveness.

Target Audiences: (self-identified by presenter): Institutional size, Level of experience in subject matter; Level of advising experience. If no target audiences are listed, the presenter felt the session was targeted to all attendees.

Tracks/Topics in Advising

Are you interested in attending sessions related to a particular advising track or topic? Check the Tracks/Topic Index at the end of this program. Tracks were self-identified by session presenters. For your convenience, the tracks are also listed after each session's title in the At-A-Glance.
Best of Region Sessions

Each of NACADA’s ten regions selected a BEST OF REGION presentation at its regional conference this spring and the presenters of those sessions were invited to present at the annual conference. In the Conference At-A-Glance section, they are noted by ★★ in front of the title. Congratulations to the ten Best of Regions!

Northeast Region 1
James Peacock, Kennebec Valley Community College
Kristina Ierardi, Cape Cod Community College
Online Career Resources for Advisors
C163, Friday 11:15 a.m.–12:15 p.m.

Mid-Atlantic Region 2
Carl Moore, Barbara Lopez, Temple University
Teaching Students How to Fish: Infusing Critical Thinking Strategies to Help Students Advise Themselves
C250, Friday 4:30–5:30 p.m.

Mid-South Region 3
Reed Curtis, University of South Carolina
Economic Recession and Student Financial Instability: How Academic Advisors Can Help
C89, Thursday 3:15–4:15 p.m.

Southeast Region 4
Kathleen Smith, Brad Popiolek, Florida State University
Why am I Here? Real Strategies for Helping Undecided Students Declare Their Majors with Confidence
C17, Thursday 10:15–11:15 a.m.

Great Lakes Region 5
Karen Reynolds, Michigan State University
Students At Risk or On Probation: Success/Retention Initiatives with Impact
C36, Thursday 11:30 a.m.–12:30 p.m.

North Central Region 6
Danielle Tisinger, Jennifer Endres, University of Minnesota-Twin Cities
What Should Harry Do? Student Development Theory in the World of Hogwartz
C219, Friday 3:15–4:15 p.m.

South Central Region 7
Brian Nossaman, University of Oklahoma
Success in Parent Education: Dialoguing at the Collegiate Level
C112, Friday 8:45–9:45 a.m.

Northwest Region 8
Nicole Kent, Oregon State University
Reality Check: Advising Students OUT of a Major
C139, Friday 10:00–11:00 a.m.

Pacific Region 9
Nikki Libarios, University of Hawaii-Manoa
Ernie Libarios, Leeward Community College
Building Bridges with Underrepresented Students: Connecting with Filipino American Students in Academic Advising
C74, Thursday 2:00–3:00 p.m.

Rocky Mountain Region 10
Jennifer Edwards, Carrie Graham, Arizona State University
Helping Your High School Pupa Transform into a College Butterfly: Former High School Teachers Offer Tactics for Assisting First-Year Students
C196, Friday 2:00–3:00 p.m.

Poster Session

Joan Wishau, DePaul University
Poster Session Chair

We are pleased to offer over thirty poster presentations during the Poster Session on Friday, October 3rd, 7:15–8:30 a.m., in the Riverside Center, built around a continental breakfast buffet for all participants. Poster presenters will have an opportunity to discuss their presentations with participants one-on-one or in small groups to facilitate sharing valuable information. We feel this enhanced poster session opportunity will be a wonderful asset for our conference. NACADA committees will also have informational tables. Breakfast is included in the conference fee.

Commission Sponsored Sessions

Sessions designated in the program as “Commission Sponsored” were selected by the respective NACADA Commission Chair as being particularly representative of the interests of that commission. In the Conference At-A-Glance section, they are noted by ★

Committee Meetings

Committee Meetings are a great way to get involved in NACADA. Whether or not you are a member of the committee, new and experienced attendees alike are encouraged to attend.

Wednesday:
- Awards: Bd of Trade 2:00–3:00 p.m.
- Diversity: Wright 1:00–2:00 p.m.
- Member Career Services: Ogden 4:30–5:30 p.m.
- Membership: Horner 1:00–2:00 p.m.
- Professional Development: Wright 12:00–1:00 p.m.
- Research: Ogden 11:00 a.m.–12:00 p.m.

Friday:
- Joint 2008/09 Annual Conference Program Committees Meeting: Wright 4:30–5:30 p.m.
NACADA Commission/Interest Group Meetings

All Commissions and Interest Groups will meet during Individual Session times throughout the conference. The meetings are open to everyone with an interest in that subject area, whether or not you are a member of the commission or interest group.

Commission Meetings

<table>
<thead>
<tr>
<th>Commission/Interest Group</th>
<th>Day</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Adult Learners</td>
<td>Friday</td>
<td>10:00–11:00 a.m.</td>
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<tr>
<td>Advising Administration</td>
<td>Friday</td>
<td>8:45–9:45 a.m.</td>
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<tr>
<td>Advising Business Majors</td>
<td>Friday</td>
<td>3:15–4:15 p.m.</td>
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<tr>
<td>Advising Education Majors</td>
<td>Thursday</td>
<td>2:00–3:00 p.m.</td>
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<tr>
<td>Advising Graduate Students</td>
<td>Thursday</td>
<td>3:15–4:15 p.m.</td>
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<tr>
<td>Advising Student Athletes</td>
<td>Thursday</td>
<td>3:15–4:15 p.m.</td>
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<tr>
<td>Advising Students with Disabilities</td>
<td>Thursday</td>
<td>10:15–11:15 a.m.</td>
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<tr>
<td>Advising Transfer Students</td>
<td>Friday</td>
<td>4:30–5:30 p.m.</td>
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<tr>
<td>Advisor Training &amp; Development</td>
<td>Friday</td>
<td>2:00–3:00 p.m.</td>
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<tr>
<td>Assessment of Advising</td>
<td>Friday</td>
<td>4:30–5:30 p.m.</td>
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<tr>
<td>Engineering &amp; Science Advising</td>
<td>Thursday</td>
<td>11:30 a.m.–12:30 p.m.</td>
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<tr>
<td>ESL &amp; International Student Advising</td>
<td>Thursday</td>
<td>10:15–11:15 a.m.</td>
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<tr>
<td>Faculty Advising</td>
<td>Friday</td>
<td>11:15 a.m.–12:15 p.m.</td>
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<tr>
<td>LGBT Concerns</td>
<td>Friday</td>
<td>11:15 a.m.–12:15 p.m.</td>
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<tr>
<td>Liberal Arts Advisors</td>
<td>Friday</td>
<td>3:15–4:15 p.m.</td>
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<tr>
<td>Multicultural Concerns</td>
<td>Thursday</td>
<td>11:30 a.m.–12:30 p.m.</td>
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<tr>
<td>Small Colleges &amp; Universities</td>
<td>Thursday</td>
<td>10:15–11:15 a.m.</td>
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<tr>
<td>Technology in Advising</td>
<td>Friday</td>
<td>10:00–11:00 a.m.</td>
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<tr>
<td>Theory &amp; Philosophy of Advising</td>
<td>Friday</td>
<td>8:45–9:45 a.m.</td>
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<tr>
<td>Two-Year Colleges</td>
<td>Thursday</td>
<td>2:00–3:00 p.m.</td>
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<tr>
<td>Undecided &amp; Exploratory Students</td>
<td>Friday</td>
<td>2:00–3:00 p.m.</td>
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Interest Group Meetings

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<thead>
<tr>
<th>Interest Group</th>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Advising &amp; Academic Coaching</td>
<td>Friday</td>
<td>3:15–4:15 p.m.</td>
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<tr>
<td>Advising Fine Arts Students</td>
<td>Friday</td>
<td>4:30–5:30 p.m.</td>
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<tr>
<td>Advising First-Year Students</td>
<td>Thursday</td>
<td>11:30 a.m.–12:30 p.m.</td>
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<tr>
<td>Advising High Achieving Students</td>
<td>Thursday</td>
<td>3:15–4:15 p.m.</td>
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<tr>
<td>Advising Military Students &amp; Dependents</td>
<td>Friday</td>
<td>10:00–11:00 a.m.</td>
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<tr>
<td>Appreciative Advising</td>
<td>Friday</td>
<td>3:15–4:15 p.m.</td>
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<tr>
<td>Canada</td>
<td>Thursday</td>
<td>2:00–3:00 p.m.</td>
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<tr>
<td>Distance Education Advising</td>
<td>Friday</td>
<td>8:45–9:45 a.m.</td>
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<tr>
<td>Ethics &amp; Legal Issues in Advising</td>
<td>Friday</td>
<td>8:45–9:45 a.m.</td>
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<tr>
<td>First-Generation College Student Advising</td>
<td>Thursday</td>
<td>10:15–11:15 a.m.</td>
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<tr>
<td>Health Professions Advising</td>
<td>Thursday</td>
<td>2:00–3:00 p.m.</td>
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<tr>
<td>High School to College Advising</td>
<td>Thursday</td>
<td>11:30 a.m.–12:30 p.m.</td>
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<tr>
<td>Large Universities</td>
<td>Friday</td>
<td>2:00–3:00 p.m.</td>
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<tr>
<td>Native American &amp; Tribal College</td>
<td>Thursday</td>
<td>11:30 a.m.–12:30 p.m.</td>
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<tr>
<td>New Advising Professionals</td>
<td>Thursday</td>
<td>10:15–11:15 a.m.</td>
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<tr>
<td>Peer Advising &amp; Mentoring</td>
<td>Friday</td>
<td>10:00–11:00 a.m.</td>
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<tr>
<td>Pre-Law Advising</td>
<td>Friday</td>
<td>11:15 a.m.–12:15 p.m.</td>
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<tr>
<td>Probation/Dismissal/Reinstatement Issues</td>
<td>Friday</td>
<td>11:15 a.m.–12:15 p.m.</td>
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<tr>
<td>Study Abroad Advising</td>
<td>Friday</td>
<td>2:00–3:00 p.m.</td>
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Potential Interest Groups

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<thead>
<tr>
<th>Interest Group</th>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Advising in Interdisciplinary Programs</td>
<td>Friday</td>
<td>2:00–3:00 p.m.</td>
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<tr>
<td>Doctoral Students</td>
<td>Friday</td>
<td>3:15–4:15 p.m.</td>
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<tr>
<td>Graduate-Level Courses in Academic Advising</td>
<td>Friday</td>
<td>8:45–9:45 a.m.</td>
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<tr>
<td>History of Academic Advising</td>
<td>Thursday</td>
<td>10:15–11:15 a.m.</td>
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Commission/Interest Group Social Events

The following commission/interest groups have arranged for special social events outside of the conference schedule. You do not need to be a member of the commission to join in; this is a great way to network with colleagues and have fun!

Advising Adult Learners Commission
FRIDAY, October 3, the Advising Adult Learners Commission's tradition of having a member dinner will continue. The place and time will be announced at the Friday, 10:00 a.m. Commission Meeting and posted on the bulletin board. Please come join us!

Advising Transfer Students Commission
FRIDAY, October 3, the Advising Transfer Students Commission will be having a Happy Hour gathering at the Annual Conference directly following our Commission group meeting. The location will be announced at the meeting.

Engineering & Science Commission
THURSDAY, October 2, the Engineering & Science Commission will be meeting in an informal lunch setting after our commission meeting on Thursday. The time will be 12:30, and location will be announced at the Commission Meeting and also posted on the bulletin board.

Small Colleges and Universities Commission
THURSDAY, October 2, meet your colleagues from other small colleges and universities for an informal dinner and conversation. We will meet at the front doors of the Hyatt Regency (main conference hotel) at 6:45 p.m. and we will walk to a local restaurant.

Commission/Interest Group Fair

All NACADA members are given the opportunity to join up to four Commissions and/or Interest Groups each membership year. Often times, when making their selections, not all members are fully aware of what our 21 commissions and 19 interest groups have to offer. This year, there are also four potential Interest Groups that will meet at the conference. On Thursday, October 2nd, 7:15–8:15 a.m., we will host our annual Commission & Interest Group Fair. Each Commission and Interest Group will have an informational table to provide material on relevant goals and activities, and signup sheets will be available on which you can volunteer to help with activities or subscribe to specific listserves.

Come join the Commissions and Interest Groups in this excellent opportunity to meet and network with your colleagues during a continental buffet breakfast for all attendees. The breakfast is included in the conference registration fee.

Region Meetings

Come to one of the ten Regional Meetings on Thursday, October 2nd, 4:30–5:30 p.m. A regional meeting is your opportunity to informally discuss issues and topics that affect your region, network with colleagues, hear about what's up and coming in your region, learn how to get more involved in NACADA, stay informed, and to generate ideas for the upcoming years. The Region Meetings will be followed up with Mixers, come join the fun!
NACADA Leadership Opportunities

If you would like to get more involved, learn about leadership opportunities within NACADA, or obtain information on the 2009 leadership elections, stop by the information table at the Commission/Interest Group Fair in the Riverside Center on Thursday, October 2nd, 7:15–8:15 a.m.

Whether you are a new or seasoned advisor, association involvement is an excellent step toward becoming successful in the profession. You are encouraged to attend C160. “Involvement in NACADA: Stepping Up to New Heights” in the Grand D, East Tower, Gold Level room on Friday, October 3rd, 11:15 a.m.–12:15 p.m.

Breakfast for New Advisors

The Chair of the New Advising Professionals Interest Group invites all those who have been advising three or fewer years to join her and other NACADA leaders for a Continental Buffet Breakfast on Saturday from 7:00–8:00 a.m. It will be a chance for new advisors (professional, faculty, or peer), to meet and join in the discussion on how NACADA can support new advising professionals in their careers and in their work with students. There will be table reserved in the Riverside Center for you to sit together.

Special Door Prizes!

NACADA and other conference exhibitors will have drawings for door prizes. Drawings will be completed by 4:00 p.m. on Thursday, October 2, so be sure to register at exhibitor booths before that time. Winners’ names and prizes awarded will be posted on a bulletin board located near the NACADA booths. Check the board often to see if you have won!

Winners must pick up prizes at the booth of the exhibitor that donated the prize before exhibits close at 12:00 p.m. on Friday October 3. Prizes will not be mailed to winners.

NACADA Member Career Services

Looking for a new position or tips on how to successfully advance your career? If so, plan to stop by the Member Career Services desk located in the West Tower, Gold Level.

The NACADA Member Career Services committee is committed to helping you advance your career. We will be offering a number of services at the Annual Conference, including the opportunity to have your résumé/CV and/or cover letter critiqued and even the possibility of interviewing for open positions throughout the country. We aim to be instrumental in connecting job-searching members with administrators that have available positions to fill. You may be able to meet your potential employer or candidate and actually interview at the conference in Chicago.

Members Seeking Employment:

- Members who are seeking a new position or advancement in higher education are encouraged to bring several copies of their résumé to the conference. Member Career Services committee members will be available to offer constructive feedback on how to improve your cover letter and/or résumé/CV. In addition, résumés may be submitted for available positions. Job descriptions will be in binders at the Member Career Services booth for perusal.

- Interested candidates will need one résumé for each position for which they would like to apply. They will be provided to any employers who are at the conference so they can contact candidates and schedule interviews.

Employers:

- Employers who are interested in posting available positions at the conference need to bring at least 20 copies of the position description to the conference. These need to be submitted to the Member Career Services table in the exhibit area as soon as possible, where they will be posted on a bulletin board and included in binders for perusal by candidates.

- Employers will be able to pre-screen candidates and schedule their own interviews. Come prepared to interview candidates on site if you would like!
Awards

Recipients of NACADA annual awards are recognized at several events during the conference. In addition, posters with photographs of the 2008 recipients will be displayed during the conference and a booklet listing the award recipients in all categories will be distributed to all conference attendees as part of their registration materials.

Wednesday, 4:30 p.m.
Awards Ceremony and Reception (for recipients and invited guests)
Awards will be formally presented at a special ceremony and reception.

Wednesday, 7:00 p.m.
Opening Plenary Session

General Recognition of all Award Recipients
All award recipients will be asked to stand in place for recognition as a group.

Award Presentations
Virginia N. Gordon Award Presentation
Recipient: Gary M. Padak, Kent State University

Service to NACADA Award Presentation
Recipient: George Steele, The Ohio Learning Network

Pacesetter Award Presentation
Recipient: David E. Payne, Sam Houston State University

Cyber Café

Several computers with Internet access are located in the Exhibit area. The Cyber Café will be open Tuesday, 7:00–11:30 a.m., Wednesday, 8:00–10:00 p.m., Thursday, 7:15 a.m.–5:00 p.m., Friday, 7:15 a.m–5:00 p.m. and Saturday 7:00–11:30 a.m.

Silent Auction

NACADA will host its first-ever Silent Auction; all proceeds from the auction will be used to fund graduate student scholarships for attending NACADA’s region conferences. We hope this will be a great way for people to mingle, bid on some great gifts, and support our graduate students who are pursuing career goals in the field of academic advising. The Auction is located in The Exhibit Hall, Riverside Center. Bidding will run from 8:30–10:00 p.m. on Wednesday, October 1 and 8:00 a.m.–3:00 p.m. on Thursday, October 2. All items need to be picked up between 8:00 a.m.–5:00 p.m., Friday, October 3.

Book Signing

Authors of the book, *Academic Advising: A Comprehensive Handbook* (2nd edition), will be available on Friday, October 3, from 7:30–8:30 a.m., to autograph your copy of this new advising resource. Authors will be stationed near the Poster Session area in the Riverside Center. Anyone who ordered a copy of this new book when registering for the annual conference may pick up copies at Booth #306 (located between the NACADA booth and the Exhibitors Lounge).

Common Reading Discussion


“We have learned to view inequality in educational outcomes as a problem of student underpreparedness, not a problem of practitioner knowledge, pedagogical approaches, or ‘culturally held’ ideas about minority students” (Bensimon, 2007, p. 456).

NACADA Annual Town Hall Business Meeting

This year’s Annual Business meeting will be in the form of a Town Hall Meeting. It will be an opportunity to hear a report on the status of the association and its plans for the future. But this year the Board of Directors will be sharing with the membership the Strategic Goals for the Association and gathering ideas, recommendations, and concerns from the membership concerning these goals. Participants will work in teams during the Town Hall to discuss the goals and develop ideas for implementation. **Friday, October 3rd, 5:45–6:45 p.m., Grand D, East Tower, Gold Level.**

Continuing Education Units

NACADA is recognized by the National Board for Certified Counselors (NBCC) to offer continuing education units for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines. Certification forms may be picked up at the Conference Registration Desk at any time during the conference. Those sessions approved for CEU contact hours are indexed in the back of this program. Use this index to keep track of the approved sessions you attend. Bring the completed, signed form to the Conference Registration Desk. A member of the Executive Office staff must sign the form in order for you to get credit for the sessions you have attended.

New NACADA Publications

New advising resources are available for sale or to order. Visit the NACADA booth for more information on these new publications:

- *A Family Guide to Academic Advising* (2nd edition)
- *Advising Student Athletes: A Collaborative Approach to Success*
- *Scenes for Learning and Reflection: An Academic Advising Professional Development DVD*
Key to Topical Tracks in the Conference At-A-Glance

Topical tracks are listed after session titles in the Conference At-A-Glance section. A separate index by track appears in the back of this program.

SS  Academic Affairs/Student Services Collaboration
AC  Academic Coaching
AA  Advising Administration
AL  Advising Adult Learners
CP  Advising & Career Planning
AB  Advising Business Majors
EM  Advising Education Majors
FS  Advising Fine Arts Students
AG  Advising Graduate/Professional Students
HA  Advising High Achieving Students
IP  Advising In Interdisciplinary Programs
AM  Advising Models
SA  Advising Student Athletes
SD  Advising Students w/Disabilities
TS  Advising Transfer Students
TD  Advisor Training/Development
AP  Appreciative Advising
AS  Assessment of Advising
CA  Canada
CR  Conducting Advising Research
DA  Developmental Advising
DE  Distance Education Advising
DS  Doctoral Students
EN  Engineering/Science Advising
ES  ESL/International Student Advising
EL  Ethical/Legal Issues

FC  Facilitating Change in Advising
FA  Faculty Advising
FG  First-Generation College Student Advising
1Y  First-year Students
GL  Graduate-Level Courses in Academic Advising
HP  Health Professions Advising
HS  High School to College Advising
HI  History of Academic Advising
LU  Large Universities
LA  Liberal Arts Advisors
LG  LGBT Concerns
CS  Member Career Services
ML  Military Students & Dependents
MC  Multicultural Concerns
NA  Native American/Tribal College
NP  New Advising Professionals
PA  Peer Advising & Mentoring
PL  Pre-Law Advising
PD  Probation/Dismissal/Reinstatement Issues
RT  Retention
SC  Small Colleges & Universities
ST  Study Abroad Advising
TA  Technology in Advising
TP  Theory & Philosophy of Advising
2Y  Two-Year Colleges
UN  Undecided/Exploratory Students

Conference At-A-Glance

TUESDAY AT-A-GLANCE

4:00–7:00 p.m. Foyer, East-Gold  Conference Registration
4:00–7:00 p.m. Foyer, East-Gold  Hospitality/Information/Volunteer Central

WEDNESDAY AT-A-GLANCE

8:00 a.m.–7:00 p.m. Foyer, East-Gold  Conference Registration
8:00 a.m.–7:00 p.m. Foyer, East-Gold  Hospitality/Information/Volunteer Central
8:00–10:00 a.m. Board of Trade, W-36th fl.  Council Meeting
9:00 a.m.–3:00 p.m. Regency C, West-Gold  Pre-conference Workshop (additional fee for Pre-Conference Workshops)
P1. Academic Advising Administrators’ Seminar
9:00 a.m.–12:00 p.m. Grand Suite 3, East-Gold  Pre-conference Workshops
P2. Safe Zone Training
P3. Academic Advisors as Architects of Academic Probation Change
P4. Advising Honors Program/Honors College Students: The National Collegiate Honors Council’s Approach
P5. Understanding Today’s Parents: Who Are They and Why do They Hover?
P6. Working Effectively with New Faculty and Professional Advisors
P7. Strengthening the Sophomore Connection through Intentional Academic Advising and Program Development
P8. Academic Advising to Support the Achievement and Success of At-Risk Students
9:00 a.m.–12:00 p.m. Wrigley, West-Bronze  Emerging Leaders Program
10:00 a.m.–12:00 p.m. Wrigley, West-Bronze  Pre-conference Workshops
P9. Advising Career Choices: Advising Students to Make the Most of an Education
P10. Take your Survey to New Heights: Tried and True Survey Methods
P12. Interviewing and Hiring for Excellence
P13. Hitting Them ‘Where They Live’: An Introduction to On-Line Applications as Advising Tools
10:00 a.m.–12:00 p.m. Addams, West-Silver  Finance Committee Meeting
11:00 a.m.–12:00 p.m. Ogden, West-Silver  Research Committee Meeting
12:00–1:00 p.m. Wright, West-Silver  Lunch on your own
1:00–2:00 p.m. Horner, West-Silver  Professional Development Committee Meeting
Wright, West-Silver  Membership Committee Meeting
1:00–3:00 p.m. Regency B, West-Gold  Diversity Committee Meeting
1:00–3:00 p.m. Regency B, West-Gold  Regional Conference Chair Training

Key to Other Designations in the Conference At-A-Glance

★  Commission Sponsored sessions
★★ Best of Region sessions

Wednesday At-a-Glance
### WEDNESDAY AT-A-GLANCE (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>10:15–11:15 a.m.</td>
<td>Individuals Sessions</td>
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<tr>
<td>8:00 a.m.–5:00 p.m.</td>
<td>Riverside Center</td>
<td>Exhibits</td>
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<tr>
<td>7:15–8:15 a.m.</td>
<td>Grand Ballroom, East-Gold</td>
<td>Commission/Interest Group Fair and Continental Breakfast</td>
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<tr>
<td>8:00 a.m.–3:00 p.m.</td>
<td>Riverside Center</td>
<td>Cyber Café/Exhibitor booths open</td>
</tr>
<tr>
<td>8:30–10:00 p.m.</td>
<td>Riverside Center</td>
<td>Welcome Reception (included in registration fee)</td>
</tr>
<tr>
<td>1:00–3:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Pre-conference Workshops: Conducting Research in Academic Advising</td>
</tr>
<tr>
<td>2:00–3:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Pre-conference Workshops: Developing Grant Proposals for Advising Projects</td>
</tr>
<tr>
<td>3:00–4:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Pre-conference Workshops: Expanding Your Comfort Zone: Working With Diverse Students</td>
</tr>
<tr>
<td>4:00–5:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Pre-conference Workshops: The Millennials Go to Work: Career Trends for 21st Century College Grad</td>
</tr>
<tr>
<td>5:00–7:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Pre-conference Workshops: Creating An Effective Advising Program</td>
</tr>
<tr>
<td>7:00–8:30 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Official Conference Opening: Opening Keynote Address—LaDonna Gatlin</td>
</tr>
<tr>
<td>8:00–10:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Silent Auction: Bidding begins</td>
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<tr>
<td>1:00–4:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Choir Practice: First-Time Attendees &amp; New Members</td>
</tr>
<tr>
<td>2:00–3:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Choir Practice: Member Career Services Meeting</td>
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<tr>
<td>3:00–4:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Choir Practice: Water Tower, West-Bronze</td>
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<tr>
<td>4:00–5:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Choir Practice: Bidding Continues</td>
</tr>
<tr>
<td>5:00–7:00 p.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Choir Practice: Silent Auction: Bidding begins</td>
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</tbody>
</table>

### THURSDAY AT-A-GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
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<tr>
<td>7:00 a.m.–5:00 p.m.</td>
<td>Foyer, East-Gold</td>
<td>Conference Registration</td>
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<td>Hospitality/Information/Volunteer Central</td>
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<tr>
<td>7:15 a.m.</td>
<td>Grand Ballroom, East-Gold</td>
<td>Choir Warm-up</td>
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<tr>
<td>7:15–8:15 a.m.</td>
<td>Riverside Center</td>
<td>Commission/Interest Group Fair and Continental Breakfast</td>
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<td>Riverside Center</td>
<td>Cyber Café</td>
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<td>8:00 a.m.–3:00 p.m.</td>
<td>Riverside Center</td>
<td>Silent Auction: Bidding Continues</td>
</tr>
<tr>
<td>8:00 a.m.–5:00 p.m.</td>
<td>Riverside Center</td>
<td>Exhibits</td>
</tr>
<tr>
<td>8:30–10:00 a.m.</td>
<td>Grand Ballroom, East-Gold</td>
<td>General Session: Keynote Address—B. Joseph White, University of Illinois</td>
</tr>
<tr>
<td>10:15–11:15 a.m.</td>
<td>Regency A, West-Gold</td>
<td>Individual Sessions: Linking Community College Transfer Students with Their Chosen University</td>
</tr>
<tr>
<td>10:15–11:15 a.m.</td>
<td>Dusable, West-Silver</td>
<td>Individual Sessions: Advising Students with Disabilities</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Wrigley, West-Bronze</td>
<td>Individual Sessions: ESL &amp; International Student Advising</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Buckingham, West-Bronze</td>
<td>Individual Sessions: Small Colleges &amp; Universities</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Water Tower, West-Bronze</td>
<td>Individual Sessions: First-Generation College Student Advising</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Grand Suite 3, East-Gold</td>
<td>Individual Sessions: Graduation Or ientation: A Final Gift to Seniors</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Columbus C/D, East-Gold</td>
<td>Individual Sessions: Conversation for Success: Appreciative Advisising and the Adult Learner</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Columbus K/L, East Gold</td>
<td>Individual Sessions: Motivational Interviewing In Advising: Working With Students to Change</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Columbus A/B, East-Gold</td>
<td>Individual Sessions: Paula, Randy or Simon: What Advising Style Takes Students to the Top?</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Field, West-Silver</td>
<td>Individual Sessions: Ready, Aim, Hire!</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Truffles, West-Blue</td>
<td>Individual Sessions: The Probation Process – a Student-Focused Responsibility</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Regency B, West-Gold</td>
<td>Individual Sessions: Paula, Randy or Simon: What Advising Style Takes Students to the Top?</td>
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<td>10:15–11:15 a.m.</td>
<td>Regency D, West-Gold</td>
<td>Individual Sessions: Paula, Randy or Simon: What Advising Style Takes Students to the Top?</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Columbus I/J, East-Gold</td>
<td>Individual Sessions: Advising as Teaching: Same Skills, Differing Venues</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Regency C, West-Gold</td>
<td>Individual Sessions: Bridging the Gap Between Training and Performance</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Crystal A, West-Green</td>
<td>Individual Sessions: Butterflies that Fail or Fail to Fly: When Highly Prepared New Freshmen Fail</td>
</tr>
<tr>
<td>10:15–11:15 a.m.</td>
<td>Toronto, West-Gold</td>
<td>Individual Sessions: Conversations for Success: Appreciative Advisising and the Adult Learner</td>
</tr>
<tr>
<td>10:15–11:15 a.m.</td>
<td>Acapulco, West-Gold</td>
<td>Individual Sessions: Demonstrating Your Worth: Assessing Academic Advising Programs and Academic Advisors</td>
</tr>
<tr>
<td>10:15–11:15 a.m.</td>
<td>Comiskey, West-Bronze</td>
<td>Individual Sessions: PAN24: Expanding Research In Academic Advising: A Roundtable Presentation/ Discussion</td>
</tr>
<tr>
<td>10:15–11:15 a.m.</td>
<td>Gold Coast, West-Bronze</td>
<td>Individual Sessions: Graduation Orientation: A Final Gift to Seniors</td>
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<tr>
<td>10:15–11:15 a.m.</td>
<td>Columbian, West-Bronze</td>
<td>Individual Sessions: E1001 GradesFirst</td>
</tr>
<tr>
<td>10:15–11:15 a.m.</td>
<td>Haymarket, West-Bronze</td>
<td>Individual Sessions: E1014 Association of Schools of Public Health</td>
</tr>
</tbody>
</table>
Thursday At-a-Glance

**Individual Sessions**

- **Buckingham, West-Bronze**
  - CM26. Engineering & Science Advising
- **Comiskey, West-Bronze**
  - CM27. Multicultural Concerns
- **Grand Suite 5, East-Gold**
  - IG28. Advising First-Year Students
- **Grand Suite 3, East-Gold**
  - IG29. High School to College Advising
- **Haymarket, West-Bronze**
  - IG30. Native American & Tribal College
- **Columbus C/D, East-Gold**
  - C31. Keeping the Marriage Alive: Strategies to Enhance the Sophomore Experience
- **Columbus A/B, East-Gold**
  - C32. Let's Choose Our Courses: Group Advising in New Student Orientation
- **Regency A, West-Gold**
  - C33. Making a Difference: A Campus Wide Collaboration
- **Crystal A, West-Green**
  - C34. New Advisor Training: How to Elevate Your Model
- **Regency B, West-Gold**
  - C35. Orienting Exploratory Freshmen for Retention and Major Selection
- **Regency D, West-Gold**
  - C36. ★★Students At Risk or On Probation: Success/Retention Initiatives with Impact
- **Toronto, West-Gold**
  - C37. The State of Web-based Academic Advising Services in the Age of the Portal
- **Regency C, West-Gold**
  - C38. When Dreams and Realities Collide: Helping Under-Prepared and Low-Achieving Students Face Academic Challenges
- **Truffles, West-Blue**
  - C39. Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs
- **Grand A, East-Gold**
  - C40. You Can Get There from Here: The Path to Success for Adult Students
- **Crystal C, West-Green**
  - C41. ★“Gimme More” : A Proactive Approach to Advising Students with Disabilities
- **Columbus I/U, East-Gold**
  - C42. A World of Possibilities: Business Options for Non-business Majors
- **Grand B, East-Gold**
  - C43. From Dreams Deferred to New Horizons: Using Strengths-Based Methods in Alternatives Advising
- **Columbus E/F, East-Gold**
  - C44. Advisor Training Best Practices: Raising the Bar to New Heights
- **Crystal B, West-Green**
  - C45. Appreciative Advising: Translating Theory into Practice
- **Gold Coast, West-Bronze**
  - C46. Building a Peer Advising Program that Scares!
- **Columbus K/L, East Gold**
  - C47. Building Advising Support for Military Service Members and Veterans
- **Acapulco, West-Gold**
  - C48. Does Senior Year Plus = First Year Minus?
- **Water Tower, Wat-Bronze**
  - C49. Faculty Advising: Creating a Culture of Energetic Engagement
- **Columbus G/H, East-Gold**
  - C50. If I Could Do It Again: When Things Don't Go the Way You Planned
- **Columbian, West-Bronze**
  - E1002. Alpha Sigma Lambda
- **Wrigley, West-Bronze**
  - E1003. University of Nebraska-Lincoln

**Lunch on your own**

**2:00–3:00 p.m.**

**Individual Sessions**

- **Water Tower, West-Bronze**
  - CM51. Advising Education Majors
- **Comiskey, West-Bronze**
  - CM52. Two-Year Colleges
- **Grand Suite 5, East-Gold**
  - IG53. Canada
- **Grand Suite 3, East-Gold**
  - IG54. Health Professions Advising
- **Columbus G/H, East-Gold**
  - C55. Meet the Parents: A Qualitative Analysis of Latino Parents' Perceptions of Institutional Support Following a Spanish-Language Orientation
- **Crystal A, West-Green**
  - C56. ▲Orbiting New Faculty Advisors: Making the Most of a One-Hour Workshop
- **Crystal C, West-Green**
  - C57. Proactive Integrated Advising: Collaborative Advising from Community College to Graduate School
- **Crystal A, West-Green**
- **Columbus C/D, East-Gold**
  - C59. Seven Habits of Success for Highly Effective Advising Leaders
- **Toronto, West-Gold**
  - C60. ▲Scoring to Succeed: Advising GLBTQQ Students to Greater Heights of Success
- **Regency A, West-Gold**
  - C61. Taking Academic Success to New Heights at Illinois State University – How to Engage Students in Academic Success
- **Columbus A/B, East-Gold**
  - C62. Using Second Life to Build Community for Distance Education Students
- **Columbus I/U, East-Gold**
  - C63. Developing and Implementing a Successful Major Exploration Course
- **Grand F, East-Gold**
  - C64. ▲Effectively Advising Students with Aspergers Syndrome and Other Autism Spectrum Disorders
- **Crystal B, West-Green**
  - C65. ▲Have You Ever Thought About Pursuing a Doctorate?
- **Gold Coast, West-Bronze**
  - C66. Holistic Advising: Understanding and Responding to Students’ Religious Beliefs
- **Grand E, East-Gold**
  - C67. “If It Makes You Happy, It Can’t Be That Bad”: Advising Generation Me
- **Grand A, East-Gold**
  - C68. 50 Ways To Be a Better Advisor
- **Grand C, East-Gold**
  - C69. A Liberal Arts Degree: An Education is Not a Checklist
- **Regency C, West-Gold**
  - PAN70. A Panel of Experts: Challenges, Triumphs, and Best Practices in Peer Mentoring
- **Acapulco, West-Gold**
  - C71. How to Conduct an Academic Advising Job Search
- **Grand D, East-Gold**
  - C72. Assessment Data: Propelling Advising in New Directions
- **Grand B, East-Gold**
  - C73. Being Undeclared May Be the Best Choice of a Major
- **Regency B, West-Gold**
  - C74. ▲Building Bridges with Underrepresented Students: Connecting with Filipino American Students in Academic Advising
- **Columbus E/F, East-Gold**
- **Regency D, West-Gold**
- **Columbian, West-Bronze**
  - E1004. EventLink Emergency Alert and Event Reminder System: School Datebooks
- **Wrigley, West-Bronze**
  - E1005. The ACT: Essential Information for Advising and Retention, ACT, Inc.

**3:00–4:30 p.m.**

**Summer Institute Advisory Board Meeting**

**3:15 p.m.–4:15 p.m.**

**Water Tower, West-Bronze**

**Comiskey, West-Bronze**

**Grand Suite 5, East-Gold**

**Grand Suite 3, East-Gold**

**Grand B, East-Gold**

**Columbus A/B, East-Gold**

**Crystal B, West-Green**

**Columbus E/F, East-Gold**

**Columbus G/H, East-Gold**

**Regency A, East-Gold**

**Grand E, East-Gold**

**Individual Sessions**

- **Water Tower, West-Bronze**
  - CM77. Advising Graduate & Professional Students
- **Comiskey, West-Bronze**
  - CM78. Advising Student Athletes
- **Grand Suite 5, East-Gold**
  - IG79. Advising High Achieving Students
- **Grand Suite 3, East-Gold**
  - IG80. Appreciative Advising
- **Grand B, East-Gold**
  - C81. A Career Planning Model for Fine Arts Students
- **Columbus A/B, East-Gold**
  - C82. Advising 2.0: Engaging Students with Collaborative Online Tools
- **Crystal B, West-Green**
  - C83. ▲Advisor to Advisor: Using Advisor Mentoring Groups for Training and Communication
- **Columbus E/F, East-Gold**
  - C84. Advisors in Learning Communities: Reaching New Heights
- **Columbus G/H, East-Gold**
  - C85. Building Advising Support for Military Service Members and Veterans
- **Regency A, East-Gold**
  - C86. ▲Concentric Circles: Exploring the Shared and Unique Roles of the Academic and Career Advisor to Better Serve our Students
- **Grand E, East-Gold**
  - C87. Doing It All: Integrating Advising into Faculty Loads
**THURSDAY AT-A-GLANCE (continued)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session/Program</th>
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<tr>
<td>3:15 p.m.–4:15 p.m.</td>
<td>Regency D, West-Gold</td>
<td>Individual Sessions (continued)</td>
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<tr>
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<td>Grand D, East-Gold</td>
<td>C89. <strong>Economic Recession and Student Financial Instability: How Academic Advisors Can Help</strong> AM, 1Y</td>
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<td></td>
<td>Gold Coast, West-Bronze</td>
<td>C90. From Advocate to Enforcer: Balancing Competing Roles in Advising TD, TP</td>
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<td>Toronto, West-Gold</td>
<td>C91. From Coach to Colleague: The Need for Adapting Roles in Supervision AA, 2Y</td>
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<td>Columbus C/D, East-Gold</td>
<td>C92. From the Ground Floor Up: The Lasting Benefits of a First-Year Seminar 1Y, AB</td>
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<td></td>
<td>Acapulco, East-Gold</td>
<td>C93. M.D., PA., P.T., O.T., Oh My! Which Pre Health Options are Right for Your Students? HP, CP</td>
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<td>Columbus U/I, East-Gold</td>
<td>PAN94. Partnering for Student Success SC, SS</td>
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<td>Regency C, West-Gold</td>
<td>C95. Personal and Social Advising in Study Abroad: Strategies for Developing Intercultural Competence ST, ES</td>
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<td>Grand F, East-Gold</td>
<td>C96. Plotting the Course to Academic Success: It's Not Rocket Science PD, PA</td>
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<td>Crystal A, West-Green</td>
<td>C97. Putting the Cart Back Behind the Horse: Reconnecting Advisor Assessment to Professional Development TD, AS</td>
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<td>Crystal C, West-Green</td>
<td>C98. Strategies for Your Educational Success PD, RT</td>
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<td>Grand C, East-Gold</td>
<td>C100. Taking Transfer Students to New Heights: The Transfer Seminar TS, 2Y</td>
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<td>Columbus K/L, East Gold</td>
<td>C101. The Sky's the Limit: Building a Distance Advising Unit DE, AA</td>
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<td>Regency B, West-Gold</td>
<td>C102. Understanding Web 2.0: an Approach for Students to Use Technology to Actively Engage in Learning TA, TP</td>
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<td>Columbian, West-Bronze Wrigley, West-Bronze</td>
<td>PAN98. Reaching New Heights: Sharing Recruitment Strategies to Help Education Programs Soar EM, AA</td>
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<td>4:30–6:30 p.m.</td>
<td>Crystal C, West-Green</td>
<td>Region Meetings/Mixers</td>
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<td>Regency B, West-Gold</td>
<td>Northeast (Region 1)</td>
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<td>Mid-Atlantic (Region 2)</td>
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<td>Crystal A, West-Green</td>
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<td>Southeast (Region 4)</td>
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<td>Crystal A, West-Green</td>
<td>Great Lakes (Region 5)</td>
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<td>North Central (Region 6)</td>
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<td>Crystal B, West-Green</td>
<td>South Central (Region 7)</td>
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<td>Grand E, East-Gold</td>
<td>Northwest (Region 8)</td>
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<td>Columbus AB, East-Gold</td>
<td>Pacific (Region 9)</td>
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<td>Regency D, West-Gold</td>
<td>Rocky Mountain (Region 10)</td>
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<td>6:30–8:00 p.m.</td>
<td>Grand D, East-Gold</td>
<td>Common Reading Discussion – The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success E1006. Noel-Levit Empty</td>
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</tbody>
</table>
### Friday At-a-Glance

#### 8:30–10:00 a.m.
- **Horner, West-Silver**
  - **Individual Sessions**
    - Water Tower, West-Bronze
      - CM103. Advising Administration
    - Comiskey-West-Bronze
      - CM104. Theory & Philosophy of Advising
    - Grand Suite 5, East-Gold
      - IG105. Distance Education Advising
    - Grand Suite 3, East-Gold
      - IG106. Ethics & Legal Issues in Advising
    - Soldier Field, W-Bronze
      - IG107. Graduate-Level Courses in Academic Advising
    - Crystal B, West-Green
      - C108. Professionalization of Academic Advising
    - Columbus K/L, East Gold
      - C109. Reconsidering the "Undecided" Student: A Sociological Perspective on Academic Exploration
    - Crystal A, West-Green
      - C110. Student-Athlete Advising: Reaching New Levels
    - Crystal C, West-Green
      - C111. Students Teaching Students: A Peer Advising Path to Success
    - Regency C, West-Gold
      - C112. Success in Parent Education: Dialoguing at the Collegiate Level
    - Columbus C/D, East-Gold
      - C113. Teaching Probationary Students in the Classroom
    - Grand B, East-Gold
      - C114. The T in "T-Group" Stands for Transition: An Experience of Support for First Generation Students
    - Regency D, West-Gold
      - C115. A Retention Initiative Designed to Help Academically Underprepared Students Succeed in College
    - Columbus I/J, East-Gold
    - Gold Coast, West-Bronze
      - C117. Access to Teach: Examining the Access of African Americans to Teacher Education Programs
    - Acapulco, West-Gold
      - C118. Advanced Warning System
    - Grand C, East-Gold
      - C119. Assigning Advisors in University College – A New Alternative
    - Grand Ballroom E, East-Gold
      - C120. Community Colleges, The Open Door Policy, and Underprepared Students: How Are We Advising Them?
    - Regency A, West-Gold
      - C121. Creating a Workshop for Students on Academic Probation: A Way for Advisors to Reach More Students
    - Regency B, West-Gold
      - C122. First-Year Advising: It Takes a Campus
    - Columbus A/B, East-Gold
      - C123. Fly High(Tech) in the Windy City
    - Toronto, West-Gold
      - C124. Goal Setting for Liberal Arts Students
    - Columbus E/F, East-Gold
      - C125. Graduate Study Abroad—Crossing Cultures and Countries
    - Grand F, East-Gold
      - C126. Integrating Academic Advising with Administrative Services: Is it a Myth, Dream, or Reality? Or: Why Should I Work for the Dark Side?
    - Columbus G/H, East-Gold
      - C127. Integrating Career Advising in Academic Advising: Taking Advising to New Heights
    - Grand D, East-Gold
      - C128. Learning to Transform: Engaging Students through Self-Authorship
    - Grand A, East-Gold
      - C129. Peer Advisors Rise to the Challenge of Academic Advising
    - Columbian, West-Bronze
      - E1008. Study/Abroad.com
    - Wrigley, West-Bronze
      - E1009. Prometric

#### 9:00–10:30 a.m.
- **Addams, West-Silver**
  - **Administrators’ Institute Advisory Board Meeting**

#### 10:00–11:00 a.m.
- **Water Tower, West-Bronze**
  - **Individual Sessions**
    - CM130. Advising Adult Learners
    - CM131. Technology in Advising
    - IG132. Advising Military Students & Dependents
    - IG133. Peer Advising & Mentoring
    - C134. Joys of Juggling in the Advising Process, Metaphors for Teaching and Learning
    - C135. Leap, Hop, Skip and Soar to College: A Pre-College Experience
    - C136. Making the Pages Count: Creating a Useable Faculty Advising Manual
    - C137. Managing the Trek: Implications of Prescribed Programs
    - C138. No Dumb Questions: Effective Advising Administration
    - C139. Reality Check: Advising Students OUT of a Major
    - C140. Scaling the Summit: Individualized and Holistic Strategies for Supporting Re-admitted Students
    - C141. Supporting Faculty as Advisors and Teachers
    - C142. The Assessment of an FYE Program: Proactive Evaluation Methods for Professional Advisors
    - C143. The Grand Challenges of Advising Undergraduates in Engineering and Science
    - C144. The Ties That Bind: Key Findings from the Community College Survey of Student Engagement (CCSSE)
    - C145. You Didn’t Know You Already Use
    - PAN146. Understanding Research in Academic Advising: Advisors and Administrators
    - C147. Coming Full Circle: Using Assessment Results to Guide the First Year
    - C149. “Nuthin’ Personal Just Business: Learning Styles & Understanding How We Understand”
    - C150. Academic Preparation Programs: Mapping a Road to Success
    - C151. Advising IS Teaching
    - C152. Bridging the Gap: How to Integrate Advising into a Living and Learning Community
    - C153. Doing More with Less: Pooling Resources to Maximize Advisement Returns
    - C154. Enhancing the Academic Climate for Black Male Students
    - C155. Helping Transfer Students Reach the Summit of Academic Success
    - E1010. SARS Software Products, Inc.
    - E1008. Study/Abroad.com
    - Wrigley, West-Bronze
      - E1009. Prometric

#### 10:00 a.m.–12:00 p.m.
- **Horner, West-Silver**
  - **Webinar Advisory Board Meeting**

#### 11:15 a.m.–12:15 p.m.
- **Water Tower, West-Bronze**
  - **Individual Sessions**
    - CM156. Faculty Advising
    - IG157. Lesbian, Gay, Bisexual, Transgendered & Allies Concerns
    - IG158. Pre-Law Advising
    - IG159. Probation/Dismissal/Reinstatement Issues
    - C160. Involvement in NACADA: Stepping Up to New Heights
    - C161. Is Email Jeopardizing the Art of Advising?
    - C162. Minimize Size, Maximize Experience: Connecting First-Year Students to Their College
    - C163. Online Career Resources for Advisors
    - C164. Returning to the U: An Innovative Program for Adult Learners
### Individual Sessions (continued)

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<th>Time</th>
<th>Location</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>3:15–4:15 p.m.</td>
<td>Columbus C/D, East-Gold</td>
<td>C165. Take your Training, Teaching and Group Advising to New Heights with Interactive Techniques</td>
<td>PA, TD</td>
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<td></td>
<td>Toronto, West-Gold</td>
<td>C166. The Highs and Lows of Emotional Wellbeing for the First Year Student - The Trends, the Issues, the Solutions for Advisors</td>
<td>SD, 1Y</td>
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<td></td>
<td>Grand B, East-Gold</td>
<td>C167. <em>To Teach or Not to Teach: What Students Say about Teaching as a Career</em></td>
<td>EM, UN</td>
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<td>Columbus A/B, East-Gold</td>
<td>C168. Up, Up and Away: Adapting Course Content Delivery Technology as an Advising Tool</td>
<td>TA, AA</td>
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<td></td>
<td>Grand F, East-Gold</td>
<td>C170. A Team Approach to Advising Exploratory-First Year Students: Using Faculty, Professional &amp; Peer Advisors</td>
<td>IY, UN</td>
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<td>Regency A, West-Gold</td>
<td>C172. Advising and Academic Coaching</td>
<td>TD, AC</td>
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<td>Grand E, East-Gold</td>
<td>C173. Advising through the Slump: Meeting the Needs of Second-Year Students</td>
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<td>Acapulco, West-Gold</td>
<td>C174. Advising to Increase STEM Opportunities for Undecided Students</td>
<td>EN, UN</td>
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<td>Columbus I/J, East-Gold</td>
<td>C175. Advisor Swap: Training Immersion for Academic Advisors</td>
<td>AA, TD</td>
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<td>Crystal A, West-Green</td>
<td>PAN176. By Leaps and Bounds: Using Podcasts as Advising Tools for Health Professionals</td>
<td>HP, HA</td>
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<td>Crystal C, West-Green</td>
<td>C177. Career Exploration: Doctor, Lawyer, Indian Chief . . . and the Decision Path to Pursue the Dream</td>
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<td>Gold Coast, West-Bronze</td>
<td>C178. Climbing to New Diversity Awareness</td>
<td>2Y, TD</td>
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<td>Regency C, West-Gold</td>
<td>C179. Height of Folly or Soaring Success?: Assessing Registration Advising</td>
<td>AS, LA</td>
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<td>Regency D, West-Gold</td>
<td>C180. I'm Talking, But...They're NOT Listening: Moving Beyond That Point</td>
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<td>E1012. Educational Benchmark</td>
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<td>Wrigley, West-Bronze</td>
<td>E1013. Redrock Software Corporation</td>
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<td>12:15–2:00 p.m.</td>
<td>Lunch on your own</td>
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<td>12:30–2:30 p.m.</td>
<td>McCormick, West-Silver Burnham, West-Silver</td>
<td>Annual Conference Advisory Board Meeting</td>
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<td>Editorial Advisory Board Meeting</td>
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<td>2:00–3:00 p.m.</td>
<td>Comiskey, West-Bronze</td>
<td>Individual Sessions</td>
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<td>Water Tower, West-Bronze</td>
<td>CM182. Advisor Training &amp; Development</td>
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<td>Wrigley, West-Bronze</td>
<td>CM183. Undecided &amp; Exploratory Students</td>
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<td>Grand Suite S, East-Gold</td>
<td>IG184. Large Universities</td>
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<td>Grand C, East-Gold</td>
<td>IG185. Study Abroad Advising</td>
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<td>Columbus, West-Bronze</td>
<td>IG186. Advising in Interdisciplinary Programs</td>
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<td>Grand D, East-Gold</td>
<td>C187. <em>Preparing Students to Reach New Heights of Success</em></td>
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<td>Columbus K/L, East Gold</td>
<td>C188. *Raising the Bar for Advising: Strategic Planning for the 21st Century</td>
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<td>Columbus G/H, East-Gold</td>
<td>C189. Raising the Bar: Who's in Charge of Pre-Law Advising?</td>
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<td>Regency A, West-Gold</td>
<td>C190. Restoring Your Wings to Soar to New Heights</td>
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<td>Acapulco, West-Gold</td>
<td>C191. Scattered to Structured: Reorganizing Academic Advising Services</td>
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<td>C192. Scrubbing The Launch: Nursing Students On Probation</td>
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<td>Crystal A, West-Green</td>
<td>C193. The Model for Academic and Career Success</td>
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<td>Gold Coast, West-Bronze</td>
<td>C194. The NCAA Division I Academic Performance Program and the NACADA/NCAA Partnership</td>
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<td>Regency C, West-Gold</td>
<td>C195. <em>The Peak of Success: Taking the Adult Learner to New Heights</em></td>
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<td>Crystal B, West-Green</td>
<td>C197. <em>A Concept of Academic Advising for Graduate and Professional Students</em></td>
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<td>Regency D, West-Gold</td>
<td>C198. A Successful Transition: Peer Mentors Guiding First-Year Students</td>
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<td>C199. <em>Bringing Transfer Students into the Fold: The Interim Advising Program</em></td>
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<td>Columbus, West-Bronze</td>
<td>C200. Changing and Evolving Workplaces: Implications for Advising Students</td>
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<td>Crystal C, West-Green</td>
<td>C201. Confessions of Nigrescence: It's Not All Black &amp; White!</td>
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<td>Crystal C, West-Green</td>
<td>C203. Decentralized, not Disorganized: How an on-line Advising Folder Enhances a Decentralized or Shared Advising Model</td>
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<td>C204. Discovering Academic Advising through the Lens of Appreciative Inquiry</td>
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<td>Grand B, East-Gold</td>
<td>C205. Early Alert - Is it for Everyone?</td>
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<td>Columbus A/B, East-Gold</td>
<td>C206. Fear of Heights: A Panel Discussion on First Generation College Students-From Theory to Practice</td>
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<td>Crystal C, West-Green</td>
<td>C208. Lean, Mean, and Green: Making Advising Resources More Effective (and Paperless!) through an Internal Website</td>
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<td>3:00–4:00 p.m.</td>
<td>Wright, West-Silver</td>
<td>Assessment Institute Advisory Board Meeting</td>
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<td>CM210. Advising Business Majors</td>
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<td>IG213. Doctoral Students</td>
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<td>Grand D, East-Gold</td>
<td>C215. Promoting Successful Transition through Teaching: Mandatory Transfer Student Group Advising</td>
<td>TS, AM</td>
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<td>Grand A, East-Gold</td>
<td>C216. Reinstating Students from Probation/Suspension: It Takes Collaboration to Advise a Student</td>
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<td>Columbus K/L, East Gold</td>
<td>C217. The Label: Academic Probation Student vs. Student on Academic Probation</td>
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<td>Regency D, West-Gold</td>
<td>C218. Using E-Learning Technology to Connect with Students</td>
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<td>Grand C, East-Gold</td>
<td>C220. When Academics Is Not Enough: Providing Counseling to Students on Academic Probation</td>
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<td>Regency B, West-Gold</td>
<td>C221. &quot;Can I be Honest?&quot;: Advising Students Accused of Academic Misconduct</td>
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<td>Acapulco, West-Gold</td>
<td>C222. Action Plans Speak Louder Than Words: Developing a Successful Major Exploration Course and Materials</td>
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5:45–6:45 p.m. Grand D, East-Gold Joint 2008/09 Annual Conference Program Committees Meeting NACADA Annual Town Hall Business Meeting

SATURDAY AT-A-GLANCE

7:00–8:00 a.m. Riverside Center Continental Breakfast

7:00–8:00 a.m. Riverside Center Breakfast for New Advisors

7:00–8:00 a.m. Riverside Center Breakfast with Emerging Leaders and Mentors

7:00–11:30 a.m. Foyer, East-Gold Conference Registration

7:00–11:30 a.m. Riverside Center Cyber Café

7:00 a.m.–12:00 p.m. Riverside Center Hospitality/Information/Volunteer/Event Central

### 8:00–9:00 a.m.

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<td>C277. Evolving Faculty Advising 360°</td>
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<td>C279. Laying the Foundation to Build a Cross-Campus Advising Network</td>
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<td>Grand F, East-Gold</td>
<td>PAN280. Preparing for NCATE Accreditation</td>
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<td>Grand Suite 3, East-Gold</td>
<td>C281. Proper Training and Assessment of Graduate Assistant Academic Advisors: Vital Elements of a Meaningful Professional Experience</td>
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<td>Columbus G/H, East-Gold</td>
<td>C282. Putting Academic Advising on the Map in an Australian University</td>
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<td>Regency A, West-Gold</td>
<td>C283. Retaining Newly Admitted Adult Learners: The First Year Experience Program and Beyond</td>
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<td>Columbus K/L, East Gold</td>
<td>C284. Reverse Engineering the Major Decision Process for First Year Engineering and Science Students</td>
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<td></td>
<td>Regency C, West-Gold</td>
<td>C285. The Breakthrough: Motivating towards Success</td>
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<td></td>
<td>Regency D, West-Gold</td>
<td>C286. The Organized Advisor: Taming the Information Beast</td>
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<tr>
<td></td>
<td>Crystal A, West-Green</td>
<td>C287. Under Whose Umbrella? Who Should be Responsible for the Advising of the Undeclared?</td>
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<td></td>
<td>Water Tower, West-Bronze</td>
<td>C288. Unmasking the Secrets to the Medical School Application Process</td>
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<td></td>
<td>A/B, East-Gold</td>
<td>C289. Up, Up and Away: Launching an Effective 1:1 Peer Mentor Program</td>
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<td></td>
<td>Grand C, East-Gold</td>
<td>C290. Voices from the Field: Building a Research Agenda for Academic Advising</td>
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<td></td>
<td>Crystal C, West-Green</td>
<td>C291. Unmasking Osmosis: Establishing Healthy Boundaries Within Advising</td>
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### 9:15–10:15 a.m.

<table>
<thead>
<tr>
<th>Time</th>
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<th>Title</th>
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<tbody>
<tr>
<td></td>
<td>Columbus E/F, East-Gold</td>
<td>C293. Advising to PASS: Implementing a Mandatory Strengths-based Course for Probationary Freshmen</td>
</tr>
<tr>
<td></td>
<td>Comiskey, West-Bronze</td>
<td>C294. Blogs, Blackboard, IMing, Facebook, As Advisors, What are We to Do with All of This Technology?</td>
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<tr>
<td></td>
<td>Crystal C, West-Green</td>
<td>C295. Can Advisors Help Prevent Future Teacher Dropout?</td>
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<td></td>
<td>Grand Suite 5, East-Gold</td>
<td>C296. Can I Climb THAT Ladder Instead?: Student Transitions From Major to Major</td>
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<td>Columbus K/L, East Gold</td>
<td>C297. Contemplation and the First Year Educational Experience</td>
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<td>Acapulco, West-Gold</td>
<td>C298. From Academic Probation to Academic Success—Helping Students Soar</td>
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<td></td>
<td>Water Tower, West-Bronze</td>
<td>C299. From Academic Probation to Academic Success—Helping Students Soar</td>
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<td></td>
<td>Regency B, West-Gold</td>
<td>C300. New to U? When You’re Both Freshmen…</td>
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<td></td>
<td>Crystal C, West-Green</td>
<td>C301. Improving Community College Graduation Rates: A New Model</td>
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<td></td>
<td>Grand Suite 3, East-Gold</td>
<td>C302. Integrating Peer Advisors into Major Exploration Advisement</td>
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<td></td>
<td>Crystal A, West-Green</td>
<td>C303. It Takes a University: Designing and Implementing a System of Academic Probation and Intervention in Support of Student Success and Retention</td>
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<td>Columbus C/D, East-Gold</td>
<td>C304. Life line or the End of the Line? Is the Exception Semester an Effective Retention Tool?</td>
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<td>Columbus G/H, East-Gold</td>
<td>C305. Motivational Factors Affecting Adult Student Persistence at Commuter Colleges—A Case Study</td>
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<td></td>
<td>Crystal C, West-Green</td>
<td>C306. New to U? When You’re Both Freshmen…</td>
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<td></td>
<td>Regency A, East-Gold</td>
<td>C308. Raising the Bar: Creating a Culture of Professional Academic Advising</td>
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<td>Columbus A/B, East-Gold</td>
<td>C309. Reaching Them Where They Live: The Creation of a Residential Academic Advising Program</td>
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<td>Gold Coast, West-Bronze</td>
<td>C310. Scenes for Learning and Reflection: An Academic Advising Professional Development DVD</td>
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<td></td>
<td>Grand F, East-Gold</td>
<td>C312. Taking Advising Across Borders: Connecting the Global Experience to Local Advising</td>
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<td></td>
<td>Grand B, East-Gold</td>
<td>C315. The Great Generational Divide: When X and Y Are Your Co-Workers</td>
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<td></td>
<td>Regency A, West-Gold</td>
<td>C316. Turn on Your Creativity for Extraordinary Advisor Team building: Listening Beyond Words</td>
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<td></td>
<td>Crystal B, West-Green</td>
<td>C317. Using Research to Support Advising</td>
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<td></td>
<td>Toronto, West-Gold</td>
<td>C318. Utilizing the College Student Inventory to Enhance the First-Year Experience</td>
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</table>

### 10:30–11:30 a.m.

<table>
<thead>
<tr>
<th>Time</th>
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<th>Title</th>
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<tbody>
<tr>
<td></td>
<td>Grand F, East-Gold</td>
<td>C320. Increasing Hope among Probation Students: A Strengths-Based Mentoring Approach to Advising</td>
</tr>
<tr>
<td></td>
<td>Gold Coast, West-Bronze</td>
<td>C321. Advising Students With Low Math Ability Who Aspire to Majors Requiring High Math Competency</td>
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<td></td>
<td>Columbus I/J, East-Gold</td>
<td>C322. Career Development in the 21st Century</td>
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<td>Comiskey, West-Bronze</td>
<td>C323. Constructional Student Mentoring: Building Student Success</td>
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<td></td>
<td>Crystal B, West-Green</td>
<td>C324. Crossing Borders, Opening Minds with Study Abroad: Practical Advice for Academic Advisors</td>
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<td></td>
<td>Toronto, West-Gold</td>
<td>C325. DirectConnect to UCF - An Unmasked Initiative Re-Defining the Community College to University Preadmission Advising Relationship</td>
</tr>
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<td></td>
<td>Columbus K/L, East Gold</td>
<td>C326. From a Distance: An Advising Team Model</td>
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<td>Acapulco, West-Gold</td>
<td>C327. Group Advising: A Partnership between Academic and Peer Advisors</td>
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<td></td>
<td>Crystal A, West-Green</td>
<td>C328. Improving Student Advisement by Considering Student and Course Profiles</td>
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<td>Regency D, West-Gold</td>
<td>C329. Integrating CAS Student Learning and Development Outcomes into the 4-Year Plan</td>
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<td></td>
<td>Regency C, West-Gold</td>
<td>C330. Vital Signs: Bi-racial Students in Higher Education</td>
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<td></td>
<td>Crystal C, West-Green</td>
<td>C331. Working With Students - A Delicate Balance</td>
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<td></td>
<td>Grand Suite 5, East-Gold</td>
<td>C332. HOT TOPIC Transgender 101: What Advisors and Administrators Should Know?</td>
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<td></td>
<td>Columbus C/D, East-Gold</td>
<td>C333. HOT TOPIC: (PDR Issues Interest Group): How Will You Know What’s Working? Assessment of Intervention Programs for Students in Academic Difficulty</td>
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<td></td>
<td>Regency A, West-Gold</td>
<td>C334. HOT TOPIC: Advising the Veteran with Disabilities</td>
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<td></td>
<td>Regency B, West-Gold</td>
<td>C335. HOT TOPIC: Advising and the Technology Tools of the Future</td>
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<tr>
<td></td>
<td>Water Tower, West-Bronze</td>
<td>C336. HOT TOPIC: Appreciative Advising from Theory to Practice</td>
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<td></td>
<td>Grand Suite 3, East-Gold</td>
<td>PAN337. HOT TOPIC: Best Practices for Two-Year Colleges</td>
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<td></td>
<td>Columbus E/F, East-Gold</td>
<td>C338. HOT TOPIC: Common Mistakes that Advisors Make: Nonverbal Communication</td>
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SATURDAY AT-A-GLANCE (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Room Name</th>
<th>Individual Sessions (continued)</th>
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<tbody>
<tr>
<td>10:30–11:30 a.m.</td>
<td>Columbus A/B, East-Gold</td>
<td>PAN339. HOT TOPIC: Helping Adult Learners Reach New Heights (or Helping Adult Learners Keep All the Balls in the Air!) AL, RT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C340. HOT TOPIC: How Do We Bring a Learning-Centered Approach to Academic Advising? SC, FA</td>
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<td></td>
<td>Grand D, East-Gold</td>
<td>C341. HOT TOPIC: Undecided/Exploratory Students UN</td>
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<td></td>
<td>Grand C, East-Gold</td>
<td>C342. HOT TOPIC: Your Philosophy of Academic Advising TP</td>
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<tr>
<td></td>
<td>Grand E, East-Gold</td>
<td>C343. HOT TOPICS for Advising High Achieving Students HA</td>
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<tr>
<td></td>
<td>Grand A, East-Gold</td>
<td>C344. HOT! HOT! HOT Topics in Advising Administration AA</td>
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<td>Grand B, East-Gold</td>
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</tbody>
</table>

11:30 a.m. Conference Ends

Exhibitor Presentation Schedule

**Thursday, October 2, 2008**

<table>
<thead>
<tr>
<th>Room Name</th>
<th>Time</th>
<th>Exhibitor</th>
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</thead>
<tbody>
<tr>
<td>Columbian</td>
<td>10:15–11:15 a.m.</td>
<td>GradesFirst</td>
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<tr>
<td></td>
<td>11:30 a.m.–12:30 p.m.</td>
<td>Alpha Sigma Lambda</td>
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<tr>
<td></td>
<td>2:00–3:00 p.m.</td>
<td>School Datebooks</td>
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<td></td>
<td>3:15–4:15 p.m.</td>
<td>Noel-Levitz</td>
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<tr>
<td>Haymarket</td>
<td>10:15–11:15 a.m.</td>
<td>Association of Schools of Public Health</td>
</tr>
<tr>
<td>Wrigley</td>
<td>11:30 a.m.–12:30 p.m.</td>
<td>University of Nebraska-Lincoln</td>
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<td></td>
<td>2:00–3:00 p.m.</td>
<td>ACT, Inc.</td>
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<tr>
<td></td>
<td>3:15–4:15 p.m.</td>
<td>CollegeSource, Inc.</td>
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</tbody>
</table>

**Friday, October 3, 2008**

<table>
<thead>
<tr>
<th>Room Name</th>
<th>Time</th>
<th>Exhibitor</th>
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</thead>
<tbody>
<tr>
<td>Columbian</td>
<td>8:45–9:45 a.m.</td>
<td>StudyAbroad.com</td>
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<tr>
<td></td>
<td>10:00–11:00 a.m.</td>
<td>SARS Software Products, Inc.</td>
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<tr>
<td></td>
<td>11:15 a.m.–12:15 p.m.</td>
<td>Educational Benchmarking</td>
</tr>
<tr>
<td>Wrigley</td>
<td>8:45–9:45 a.m.</td>
<td>Prometric</td>
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<tr>
<td></td>
<td>10:00–11:00 a.m.</td>
<td>SunGard Higher Education</td>
</tr>
<tr>
<td></td>
<td>11:15 a.m.–12:15 p.m.</td>
<td>Redrock Software Corporation</td>
</tr>
</tbody>
</table>
Exhibitors

(registered as of August 29th)

Riverside Center, Hyatt Regency Chicago

Cathy A Robinson, Kankakee Community College
Exhibits Chair

AccuTrack by Engineerica Systems, Inc.: Advising and academic center management software from the industry leader. AccuTrack sets the standard with AccuTrack SQL Server Backend, Accudemia & the Version 10 product suite. WebLink provides easy online scheduling. Data remains secure behind your college server. Ten years and over 2000 installations worldwide. *www.AccuTrack.org* 1-888-249-7227. Table #9

ACT, Inc.: ACT, Inc. provides research, information, and services in the broad areas of education planning, career planning, and workforce development. The ACT, taken by more than 1.2 million students annually, provides academic advisors with student-level data that is timely, accurate, and accessible. Booth #102

Alpha Sigma Lambda: Alpha Sigma Lambda, the premier and largest chapter-based honor society for full-and part-time adult students, was established in 1946 to partner with colleges and universities to celebrate the scholarship and leadership of adult students in higher education. With over 300 chapters across 45 states, ASL is devoted to recognizing the unique achievements of the adult learner. Booth #222

American Association of Colleges of Pharmacy (AACP): Founded in 1900, the American Association of Colleges of Pharmacy (AACP) is the national organization representing the interests of pharmacy education and educators. Comprising all 110 U.S. colleges and schools of pharmacy including more than 4,300 faculty, 48,150 students enrolled in professional programs and 3,600 individuals pursuing graduate study, AACP is committed to excellence in pharmacy education. Booth #210

American Institute for Foreign Study: AIFS has been a leader in study abroad programs for more than 40 years. With over 25 programs, AIFS has a program to suit almost any need, academic requirement or cultural curiosity. Courses are taught in a variety of subjects at major, recognized universities. Programs are available for an academic year, semester or summer. Fees include tuition, housing and meals, round trip air fare, AIFS-sponsored cultural activities, excursions and more. Table #4

AIU London Study Abroad and Internship Program - American University in Dubai: AIU London offers courses and internships throughout the academic year, and summer programs in Paris, Florence and NYC. Program and internship specialties include International Business, Art and Design, Communications, Media and Public Relations and Liberal Arts. The AUD program offers study in these areas, as well as Arabic and Middle Eastern Studies. Table #12

Association for Nontraditional Students in Higher Education (ANTSHE): ANTSHE is an international partnership of students, academic professionals, institutions, and organizations whose mission is to encourage and coordinate support, education, and advocacy for the adult learner. We are in our 12th year under 501(c)(3) Nonprofit status operating with an all volunteer Board of Directors. We look forward to continuing our work advocating, supporting and promoting “all things nontrad” with efforts to broaden areas of support and increase our reach to campuses across the country. Table #13

Association of Schools of Public Health: ASPH represents the 40 Council on Education for Public Health accredited schools of public health (SPH) and promotes the efforts of SPH to improve the health of every person through education, research and policy. Based upon the belief that “you’re only as healthy as the world you live in,” ASPH works with the government and other professional organizations to develop solutions to the most pressing health concerns and provides access to the ongoing initiatives of the SPH. Booth #110

Association on Higher Education and Disability (AHEAD): AHEAD is the premiere professional association committed to full participation of persons with disabilities in postsecondary education. AHEAD dynamically addresses current and emerging issues with respect to disability, education, and accessibility to achieve universal access. Since 1977 AHEAD has delivered quality training to higher education personnel through conferences, workshops, publications and consultation. AHEAD members represent a diverse network of professionals who actively address disability issues on their campuses and in the field of higher education. Booth #216

BookWear®: Recruit, Market and Fundraise. With BookWear® your story and photos are on the "book" cover. Inside is a compressed T-shirt (or other gift) printed with your logo. The recipient reads your message, wears your shirt and starts identifying with you (and advertising for you). Mail BookWear® like a postcard. Booth #115

BYU Independent Study: BYU Independent Study offers over 450 high school and university distance learning courses that can help students make up credit, graduate on time, enhance their curriculum, or earn university credit. Students can sign up anytime and work at their own pace. We can help all students receive a high-quality, affordable education. Booth #122

CPP, Inc.: Effective advising begins with assessing your students' interests and preferences. CPP's world-renown tools include the Myers Briggs Type Indicator® and Strong Interest Inventory® assessments. Each assessment provides time-tested and research-validated insights to guide your students in their search for rich, fulfilling careers and academic choices. Booth #121

Campus Toolkit: (www.campustoolkit.com): Campus ToolKit is the leader in the innovative combination of high-tech and high-touch to improve retention. Often used with First-Year Experience courses or TRiO programs, our web-based systems provide students with the tools they need for enhanced self-understanding and mastery. The assessments, communication tools and support resources also forge closer connections between schools and their students. Booth #208

The College Board: The College Board is a not-for-profit membership organization focused on providing valuable programs and services to assist students in reaching their
Exhibitors

educational goals. With a strong focus on access and equity, programs such as CLEP®, exhibit our dedication to helping your students "connect to college success and opportunity." Booth #204

CollegeSource®, Inc.: Compiling and storing the nation’s college catalogs since 1971, CollegeSource® provides online access to more than 35 million course descriptions and 42,000 catalogs (U.S. and foreign, old and new). The new Transfer Evaluation System empowers users with robust tools for researching, storing, tracking, and publicizing transfer equivalencies. Booths #109-111

Educational Benchmarking: Educational Benchmarking (EBI) is focused on the improvement of the college experience. We offer over fifty nationally benchmarked assessments that enable schools to identify which key areas will have the greatest impact on overall improvement. Our new MAP-Works process facilitates and enriches interactions between your institution and your first-year students. Booth #123

Fielding Graduate University: Fielding Graduate University exclusively offers master's, doctoral, and certificate-level continuing education in the fields of Educational Leadership & Change, Human & Organization Development, and Psychology. Join a respectful, distributed learning community for self-directed individuals that elicits creative thinking and problem solving. A nonprofit, accredited university, Fielding is headquartered in Santa Barbara, California. Booth #218

GradesFirst: GradesFirst provides 100% web-based tools to identify at-risk students early within the semester so advisors and counselors know where to focus their energies. From early alert and attendance tracking to tutor management and more, we make retention best practices easy and efficient. Visit with us in Chicago at the NACADA Conference 2008! See the demo on Thursday, October 2nd, at 10:15 AM in the Columbian Room. The GradesFirst booth will be next to the Internet Café in the Exhibitors Hall. We hope to see you there! Booth #212

Graduate Management Admission Council: The Graduate Management Admission Council® (GMAC®) is a global not-for-profit education organization and owner of the GMAT® exam. The GMAT® exam is an important part of the admissions process for over 4,000 graduate management programs worldwide. GMAC® is dedicated to creating access to and disseminating information about graduate management education. www.mba.com and www.gmac.com Table #7

Jossey-Bass, An Imprint of Wiley: Jossey-Bass provides thoughtful professionals, executives and scholars with useful, proven in practice, research-based books and journals. We have been publishing for professionals in higher education for over 40 years and are proud to announce the release of the second edition of Academic Advising. Table #2

Kansas State University Distance Education: Kansas State University's online Academic Advising master's degree provides emphasis in either Intercollegiate Athletics and the College Student Athlete or Administration of Academic Advising. The award-winning graduate certificate in Academic Advising is also offered via distance delivery. K-State offers over 450 distance courses each semester. For more information, visit www.dce.k-state.edu. Booth #220

Kendall/Hunt Publishing Company: Kendall/Hunt Publishing offers a full range of educational solutions for first-year experience, student success, career planning, leadership, and more. Our quality textbooks and custom publishing solutions will help you deliver the best educational program possible. Visit our booth to find the best educational solution for your needs. Booth #112

Lexnet Consulting, Inc.: Need help keeping students in school? Let Lexnet Consulting's Early Alert System (EAS) help! EAS was jointly developed with a leading 4-year multiple campus University. Customize EAS to meet your specific challenges to create innovative solutions. Lexnet Consulting has 15 years of proven Secure Solutions. Stop by booth 206 to request a FREE web demonstration and needs analysis. www.earlyalertsyst.com Booth #206

McGraw-Hill Higher Education: McGraw-Hill publishes market-leading products supported by outstanding resources for students and educators. Please visit our booth to see the latest books, online materials and software for your classes. Please also visit our Web site at www.mhhe.com for a complete listing of materials and instructor resources. Table #1

National Academic Advising Association (NACADA): Visit the NACADA booth to learn more about your advising association and Annual Conference host! Special conference discounts apply to monographs, books, and videos as well as promotional items (shirts, caps, visors, pins, etc.). Several new publications are available for sale, including Academic Advising: A Comprehensive Handbook, 2nd ed. Be sure to register for prize drawings and visit the Silent Auction located near our booth. Booth #300-304

National Association of Academic Advisors for Athletics (N4A): The National Association of Academic Advisors for Athletics (N4A) is a diverse educational, service, and professional non-profit organization. N4A members are academic support and student services personnel who are committed to enhancing the opportunities for academic, athletic, and personal success for collegiate student-athletes at all levels. These objectives are achieved by providing informed, competent advising and by serving as a liaison between the academic and athletic communities on college campuses across the country. Table #3

National Association of Advisors for the Health Professions (NAAHP): NAAHP is a membership organization for pre-health advisors who are affiliated with the country's undergraduate colleges and universities. In addition, membership is open to those at professional schools and national health associations. The NAAHP’s efforts include the education and support of advisors so that they might best educate and support their students about a wide variety of programs and careers in the health field. This is accomplished through national meetings on the even years, regional meetings on the odd years, printed and online publications, an active listserv and mentorship program. More extensive information about the association is available at www.naahp.org. Table #5
National Resource Center for the First Year Experience & Students in Transition: Our mission is to support and advance efforts to improve student learning and transitions into and through higher education. We achieve this mission through the convening of conferences, teleconferences, institutes, and workshops; publishing monographs, a peer-reviewed journal, a newsletter, and other resources; generating and supporting research and scholarship; and administering a web site and electronic listservs. Booth #101

Noel-Levitz: A trusted partner to higher education, Noel-Levitz offers customized solutions in student success and retention, recruitment, and strategic planning for enrollment. Our academic advising Webinars, national conferences and symposia, regional workshops, and other professional development services help campus professionals create a climate for success on your campus. Visit www.noellevitz.com. Booth #107

OnlineCourseExchange.com: A new economic model for higher education – Online Course Exchange. There is a new era of cooperation on the horizon of higher education. Online Course Exchange (OCE) has launched a new economic model for access to online courses in higher education by creating an exchange system that is truly beneficial to all stakeholders involved – schools (whether undergraduate, graduate, or postgraduate) offering online courses, schools seeking to offer online courses, and students searching for more options to take online courses. Come visit the OCE booth. Expand your options. Accelerate your results. Table #10

Prometric: Prometric, a wholly-owned subsidiary of ETS, is the recognized global leader in technology-enabled testing and assessment services. Its comprehensive suite of services, including test development, test delivery and data management capabilities, allows clients to develop and launch global testing programs as well as accurately measure program results and data. Booth #224

Redrock Software Corporation: Redrock Software Corp. presents AdvisorTrac: the ultimate web-based advising center management system. Advising administrators will see how AdvisorTrac software can enhance student service; maximize time and personnel; and justify center funding. AdvisorTrac works in centralized and decentralized centers. Presentation will be an interactive demonstration of the software plus a review of case studies of campuses already using AdvisorTrac, www.advisortrac.net. Booth #119

San Diego State University: The Bounce Back Retention Program is a fifteen week experiential curriculum for students on academic probation. Bounce Back is run by a mental health professional and peer coach and is unique in that it strengthens academic skills while also addressing student resiliency in the face of scholastic and personal stress. Table #6

SARS Software Products, Inc.: SARS Software Products, Inc. offers interrelated software solutions with Datatel, PeopleSoft and SunGard HE interfaces that meet the needs of student service sites. Schedule appointments and register drop-ins (SARS-GRID), send out automatic telephone and e-mail reminders (SARS-CALL), provide students self-service access (SARS-TRAK), track PC usage in labs (PC-TRAK), manage staff schedules (SARS-PLAN), and promote retention of early alert students (SARS-ALRT). Booth #103

School Datebooks: School Datebooks serves schools with fully customized datebooks. From our PolyFusion covers to formatted handbooks to events listed on the day, our standard custom appearances are unmatched. All this is backed up by the best customer service in the school market. Find out why we are ‘Simply the Best!’ Booth #100

School Specialty Planning & Student Development: School Specialty Planning & Student Development proudly features the Premier™ product line, the industry’s leading brand of planners and planning resources. Our planner products and programs help you support student success and address issues important for today’s campuses such as academic achievement, career planning, student retention, and campus safety. Booth #113

SIT Study Abroad/World Learning: SIT Study Abroad, a pioneer in experiential, field-based programs, provides academically rich international learning that awakens students to global issues and equips them to take meaningful action for change. It is a program of World Learning, a 75-year-old nonprofit international education and development organization operating in 77 countries worldwide. Table #8

StudyAbroad.com: StudyAbroad.com is a free online directory of nearly 18,000 study abroad programs, and offers informative articles and advice. The resource is a part of Education Dynamics, a leading interactive marketing and information services company focused on helping higher education institutions find, enroll and retain students. Booth #105

SunGard Higher Education: SunGard Higher Education provides products and services to more than 1,600 institutions worldwide, helping them measurably improve their performance. Bringing together people, processes, and technology, we work with colleges and universities to help them strengthen performance through improved constituent services, increased accountability, and better educational experiences. Visit us at www.sungardhe.com. Booth #108

University of Nebraska-Lincoln: The University of Nebraska–Lincoln provides online and distance learning opportunities worldwide for high school, undergraduate and graduate-level students, whether your students are seeking a degree or just a few credits. Let us be your partner in helping your students meet program entrance requirements, alleviate scheduling conflicts and achieve their educational goals. Booth #114
<table>
<thead>
<tr>
<th>Exhibitor</th>
<th>Booth #</th>
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<tbody>
<tr>
<td>ACT, Inc</td>
<td>102</td>
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<td>Alpha Sigma Lambda</td>
<td>222</td>
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<tr>
<td>American Association of Colleges of Pharmacy</td>
<td>210</td>
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<td>Association of Schools of Public Health</td>
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Academic Advising Resources for Faculty and Students

*Why Do I Have to Take This Course?* is a practical guide written for undergraduate students and intended to take some of the mystery out of curricular requirements. It is designed to educate students about what really matters in college—the broad learning outcomes developed over the entire course of their undergraduate years. Perfect for use in first-year seminars, orientation programs, and academic advising sessions with incoming students.

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This issue of *Peer Review* addresses the role of academic advising in undergraduate education with a special focus on general education goals and the documentation of the achievement of student learning outcomes. Article authors include Charlie L. Nutt, NACADA, Susan M. Campbell, University of Southern Maine, Marcia B. Baxter Magolda, Miami University, and Patricia M. King, University of Michigan.

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Exhibitors

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Monograph #46
Academic Advising New Insights for Teaching and Learning in the First Year
Mary Stuart Hunter, Betsy McCalla-Wriggins, & Eric R. White, Editors
A joint publication with the National Academic Advising Association
This new monograph challenges readers to embrace the tremendous potential that academic advising has for educating today’s college students and adds significantly to the ongoing conversation of advising as teaching. (2007). 250 pages.

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Advising Transfer Students—Coming and Going
Presenter: Thomas J. Grites, Ph.D., of Richard Stockton College of New Jersey
November 12, 2008, 2:00-4:00 p.m. Eastern

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Register for Prizes!

NACADA and other exhibitors will have door prize drawings during the conference. Exhibitors will have winners’ names drawn by 4:00 p.m. on Thursday, October 2. Winners’ names will be posted on a bulletin board near the NACADA booth and announced at the Friday morning breakfast.

Prizes must be picked up at the booth of the exhibitor that sponsored the prize before exhibits close at noon on Friday, October 3.

Book Signing

Have your copy of the new book, Academic Advising: A Comprehensive Handbook (2nd ed.), signed by authors on Friday, October 3, from 7:30-8:30 a.m. Authors will be stationed near the Poster Session area in the Riverside Center. Anyone who ordered a copy of this new book when registering for the annual conference may pick up copies at Booth #308 (located between the NACADA booth and the Exhibitors Lounge).

NACADA Exhibit Hours:
Wednesday, October 1: 8:00 - 10:00P
Thursday, October 2: 8:00A - 5:00P
Friday, October 3: 8:00A - 5:00P
Saturday, October 4: 8:00 - 11:30A

NACADA will host its first ever Silent Auction in the Riverside Center. Visit often to bid on these items:

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Wednesday, October 1

8:00 a.m.–7:00 p.m.
Foyer, East Tower, Gold Level
Conference Registration

8:00 a.m.–7:00 p.m.
Foyer, East Tower, Gold Level
Hospitality/Information Desk/Volunteer Central

4:30–5:30 p.m.
Choir Practice
If you want to perform at the General Session on Thursday, please attend this rehearsal. We only have two practices! Come join the fun!

8:00–10:00 p.m.
Riverside Center
Cyber Café/Exhibitor Booths Open

Pre-conference Workshops

9:00 a.m.–3:00 p.m. Session

Pre-conference Workshop P1  9:00 a.m.–3:00 p.m.
Regency C, West Tower, Gold Level
Academic Advising Administrators’ Seminar

This seminar is for assistant/associate deans who have advising responsibilities, new advising administrators, administrators returning for professional development, and those who have a desire to move into an administrative role. It is intended for individuals who work in all types of higher education institutions.

Each of these groups has special needs for this seminar. For example, the roles of assistant/associate deans may include responsibilities for the delivery of academic advising programs and service. These individuals may be asked to develop new advising programs when none exist or alter existing programs that have become ineffective. However, such individuals may lack or have no experience with academic advising administration. This seminar is to serve as an introduction/overview to advising administration.

Likewise, new advising administrators, experienced administrators, and those who wish to become administrators can benefit from the networking opportunities. This is a time to share what you have learned with those who wish to learn more and to enhance one’s own administrative skills and knowledge.

Topics for discussion: What are the appropriate student/advisor ratios? Should advisors become specialists in certain fields of study or work only with students such as athletes or the under-prepared? What advisor hiring practices should be implemented? How can morale be promoted among advising staff? What technologies should be employed? What are appropriate budgetary priorities? What methodologies might be used to assess programs and advisors? What campus “politics” should administrators be aware of? How do gender, managerial style, and years of experience play a role in advising administration leadership?

The objective of this seminar will be met via small group discussion, lecture, Q&A sessions, and handouts of exemplary practice.

Eric White, Penn State University
Alice Reinarz, Texas A&M University
Presentation based on: Models/Applications

Pre-conference Workshop P2  9:00 a.m.–12:00 p.m.
Grand Suite 3, East Tower, Gold Level
Safe Zone Training

Are you interested in improving your campus climate for lesbian, gay, bisexual, transgender, queer and allied students? Has it been a while since you have attended a Safe Zone training? Does your campus not have a Safe Zone program? Do you want to be a Safe Zone trainer? Then this is the session for you! Come join us for the NACADA Safe Zone training workshop. The presenters of this workshop both serve on the NACADA LGBTA Concerns Commission and are Safe Zone trainers.

This training will allow you to increase your awareness about LGBTQ and allied students’ concerns. During the workshop, you will be provided with a PowerPoint presentation covering the detail pieces when working with LGBTQ and allied students. Workshop attendees will also be able to interact through exercises and activities, as well as engage in thoughtful dialogue and commit to modeling support and acceptance in the day-to-day work with students. At the completion of this workshop, you will have “earned” your Safe Zone placard, which you can place on your door to let your students know it is a safe space to discuss LGBTQ and allied students’ issues. In addition, you will have the resources that can be used at your respective campuses as a Safe Zone trainer.

Brian Hinterscher, University of Southern Indiana
Criselda Marquez, Purdue University
Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P3  9:00 a.m.–12:00 p.m.
Water Tower, West Tower, Bronze Level
Academic Advisors as Architects of Academic Probation Change

Change is good. Change is hard. When it comes to changing an academic policy at an institution of higher education, it can seem nearly impossible. But change can happen and academic advisers can be key agents in starting it and making it happen.

This workshop will empower advisers to be change agents by walking them through the change process we experienced in re-drawing our institutional academic probation policy. Using academic probation as a model, participants will examine their probation policies and philosophies, share alternative strategies, and develop blueprints for their campuses.
Difficult questions will be asked as we look at campus policy, partners, collaborators and processes to make change happen while remaining the student’s advocate and our institution’s representative.

This workshop will be a mix of presentation, discussion and planning. Participants are asked to bring copies of their institution’s academic probation policy and will be encouraged during the course of the workshop to take a good look at how well it is working on their campus.

Jane Jacobson, Dayle Nickerson, Jill Kramer
Iowa State University

Pre-conference Workshop P5 9:00 a.m.–12:00 p.m.
Acapulco, West Tower, Gold Level

Understanding Today’s Parents: Who Are They and Why do They Hover?

Why are parents more involved in student’s college experience? How does this affect students? How does this affect higher education professionals? This workshop will assist advisors in understanding today’s college student and their parents. By gaining an understanding of generational characteristics driving students’ and parents’ actions, advisors can develop more effective programs to serve the needs of both. This session blends feedback gathered from students and parents during “Aiming for Success: Parents, Family and Students Hitting the Target” sessions. The feedback reveals valuable information families desire to better support the academic careers of their students and uncover student’s self-confessed needs. Participants will receive the “Aiming for Success” program notebook, a guide toward quality academic support and the Student Folder during this session.

Stacy Woycheck, University of Maryland
Martha Deep, Pamela Jones, Kent State University

Pre-conference Workshop P6 9:00 a.m.–12:00 p.m.
Columbus A/B, East Tower, Gold Level

Working Effectively with New Faculty and Professional Advisors

If you are responsible for the training and development of faculty or professional advisors, this workshop is for you. How can you maximize the effectiveness of your initial training program as well as provide the ongoing developmental support necessary to maximize the potential of your new advisors? By targeting training and development approaches and strategies to meet the specific needs and advising responsibilities of your advisors—whether they are faculty or professional advisors.

This workshop will provide a framework for working effectively with both types of advisors and identify successful, effective training approaches. The workshop will include interactive exercises to address common training concerns for new faculty and professional advisors. The co-presenters have extensive experience in the training and development of new faculty and professional advisors.

Pat Folsom, University of Iowa
Kathy Davis, Missouri State University

Pre-conference Workshop P7 9:00 a.m.–12:00 p.m.
Columbus G/H, East Tower, Gold Level

Strengthening the Sophomore Connection through Intentional Academic Advising and Program Development

Join us to discuss the issues affecting sophomores and share examples of programs offered by your institutions and ours. Together we will: 1) increase our understanding of the challenges sophomores face; and 2) develop campus-specific action plans to create or enhance sophomore-advisor relationships.

The presenters will highlight our experiences establishing sophomore advising programs.

At the College of St. Catherine “The Second Year Celebration” is an academic advising and retention tool. The event was developed to create a smooth transition from First Year Advising to Major Advising. Beginning with a reunion dinner, the celebration culminates with a ceremony where each student receives a symbolic pin, contact information for their major advisor, and a schedule of workshops especially designed for sophomores.
Colorado College’s co-curricular “Sophomore Jump” program and webpage were created to provide resources and opportunities for sophomores to build relationships with each other and faculty. The Sophomore Jump program gives students opportunities to explore individual strengths, values, skills, and interests and includes workshops on major exploration, a series of faculty-sophomore dinners, and a sophomore living-learning community. The program promotes community building, class identity, critical self-assessment, and academic and career planning.

The “2nd-Year Opportunities Program” at the College of the Holy Cross builds on the strong identity of the sophomore class, led by its class dean. Held in early fall to empower students to plan thoughtfully, 2YO features a common book and keynote speaker, a customized planner, and special faculty advising opportunities.

Lizette Bartholdi, College of St. Catherine
Christina Chen, College of The Holy Cross
Julie Stockenberg, Colorado College
Presentation based on: Models/Applications

Pre-conference Workshop P8 9:00 a.m.–12:00 p.m.
Columbus I/J, East Tower, Gold Level

Academic Advising to Support the Achievement and Success of At-Risk Students
“What Works in Student Retention” (Habley & McLanahan 2004) identified academic advising interventions for specific student populations as one of the most effective retention strategies employed by two- and four-year institutions.

This intensive presentation and discussion-based workshop will identify the characteristics, challenges, and strengths of students whose backgrounds place them at greater risk for leaving college. It will consider how students often confront challenges resulting from overlapping issues (e.g., first generation, multicultural, and LGBT). The session will introduce theories of student learning, motivation, identity development and share effective strategies that have increased student engagement, achievement, and persistence. Cohorts to be included are: 1) Adult/Re-entry students; 2) First generation students; 3) LGBT students; 4) Multicultural students; 5) Students with disabilities; 6) Student-athletes; 7) Undecided students; and 8) Underprepared students.

Thomas Brown, Thomas Brown & Associates
Presentation based on: Theory

Pre-conference Workshop P9 10:00 a.m.–12:00 p.m.
Wrigley, West Tower, Bronze Level

Assisting Career Choices: Advising Students to Make the Most of an Education
Students who have clearly defined academic goals often see the purpose of their courses in relation to careers; therefore, they tend to persist and excel academically when a direct link is evident. Despite this link, students tend to view career preparation as something that occurs after college graduation, which results in lost opportunities to build their resume and leaves them unprepared to enter the job market. Although we are not career counselors, this is an area in which we can use certain tools (which will be discussed during the workshop) to prepare students professionally as well as academically.

As advisors, how can we encourage students to take advantage of opportunities while in college to build their resume and to prepare for their eventual career? Inspired by Lindsey Pollak's book “Getting from College to Career”, the presenters of this workshop will share methods to help students actively link to future careers while still in college.

This workshop will: 1) Encourage participants to explore their own career links through an experiential activity in order to share personal insights and be inspired by others; 2) Provide participants with “tools to use” handouts to share with students who are exploring potential majors and planning career paths; 3) Emphasize the idea that practical experience is a prerequisite for utilizing academic learning in the context of a future career and 4) Actively examine case studies to practice implementation of workshop ideas into practical applications.

Harry Cook, Tracey Glaessgen, John Gripka
Missouri State University
Presentation based on: Research

Pre-conference Workshop P10 10:00 a.m.–12:00 p.m.
Comiskeys, West Tower, Bronze Level

Take Your Survey to New Heights: Tried and True Survey Methods
Assessment is the buzz in the college/university community. Many advisors and administrators use surveys as part of the assessment process. But are we measuring what we think we are measuring? The purpose of this presentation is to introduce advisors and administrators to proven survey techniques. This presentation will introduce topics of survey research methodology, operationalization, sampling, instrument design, question design, indexes and scales, pre-tests and pilot studies, and data organization. This will be useful for the first-time survey developer or the skilled survey expert.

Shane Jorgenson, Brigham Young University
Presentation based on: Research
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Pre-conference Workshop P11 10:00 a.m.–12:00 p.m.
Regency A, West Tower, Gold Level

Developing a Career Vision: An Investment in Your Future in Advising
Advisors are skilled in helping students develop goals and devise strategies for reaching them. Much like the story of the shoemaker who neglected making shoes for his own children, many advisors unfortunately neglect their own career development. This workshop, led by experienced advisors with a sincere interest in helping new advisors find fulfillment in their work, will use a series of self-awareness, imagery, resume analysis, and self-assessment exercises to
guide new and mid-career advisors toward more productivity and success as their careers in higher education progress. After this workshop, advisors who take part will more clearly understand their strengths, have strategies for improving their weaknesses, and clearer dreams to nurture.

Rebecca Ryan, Donald Woolston
University of Wisconsin-Madison
Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P12 10:00 a.m.–12:00 p.m.
Columbus C/D, East Tower, Gold Level
Interviewing and Hiring for Excellence
Can your advisors tell you why THEY were hired? Have you carefully and intentionally identified and articulated the traits, characteristics, and skill sets that are so critical for a great advisor in your own advising unit? If it’s been a while since you knocked the dust off the old interview questions, this workshop is designed to help you start afresh. Having a carefully considered and well-articulated set of priorities to guide your selection committee will not only help you draft more meaningful interview questions, but also make your hiring process more successful. In this session, advising administrators and leaders will have the opportunity to identify and articulate those characteristics that are most important to their own advising units. They will also work collaboratively to develop their own processes and sets of interview questions that can accurately identify those characteristics. Current best-practices in interviewing, such as “behavioral interviewing,” will be discussed. We will also discuss the role that the interview plays within the broader context of good practices for staff selection and training. The session will be highly interactive, guided by a PowerPoint presentation and a workbook designed specifically for this session. Please join us for this interactive workshop that is designed to let you begin to work through this planning with your peers and walk away with a newly updated plan for your next staff selection process.

Tara Stopfel, Sherry Spokas, University of Cincinnati
Presentation based on: Models/Applications

Pre-conference Workshop P13 10:00 a.m.–12:00 p.m.
Columbus E/F, East Tower, Gold Level
Hitting Them ‘Where They Live’: An Introduction to On-Line Applications as Advising Tools
Engaging students, forging good rapport and establishing strong advisor/advisee relationships are central to effective academic advising. With recent surges in popularity of Web 2.0 on-line applications (think Facebook, Instant Messaging, YouTube and Podcasts), issues arise when considering adoption of these technologies in advising scenarios. Further, with the increased level of “connectedness” of our Millennial-generation students, it might be irresponsible to not take advantage of these useful means of communication. The presenters have found the use of electronic communication both effective and efficient and have found the approach meets with great enthusiasm from students and colleagues.

The objective of this session is to discuss benefits of using web-based applications such as Facebook, Blackboard, Instant Messaging and Podcasts in advising scenarios. This session is especially geared toward participants who are not yet comfortable using these applications. Learning outcomes include increased familiarity with on-line technology, understanding of advising uses for web-based applications, and development of new ideas for engaging students, staff and faculty at their institution in an on-line college community. Live, on-line applications will be demonstrated and participants will be encouraged to “get connected” via their own laptops with wireless connection if possible. Participants will collaboratively generate possibilities for adoption of these technologies in their own settings. Further through assigned “homework” to be completed after the workshop and during the conference, participants will gain additional expertise. Finally, a “How To” manual, written by the presenters, will help participants through the process of interacting with each application demonstrated.

Terry Musser, Penn State University
Art Esposito, Virginia Commonwealth University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

1:00–3:00 p.m. Sessions

Pre-conference Workshop P14 1:00–3:00 p.m.
Wrigley, West Tower, Bronze Level
Working SMART: Creating Effective Strategies for Advising LGBTQ Students on Your Campus
Are you interested in attending a workshop on Lesbian, Gay, Bisexual, Transgender and Queer issues to discover programming ideas for you, your office, or advising association? This workshop is for advisors and administrators who want to learn about key issues and create effective strategies for their own institutions. Our focus will be on creating SMART (specific, measurable, attainable, realistic, and timely) strategies that can help your campus better assist LGBTQ students to meet their educational goals.

Several factors indicate the need for a new conversation about LGBTQ college students. The increase in numbers of LGBTQ students, the growth of LGBTQ student organizations at the high school and college levels, and the increase of LGBTQ issues in the public eye, signal an end to the idea that “We don’t have any of those students on our campus.” Instead, advisors need to ask “How can I improve the way that I and our advising staff work with LGBTQ students?” Advising administrators and institutional officers need to ask, “How can our campus better serve LGBTQ students to help meet their educational goals?”

As part of the overall workshop, participants will take part in a brief discussion about campus climate and other important issues that affect LGBTQ student success. Participants will create action plans that include a range of innovative programming ideas that can be implemented by advisors and advising administrators. Presenters are experienced facilitators and members of the LGBTA Concerns Commission.

Jennifer Joslin, University of Iowa
Jon Delany, Arizona State University
Presentation based on: Models/Applications
Pre-conference Workshop P15 1:00–3:00 p.m. 
Comiskey, West Tower, Bronze Level

Holding Up the Dam: Advising on a Large Scale

Advising at a large university comes with a unique set of challenges, and advisors/advising administrators may find that implementing an effective advising program can be quite difficult. Working with large case load of students, staying current with documentation is particularly critical. However, establishing a personal relationship with individual students is just as crucial…and an even bigger challenge. How can we make it all work, and have students believe they are not just a number?

This session will provide helpful insight and tips on how to effectively navigate the bureaucracy within a large institution while working toward developmental advising. We'll start by looking at relevant theory/literature. We'll detail some of the unique challenges facing large advising centers. Rapport building techniques will then be discussed. We will feature demonstrations of technological enhancements that can help unify the advising experience. Finally, we'll review case studies involving large-scale advising center issues.

This session will be extremely interactive. Individual situations will be examined. Stories will be shared. Audience participation will be strongly encouraged throughout.

The goal of this session is to provide participants with at least one new strategy to implement in their own advising center.

*Kristen DiNovi, Charles Allen, Temple University*

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:
Institutional size: over 10,000
Level of experience in subject matter: minimal needed

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Pre-conference Workshop P16 1:00–3:00 p.m. 
Gold Coast, West Tower, Bronze Level

Raising the Bar: Utilizing Assessment to Spark Meaningful Advising Sessions Leading to Successful Learning Outcomes

Advisors are often challenged with the task to find ways to assist students in academic difficulty. These students may not be aware of what they need or how they may improve their performance, and are at a great risk for dropping or failing out. Advisors benefit from an effective assessment tool to identify areas of need and devise efficient intervention plans for improvement.

A three-step model has been developed to enable the advisors to help students “raise the bar.” The first step for planning student success is to provide an objective way to assess strengths and weaknesses. This phase of the process uses a new online assessment, the College Learning Effectiveness Inventory (CLEI). This workshop describes how the assessment profile can be used with students to spark meaningful conversation and exploration of learning attitudes and behaviors. The second step is the advisor/student discussion process that is used to individ-

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Pre-conference Workshop P17 1:00–3:00 p.m. 
Regency A, West Tower, Gold Level

Aiming for New Heights from Community College to University with Two Courses for Transfer Students

To better prepare transfer students for the university, Pima Community College offers two courses for transfer students: Student Success (STU) 107 University Transfer Preparation - One credit and Student Success (STU) 210 Transfer Strategies - Two credits. In this interactive workshop we will review the syllabi of both courses covering course description, purpose, objectives and operational calendars. Together we'll look at activities and assignments for both courses.

STU 107 University Transfer Preparation - One credit is designed for first year students who intend to transfer to a university and is taught at Pima College focusing students on: 1) Choosing their major; 2) Using transfer resources; 3) Learning about scholarships; and 4) Developing a transfer plan.

STU 210 is taught at Pima College AND at University of Arizona. STU 210 provides students a comprehensive orientation to the university reducing the “transfer shock”. Designed for students that are within two semesters of transferring, the course guides students through: 1) Application process; 2) University resources; 3) University procedures and deadlines; 4) Meeting with an advisor; and 5) Receiving priority registration.

There will be a discussion of the “logistics” of creating these courses, reviewing the planning, coordination and implementation of the courses at the community college and university level. Data of retention and persistence benefits will be presented. Participants will brainstorm how these unique model courses could be adapted for their campus. A CD will be provided with samples of syllabi, assignments and handouts.

*Fred Newton, Eun Hee Kim, Kansas State University*

Amy Sannes, Concordia College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:
Institutional size: over 10,000
Level of experience in subject matter: minimal needed

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Pre-conference Workshop P18 1:00–3:00 p.m. 
Gold Coast, West Tower, Bronze Level

Scale

Institutional size:
Level of experience in subject matter:

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Pre-conference Workshop P19 1:00–3:00 p.m. 
Regency A, West Tower, Gold Level

Holding Up the Dam: Advising on a Large Scale

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This session will be extremely interactive. Individual situations will be examined. Stories will be shared. Audience participation will be strongly encouraged throughout.

The goal of this session is to provide participants with at least one new strategy to implement in their own advising center.

*Kristen DiNovi, Charles Allen, Temple University*

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:
Institutional size: over 10,000
Level of experience in subject matter: minimal needed

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Pre-conference Workshop P20 1:00–3:00 p.m. 
Comiskey, West Tower, Bronze Level

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*Fred Newton, Eun Hee Kim, Kansas State University*

Amy Sannes, Concordia College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:
Institutional size: over 10,000
Level of experience in subject matter: minimal needed
Managing the Transition to Retirement

Individuals respond to retirement in many different ways. One person may respond to the question of retirement by saying, “I can’t wait” while another person at the same institution working with the same people in the same position might say, “I hope I never have to retire.” What causes people to have such differing responses?

Emotional and psychological factors usually determine how a person responds to the retirement question and there is no “one size fits all” approach. While most of retirement planning is focused on finances, it is critical to look at emotional and psychological issues before retirement rather than be surprised with them after. This interactive workshop, led by a recent retiree, will examine this part of the process.

The three phases common to transitions as described by William Bridges in his book, Transitions and Nancy Schlossberg in her book, Retire Smart, Retire Happy will be explained and participants will identify where they are in this transition process. In addition, the seven key questions that need to be considered in retirement planning will be explored. Participants will then reflect on how they responded to those questions and what they may need to consider to create a meaningful retirement.

The five most common models for retirement will be described and specific recommendations will be presented for those actively considering retirement. Participants will then develop a personal action plan for this important stage in their lives and will receive additional resources to support them in this unique transition.

Betsy McCalla-Wriggins, Rowan University
Presentation based on: Personal Growth as an Advisor

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Betsy McCalla-Wriggins, Rowan University
Presentation based on: Personal Growth as an Advisor

Expanding Your Comfort Zone: Working With Diverse Students

This workshop will focus on increasing awareness concerning the needs of diverse students as well as increasing effectiveness in establishing relationships with the diverse students we serve. We will discuss ways to maintain students’ individuality while still meeting their academic, personal, and career goals. We will explore awareness, knowledge, skills, and respect as the four basic components of culturally competent advising and ways to increase our expertise in each of these areas. In addition, we will discuss recent immigration trends, racial inequality theories, amalgamation, the component parts of ethnic identity, and assimilation v. pluralism. The overall objective is to enhance our relationship with diverse students through effective communication, understanding of difference, and the use of developmental advising. We must learn to treat the individual within their cultural context.

Blane Harding, Colorado State University
Presentation based on: Personal Growth as an Advisor

The Millennials Go to Work: Career Trends for 21st Century College Grads

Thus far, the majority of our collective professional discussion has been about how Millennial students relate to the school environment, but what is happening to the Millennials as they enter the job market? This interactive workshop will explore how today’s college students and prospective employers view each other, as well as new trends in corporate recruitment. We will also discuss the “hottest” majors and job markets, parental involvement, and how we can prepare our students for work in the 21st century. The research covered will be from recent NACE (National Association of Colleges and Employers) studies and surveys of students, college career center personnel and employers. There will be ample time to discuss both our experiences with Millennials and implications for best counseling and advising practices.

Gregg Henderschiedt, University of Florida
Presentation based on: Research
Pre-conference Workshop P22  3:15–4:15 p.m.  
Regency B, West Tower, Gold Level
Orientation for First-Time Attendees & New Members
The purpose of this workshop is to provide the participants with an opportunity to meet and network with other first-time conference attendees as well as members of the NACADA leadership. The workshop will be interactive with opportunities to make connections with each other and the association. In addition, the workshop will provide an overview of NACADA as well as the benefits of membership, including professional development opportunities and quality publications. The workshop will also provide the participants with a "roadmap" for getting the most out of the annual conference. Participants are encouraged to bring their conference program and spiral bound academic year planner from their conference portfolio with them to the session.

Board Members

1:00–4:00 p.m. Sessions

Pre-conference Workshop P23  1:00–4:00 p.m.  
Grand Suite 3, East Tower, Gold Level
Conducting Research in Academic Advising
This workshop facilitated by members of the NACADA Research Committee serves as an introduction to the research process in academic advising. Topics include defining research as scholarly inquiry, identifying inquiry questions, selecting appropriate methodology, conducting literature reviews, and finding support for your inquiry process. Additionally, participants will discuss potential the NACADA Research Grants including the guidelines for a NACADA grant proposal and the criteria by which they are judged. Participants will better understand the value of scholarship in advising, explore inquiry topics of interest, and review the NACADA Research Call for Proposals.

Peter Hagen, Richard Stockton College of New Jersey  
Kathleen Shea, Florida State University
Presentation based on: Research
Target Audiences—this session is best suited for:  
Level of experience in subject matter: more needed  
Level of advising experience: more experienced

Pre-conference Workshop P24  1:00–4:00 p.m.  
Toronto, West Tower, Gold Level
Appreciative Advising Microskills: An Introduction
Even after adopting the Appreciative Advising (AA) model and developing the Appreciative Advising mindset, advisors often continue to seek more concrete, practical strategies to implement AA and evaluate their own advising sessions. This presentation introduces the two basic strategies of the Microskills model – attending behavior and active listening – to illustrate how advisors could more effectively engage their advisees in the Appreciative Advising process. In this professional development workshop, we explore and demonstrate the application of Microskills in AA, and train advisors in how to use specific strategies identified in the Microskills model in the Disarm, Discover, and Dream phases of AA. The audience in the presentation will then have the opportunity to conduct practice sessions using these strategies, and identify and examine their own unique AA style.

Jennifer Bloom, University of South Carolina  
Bryant Hutson, Ye He  
University of North Carolina-Greensboro  
Tammy Bobel, Saint Xavier University
Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P25  1:00–4:00 p.m.  
Acapulco, West Tower, Gold Level
No Substitute for Evidence: Data-driven Decision Making in Academic Advising
Increasingly, academic advising units in higher education institutions are asked to document evidence of impact and effectiveness at all levels of student learning and development. This 3-hour workshop will address issues of both assessment and accountability, by focusing on the data necessary for proper analysis. The facilitators will present some guidelines for identifying and using sources of both standardized national data and local data that can assist in the discovery process. Relevant models of academic planning and educational research will be outlined, as well as how issues involving planning, action research, accreditation, and accountability in higher education can coalesce. Participants will leave with an action plan for future data-gathering activities.

Wendy Troxel, Illinois State University  
Susan Campbell, University of Southern Maine
Presentation based on: Theory

Pre-conference Workshop P26  1:00–4:00 p.m.  
Columbus A/B, East Tower, Gold Level
E-Mail is for Old People: Wikis, Blogs, and Social Networking Oh My
A year ago, the Chronicle of Higher Education published an article that declared that “E-Mail Was for Old People.” Newer means of communication are available, but are not widely in use. Why not get a jump on the next wave and explore the possible use of the newer Web 2.0 technologies of Social Networking, Blogs, and Wikis for advising. This session will define each of these technologies and offer strengths and limitations for all. We will brainstorm uses of these technologies for advising as well as solicit existing practices. Participants should leave this session with several concrete applications for these technologies, for advising. Attendees are encouraged to bring their wireless laptops.

George Steele, Ohio Learning Network  
Karen Thurmond, University of Memphis  
Kurt Xyst, University of Washington
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:  
Level of experience in subject matter: minimal needed  
Level of advising experience: more experienced
Developing an Advisor Training Program and Taking it to New Heights

In 2001, Utah Valley University had no formal advisor training. In fall 2001, the advisor training program was launched. Since then, the program has been featured in two NACADA Monographs. Since these were published, however, the administration has not rested on its laurels. Last summer a new advisor certification program was launched built upon these prior successes.

In this presentation, we will share with you the path that we followed to develop a campus wide advisor training and certification program that has taken training to new heights. We will provide suggestions and ideas regarding how to initiate, implement, expand, and improve your training regardless of what kind of program you now have or are striving to develop. In the process, you will be invited to evaluate and outline the training needs of your institution based on the type of institution you are working in and your advising model.

You will then engage in activities related to developing outcomes based training programs that are theory based, practice oriented, and engaging. Specific examples of training segments will be provided along with a CD that includes complete training Powerpoints, worksheets for training, handouts, and other materials that may be adapted to meet your needs.

Whether you're looking to build a training program, improve an already existing program, acquire ideas and resources for in-service training, or simply want an engaging professional development experience, this presentation will provide you with a meaningful and practical experience.

**Clint Moser, Jeffrey McClellan, Utah Valley University**

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

- Institutional size: over 10,000

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Developing Grant Proposals for Advising Projects

Grant funds provide resources for advising projects such as student retention, research, student access, degree attainment, academic achievement, student diversity, and educational enrichment. The workshop takes participants through the steps of creating a grant proposal. Using on-line databases, you will learn how to access funding agencies and applications. Participants will review real requests for proposals (RFPs) from funding agencies to gain awareness of agency funding requirements. Using your project ideas, a planning template will be shared that you will utilize to prepare an outline of a grant proposal during the workshop. Presenters will share tips for writing good proposals. You will utilize templates to write needs statements, goals and objectives, methods and activities, timelines, and evaluation and outcomes.

**Margaret Pentecost, Tia Johnson, University of Louisville**

**Presentation based on:** Models/Applications

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Creating An Effective Advising Program

Institutions that are recognized for high quality advising programs have begun with carefully designing and implementing their plan of action. This preconference workshop is geared for those interested in or charged with the implementation of new or enhanced advising programs on their campuses.

The workshop will provide an overview of the major challenges and issues that must be focused on in the review, development, and implementation of a successful advising program. Topics will include gaining institutional and administrative support and the key elements of establishing a strong foundation based on a clear definition, mission, goals, and outcomes for advising. In addition, consideration will be given to delivery models, advisor selection and development, evaluation and reward of advisors, and assessment of the advising program.

Participants will work to develop the initial steps they need to take when returning to their campuses to make significant changes in advising at their institutions.

**Nancy King, Kennesaw State University**

**Casey Self, Arizona State University**

**Presentation based on:** Models/Applications

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STOMP: On-Line “Edu-tainment” Modules Focused on Student Learning Outcomes for Campus-Wide Advising Practice

Come and see why STOMP was selected as NACADA’s 2007 Advising Technology Innovation award winner!

Students need a wide base of information in order to be successful in college. But how can colleges/universities maximize student-advisor time and impart all this information in a way that is informative and engaging? STOMP it into them! STOMP is interactive, on-line “edu-tainment” which provides new students with information essential to their success and allows an institution to assess academic advising student learning outcomes. In this session, we will discuss how and why the STOMP modules were created and how they are addressing and assessing student learning outcomes. Through live demonstration of the modules and discussion of our own trials and tribulations, you will learn how your institution could develop an on-line delivery system for your advising learning outcomes.

**Janet Spence, Christy Metzger, Nora Allen**

University of Louisville

**Presentation based on:** Models/Applications

**Target Audiences-this session is best suited for:**

- Level of experience in subject matter: minimal needed
Pre-conference Workshop P31 1:00–5:00 p.m.
Water Tower, West Tower, Bronze Level

ASPIRE to New Heights: Achieving Success Through Purpose Inspired Real-world Excellence

ASPIRE is a complete module-based curriculum focused on helping students develop purpose-driven strategies for academic and career achievement. Students completing the curriculum gain strengths-based self-awareness, create an educational and career vision, and complete a personal development plan. This program allows students to build on their own strengths to explore majors and careers. In addition, each student completes a personal development plan which includes reflections on who they are and their goals, how they intend to achieve the University’s learning outcomes and a year-by-year plan for courses and college experiences. In this workshop you will learn about the program philosophy as well as experience the 12 modules that comprise ASPIRE. We’ll also discuss the transferability of this program to different types of institutions and programs.

Joan Pedersen, Indiana Univ Purdue Univ-Indianapolis

Presentation based on: Models/Applications

5:00–7:00 p.m.
Dinner on Your Own

7:00–8:30 p.m.
Grand Ballroom, East Tower, Gold Level

Official Conference Opening

Presiding and Welcome to Conference
Ann Anderson, Moraine Valley Community College
2008 Annual Conference Chair

Introduction of NACADA President
Ann Anderson, Moraine Valley Community College
2008 Annual Conference Chair

Welcome
Jennifer Bloom, University of South Carolina-Columbia
NACADA President

State of the Association
Charlie Nutt, NACADA Executive Director

General Recognition of Award Recipients
Susan Fread, Lehigh Carbon Community College
NACADA Awards Committee Chair

Please refer to the Awards Program booklet in your conference registration materials for a complete list of all 2008 award recipients.

Award Presentations
Jennifer Bloom, University of South Carolina-Columbia
NACADA President

Virginia N. Gordon Award Presentation
Recipient: Gary M. Padak, Kent State University

Service to NACADA Award Presentation
Recipient: George Steele, The Ohio Learning Network

Pacesetter Award Presentation
Recipient: David E. Payne, Sam Houston State University

8:30–10:00 p.m.
Riverside Center

Welcome Reception—Light Snacks

The Welcome Reception provides an opportunity to interact with colleagues in a relaxed setting. There will be a selection of snacks and punch for all participants to enjoy. Nametags must be worn.

Each of NACADA’s ten Regions will have several tables designated by signs in the reception area, so stop by and get acquainted with colleagues from your Region.

LaDonna Gatlin

LaDonna Gatlin believes one defining moment can redefine our lives. She knows firsthand that we can’t live someone else’s dream—that in order to be our personal best, we must find our own voice and “sing our own song.”

LaDonna literally grew up on stage singing with her brothers—the legendary Gatlin Brothers. In the early 1970’s the Gatlins took their family harmony to Nashville. But a detour appeared on the road to stardom—LaDonna got married. At this defining moment, she realized that success for her could be measured in a different way. So she took a giant leap of faith, chose to follow her heart, and “sing a different song” apart from her brothers.

She has spent her entire career empowering people to “sing their own song” as well . . . to live life from the inside out . . . through their words, their deeds, and their actions.

Her keynotes and concerts put her on the road more than one hundred days a year. She’s shared her message everywhere—from corporate powerhouses to the prison cells of death row. LaDonna truly speaks from the heart with stories that are the stuff of life. Her presentations drive home common sense wisdom for everyday living. Add her outstanding vocal ability to the mix, and you get a winning combination that educates, inspires and entertains!

LaDonna is an active member of the National Speakers Association, and has earned its highest professional designation, the Certified Speaking Professional (CSP). In July of 2005, LaDonna was one of 5 inductees into the Speakers Hall of Fame, a lifetime award for speaking excellence and professionalism.

She’s recorded 4 solo CD’s and is a contributing author to the best-selling book series Chicken Soup for the Soul.

Closing Comments/Announcements
Introduction of Keynote Speaker
Jennifer Bloom, University of South Carolina-Columbia

Plenary Address
B. Joseph White
University of Illinois

B. Joseph White is the chief executive officer of the University of Illinois and its three campuses in Urbana-Champaign, Chicago and Springfield, a higher education system with total enrollment of 70,000 students and a 2009 budget of $4.1 billion. White took office as the 16th president of the University of Illinois on Jan. 31, 2005.

On June 1, 2007, White announced the University of Illinois’ $2.25 billion Brilliant Futures fund-raising campaign, focused on endowing professorships and student scholarships.

White is familiar with both public higher education and the Midwest. He spent nearly three decades affiliated with the University of Michigan at Ann Arbor. He served for a decade as dean of its Stephen M. Ross School of Business and its highly ranked undergraduate, MBA, doctoral and executive-education programs. He also served as interim president at the University of Michigan in 2002. White’s field of academic expertise is organizational behavior and industrial relations.

White has private-sector executive experience, including six years at Cummins Engine Co. Inc. and a year helping rebuild a Wall Street firm devastated by 9/11. He is a director or trustee of several companies and has served on the boards of two health-care systems.

White is currently on the boards of directors of the American Council on Education, the National Merit Scholarship Corp. and the Chicago 2016 Olympics Evaluation Committee. He is also on the Board of Governors of the Argonne National Laboratory.

White received the Martin Luther King Jr. Leadership Award from the Illinois Commission on Diversity and Human Relations in 2007, the Leadership Award from the Illinois Legislative Latino Caucus Foundation in 2005 and an honorary doctorate in humane letters from Wabash College (Indiana) in 2003. He is a member of Phi Beta Kappa and Beta Gamma Sigma honorary fraternities.

White is a native of Detroit who was reared in Kalamazoo. He earned his bachelor’s degree, magna cum laude, in international economics from the Georgetown University School of Foreign Service in 1969 and an MBA, with distinction, from Harvard University in 1971. He received his doctorate in business administration in 1975 from the University of Michigan.

White has written, taught and lectured extensively on leadership, management, higher education and organizational change. He is the author of The Nature of Leadership: Reptiles, Mammals, and the Challenge of Becoming a Great Leader (AMACOM, 2007).
Concurrent 1  10:15–11:15 a.m.  Regency A, West Tower, Gold Level

**Orientation for First-Time Attendees & New Members**

This is a repeat of P22 offered on Wednesday; the purpose of this workshop is to provide the participants with an opportunity to meet and network with other first-time conference attendees as well as members of the NACADA leadership. The workshop will be interactive with opportunities to make connections with each other and the association. In addition, the workshop will provide an overview of NACADA as well as the benefits of membership, including professional development opportunities and quality publications. The workshop will also provide the participants with a “roadmap” for getting the most out of the annual conference. Participants are encouraged to bring their conference program and spiral bound academic year planner from their conference portfolio with them to the session.

Board Members

**Commission Meeting 2  10:15–11:15 a.m.  Dusable, West Tower, Silver Level**

**Advising Students with Disabilities**

The Commission on Advising Students with Disabilities invites all NACADA members to meet the new commission chair and to discuss how the commission can better meet the needs of its members and of NACADA as an organization at its annual meeting. Please bring ideas for appropriate activities and any relevant concerns so that we can plan a program for the year ahead that will meet your needs. We hope you will share your knowledge and successes during our time together. We will be discussing progress on the new monograph that NACADA is working on and other opportunities to be involved in professional development as well as current issues of importance. All members of NACADA are welcome, not just current commission members. Those who are new to the organization are encouraged to join us.

*Joyce Howland, SUNY-Empire State College*

**Commission Meeting 3  10:15–11:15 a.m.  Wrigley, West Tower, Bronze Level**

**ESL & International Student Advising**

The ESL & International Student Advising Commission annual meeting will explore areas of interest offered by the membership. Last year’s discussion dealt with topics including assessment issues, engagement, mental health, plagiarism, identity issues, evaluating credentials, and disabilities within the international student community. We will also discuss goals for the upcoming year and present certificates to presenters of commission sponsored sessions.

*Leslie Staggers, Indiana University-Southeast*

**Commission Meeting 4  10:15–11:15 a.m.  Buckingham, West Tower, Bronze Level**

**Small Colleges & Universities**

Interested in talking with colleagues from small colleges and universities about issues of mutual concern? Wonder how other schools are handling advising, assessment, registration, accreditation, degree audits, or orientations? Often those who advise at small colleges and universities are the only persons on their campus who do “what they do”—and often “what they do” involves multiple tasks. Take some time to connect with others who work in this setting at this informal interest group meeting. If you’re a member of the Small Colleges and Universities e-mail list, you can suggest topics of interest through the list. If not, consider joining the e-mail list (check the NACADA web-site for details), bringing your ideas to the meeting, becoming a member of the steering committee, or simply e-mailing me at jstockenberg@coloradocollege.edu. I hope to see you there!

*Julie Stockenberg, Colorado College*

**Interest Group 5  10:15–11:15 a.m.  Grand Suite 5, East Tower, Gold Level**

**New Advising Professionals**

A major shift is taking place in the demographics of advisors across the country. As retirements and turnover occur, advising positions are being filled by those with, sometimes, very little experience or training in the area of academic advising. The New Advising Professionals Interest Group is a place to discuss common issues, create professional development opportunities, and provide a network for those new to the advising profession. Join us to discuss possible future activities, professional development, career planning, current issues, and strategies for becoming more involved with NACADA and your respective Universities.

*Jessica Bigger, Kansas State University*

**Interest Group 6  10:15–11:15 a.m.  Grand Suite 3, East Tower, Gold Level**

**First-Generation College Student Advising**

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

Come join the First-Generation College Student Interest Group as we explore the issues and answers best suited for these students.

*Joe Murray, Marcia Bimmel, Miami University-Hamilton*
Motivational Interviewing In Advising: Working With Students to Change

Developmental advising as defined by Crookston (1972) includes the concept of behavioral awareness. One tool to initiate behavior change is Motivational Interviewing, defined as "a directive, client-centered counseling style for eliciting behavior change by helping clients explore and resolve ambivalence" (Miller & Rollnick, 1991). This interactive session will examine some of the principles and techniques of motivational interviewing, and discuss potential applications related to advising.

Robert Pettay, Kansas State University
Presentation based on: Theory
The session targets persons responsible for hiring academic advisors and is appropriate for any institutional type. The presenters have a combined 18 years of experience in directing advisor searches.

Pat Folsom, Paula Kerezsi, University of Iowa
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Level of advising experience: more experienced

Concurrent 13  
10:15–11:15 a.m.  
Truffles, West Tower, Blue Level

Style and Function: Connecting Learning Styles to Learning Strategies
We often hear from frustrated students who do all the right things but don’t get the desired results. They attend class, read the text, do the homework, study for hours - and still don’t see their efforts pay off. We can’t advise them to work harder - they already are. Let’s help them work smarter. This session will review different learning styles and learning style assessments. We will identify effective learning strategies for these styles. Small groups will focus on one learning style, develop a set of appropriate strategies, and share examples of resources on their own campuses that fit this learning style. This package of information, tools, and best practices will help your students focus their time and energies on the most effective study strategies. Smart? Genius!

Shawn Salata, University of Michigan
Presentation based on: Models/Michigan

Concurrent 14  
10:15–11:15 a.m.  
Columbus E/F, East Tower, Gold Level

The Probation Process – A Student-Focused Responsibility
This session will introduce and explain an easily-implemented, student-focused protocol for working more effectively with those who have been placed on first-time probation. This method not only requires students to actively engage their own education, but also works to involve other advising resources in their success. The process additionally provides a mechanism for those simply interested in advising literature as a significant problem affecting student success and degree progression. This challenge confronts both freshmen who enter college as undecided majors, as well as upperclassmen who later realize that their initial aca-

Nancy DeLaet, Southern Utah University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 15  
10:15–11:15 a.m.  
Columbus G/H, East Tower, Gold Level

Up the Down Staircase: A Mandatory Intervention Program for Students on Probation
How can we connect probation students to academic support services before they continue down a path towards academic suspension? How can we provide meaningful, efficient, and timely intervention to probation students in order to help them examine choices that may have contributed to their difficulties? The main objective of this presentation is to describe an innovative, mandatory probation intervention program which has been instituted at Butler County Community College. This presentation will explain our probation intervention system, which combines automated notification of probation status with mandatory participation in “re-advising” sessions. The format and content of these intervention sessions, as well as the design of a special study skills course for probation students, will also be discussed. Furthermore, outcome data will be explored.

Jennifer Sarabok, Butler County Community College
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Institutional size: 1,200 – 5,000 students
Level of experience in subject matter: minimal needed
Level of advising experience: minimal needed

Concurrent 16  
10:15–11:15 a.m.  
Crystal B, West Tower, Green Level

Wait, Wait – Don’t Tell Me: Delivering News Students Don’t Want to Hear
Competition for entry to popular majors is rising. Every day, a high-achieving student is denied a transfer to a Pharmacy program. A student at-risk is unable to hear about his limitations. An average student falls below the requirements for the College of Business. Are you responsible for delivering this or other potentially distressing news? From theoretical to practical, we will examine the role of the advisor in teaching the student to reassess, redefine and redistribute their goals and intentions.

This will be an active, interactive session during which we will discuss strategies for delivering bad news. Ways to package the news in the best possible light, strategies for better student understanding, alternative paths and follow-up strategies will be offered.

Susan Kolls, Northeastern University
Presentation based on: Personal Growth as an Advisor
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 17  
10:15–11:15 a.m.  
Regency B, West Tower, Gold Level

Why Am I Here? Real Strategies for Helping Undecided Students
Best of Region 4
Major and career indecision have been identified in the advising literature as a significant problem affecting student success and degree progression. This challenge confronts both freshmen who enter college as undecided majors, as well as upperclassmen who later realize that their initial aca-
demic plan is no longer fitting. Every advisor will at some point face a student who exclaims in frustration that they have “no idea what they want to do.” The purpose of this presentation is to introduce the research and issues surrounding major and career indecision. The session will include highlights from the advising literature, a structured dialogue focusing on critical issues, and a showcase of exemplary practices. Participants will receive a comprehensive list of tangible resources to effectively guide their students.

Kathleen Smith, Brad Popiolek, Florida State University
Presentation based on: Personal Growth as an Advisor
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 18 10:15–11:15 a.m.
Regency D, West Tower, Gold Level
“Theuvellr?... Bueller?... Bueller?...” Helping Disinterested Students Discover Their Passions
What would you do with a student like Ferris Bueller? Learn how to motive disinterested students by helping them to discover their passions. In this highly interactive session, you will create a list of probing questions to ask students in your advising sessions and learn about other activities your advisees can do to identify their passions. This session is great for advisors who work with undecided/exploratory students, as well as anyone who has ever dealt with the student who says, “I’m not interested in anything.”

Antoinette Curl, Texas State University-San Marcos
Presentation based on: Personal Growth as an Advisor

Concurrent 19 10:15–11:15 a.m.
Columbus I/J, East Tower, Gold Level
Advising as Teaching: Same Skills, Differing Venues
Two academic advising administrators from different and individually unique institutions discuss the issues and opportunities involved in heading advising units in disciplines outside of their respective educational fields. Discussion will include the skills and opportunities common to teaching in the classroom and providing academic advice to students, with emphasis on the transferable knowledge and skills that enable the presenters to successfully work with students in subject areas for which they have no formal educational instruction. Attendees will participate in brief exercises involving the identification of skills utilized in both teaching and academic advising, including a brief introduction to the idea of an advising syllabus. Faculty advisors and advisors new to the field will find this session interesting and useful.

Rich Robbins, Bucknell University
Kristi Shea, Indiana Univ Purdue Univ-Indianapolis
Presentation based on: Theory

Concurrent 20 10:15–11:15 a.m.
Regency C, West Tower, Gold Level
Bridging the Gap Between Training and Performance
Commission Sponsored: Adviser Training & Development
One of the rising trends in advising administration is the emergence of advisor training and development personnel and offices. This is a wonderful trend with powerful implications on practice; however, if such training offices are to avoid the tragic fate that befalls many training offices in large institutions, they must learn to become strategic partners by engaging as much in the development side of their work as the training. In this presentation, participants will learn how to partner with administrators to increase performance. Administrators will likewise learn about their role in supporting training to achieve performance. This will be accomplished through discussion of the differences between training and performance development work, outlining the critical contributors to performance and their roles and processes, and presentation of the human performance process. This will be achieved through discussion, presentation, and small group activities.

Jeffrey McClellan, Utah Valley University
Presentation based on: Theory
Target Audiences—this session is best suited for:
Level of experience in subject matter: more needed
Level of advising experience: more experienced

Concurrent 21 10:15–11:15 a.m.
Crystal A, West Tower, Green Level
Butterflies that Falter or Fail to Fly: When Highly Prepared New Freshmen Fail
When students break from the cocoon of the secondary education and enter the more challenging post-secondary air, the consequences may be less exhilarating than expected, particularly for “very well prepared” students. The presentation considers the plight and lack of flight of new college freshmen by providing a brief review of perspectives offered in the literature and, based on longitudinal data collected at a selective four-year institution, the long term consequences of new freshman failure. The presenters will also review two interventions used with new freshmen who failed and the lessons learned from both of the interventions. Participants will be encouraged to share their perspectives and experiences to enrich the session and to consider alternate explanations for the data and improved interventions.

Norman Roberts, Ron Chapman, Irene Windham,
Julie Preece, Brigham Young University
Presentation based on: Research

Concurrent 22 10:15–11:15 a.m.
Toronto, West Tower, Gold Level
Conversations for Success: Appreciative Advising and the Adult Learner
Adult learners bring many fears to the educational environment. This session will focus on how the advisors in a large adult degree completion program that serves students both at a significant distance from the campus as well as on campus, use Appreciative Advising techniques, combined with the Appreciative Advising Inventory, to develop conversations with students focused on the core values and strengths the adult learner brings to the academic environment. This positive based approach has been instrumental in helping adults engage more quickly, move past their fears and become active participants in an academic program that allows them to design a program of study based on their goals, interests and strengths.

Kaye Woodward, Kimberly Redfern
Eastern Illinois University
Presentation based on: Models/Applications
Concurrent 23 10:15–11:15 a.m.
Acapulco, West Tower, Gold Level

Demonstrating Your Worth: Assessing Academic Advising Programs and Academic Advisors

Academic advising is recognized by most institutions as performing an essential function. However, advising is not always valued by senior administrators as making positive contributions to institutional objectives. Using a system put in place 7 years ago at the largest state university in Virginia, this session will provide an evaluation model that emphasizes the contributions advising programs make toward enhancing student engagement, success and persistence. Participants will discover how this system can be used to determine how individual advisors contribute to the overall advising objectives. The session will also highlight ways to use evaluation feedback to not only make data-driven decisions for improving the impact of academic advising programs but also demonstrate the worth of academic advising to senior administrators of the institution.

Seth Sykes, Jon Steingass
Virginia Commonwealth University

Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Panel 24 10:15–11:15 a.m.
Comiskey, West Tower, Bronze Level

Expanding Research In Academic Advising: A Roundtable Presentation/Discussion

Research in academic advising is typically conducted and disseminated by faculty researchers, graduates students, and higher education (including advising directors) administrators. The field of advising needs to explore research from a variety of perspectives and challenge the limits that education and social science research place on advisors and advising administrators. The paper puts forth a rationale for expanding the scholarship of advising and provides three perspectives (action inquiry, grounded theory, and program evaluation), each one aptly suited for increasing advisor interest and engagement in research in academic advising.

Sharon Aiken-Wisniewski, University of Utah
Wendy Troxel, Illinois State University
Joshua Smith, Indiana Univ Purdue Univ-Indianapolis
Moderator: Peter Hagen, Richard Stockton College of New Jersey

Presentation based on: Research

Concurrent 25 10:15–11:15 a.m.
Gold Coast, West Tower, Bronze Level

Graduation Orientation: A Final Gift to Seniors

Commission Sponsored: Advising Business Majors

In an effort to address the needs of more than 1000 graduating seniors each year, the McCombs School of Business has developed an informative, congratulatory program called Graduation Orientation. This lively session will provide an explanation of how the program was created, offer an in-depth look at the program’s content through a recreation of the student presentation, and share suggestions for implementation at any institution. You won’t want to miss the opportunity to learn how to celebrate your seniors and disseminate information in a fun, low-cost way!

Cindy Bippert, Andrea Chytıl, Courtney Cross,
Juanita Torres, University of Texas

Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Exhibit 1001 10:15–11:15 a.m.
Columbian, West Tower, Bronze Level

GradesFirst

Advisors have spoken, “Free up our time!” GradesFirst has answered the call by automating advisors’ administrative tasks along with numerous other retention best practices. Come see how GradesFirst allows advisors to efficiently identify and engage at-risk students early within the semester without the guess work of predictive modeling strategies. Our CEO will be presenting and sharing with you our vision of retention and student success. Hope you can join us!

Exhibit 1014 10:15–11:15 a.m.
Haymarket, West Tower, Bronze Level

Association of Schools of Public Health & American Association of Colleges of Pharmacy

The Association of Schools of Public Health (ASPH) and the American Association of Colleges of Pharmacy (AACP) will present on health careers and the process for applying for admission. ASPH represents the 40 CEPH-accredited schools of public health. AACP represents the interests of pharmacy education and educators at the ACPE-accredited U.S. colleges and schools of pharmacy.

11:30 a.m.–12:30 p.m. Sessions

Commission Meeting 26 11:30 a.m.–12:30 p.m.
Buckingham, West Tower, Bronze Level

Engineering & Science Advising

The Engineering &Science Commission has held the commission status for about 7 years. In that period of time, discussions have centered around best practices, hot topics, and common issues and concerns. But, what are the next steps for the commission under the new leadership? What kind of goals should the group consider in order to make an impact in NACADA and within the area of advising students in Engineering, Sciences, Technology, Mathematics? Are there specific alliances we should be seeking to foster for the future of the commission?

This session will be focusing on the future activities for the commission. Feel free to attend this session to share new ideas, do some goal setting and provide a willingness to contribute to the future activities of the commission.

Peg Steele, Ohio State University

Commission Meeting 27 11:30 a.m.–12:30 p.m.
Comiskey, West Tower, Bronze Level

Multicultural Concerns

Join us at our annual meeting, where members will have an opportunity to meet other members, learn about the
Commission's activities and accomplishments during the past year, share their own and hear from other members the activities and accomplishments related to multicultural concerns on their campuses, and share ideas for future activities and development for the commission.

New Commission Chair (2008-2010) will be introduced. Everyone who is interested in the issues of multicultural concerns is invited to attend.

Kris Rugsaken, Ball State University

Interest Group 28 11:30 a.m.–12:30 p.m.
Grand Suite 5, East Tower, Gold Level
Advising First-Year Students
As advisors, we see and understand the many challenges unique to students in their first year at our institutions. Many institutions are developing innovative programs and strategies to assist these students, particularly in the integration of advisement services and/or personnel in freshman year experience courses. This session serves as a time for interaction with fellow advisors and administrators to share ideas, models, and programs to assist students during this critical first year of transition to higher education. Please come join the discussion! Bring questions and suggestions for the focus and goals of this exciting new group! Please join the Advising First-Year Students Interest Group listserv (details and instructions available on the NACADA website) or email mooneyl@trocaire.edu.

Laura Mooney, Nova Southeastern University

Interest Group 29 11:30 a.m.–12:30 p.m.
Grand Suite 3, East Tower, Gold Level
High School to College Advising
The High School to College Advising Interest Group explores and discusses critical issues concerning the high school to college transition. Issues include how to encourage a high school curriculum that promotes academic success in college, work successfully with parents, better communicate and create linkages with high school counselors, teachers and students, work effectively with special student groups such as home schooled, athletes, late admits, transients, and non-traditional students, and assist students with the general transition to college.

Joan Shinault, Westchester Community College
CarolAnn Popovich, College & Florida Gulf Coast University

Interest Group 30 11:30 a.m.–12:30 p.m.
Haymarket, West Tower, Bronze Level
Native American & Tribal College
NACADA's Native American and Tribal College Interest Group (NATCIG) is intended to bring together both Native and non-Native American students, advisors, faculty and other student service personnel. The forum is designed to address the needs of Native American students, transfer students from tribal colleges and to engage the greater advising community in Native American educational issues. The group will encourage presentations at local, regional and national conferences, support Native American research and scholarship, and act as a resource for educational professionals working with Native American students.

Adrienne Thunder, University of Wisconsin-Madison
Iona Black, Yale University

Concurrent 31 11:30 a.m.–12:30 p.m.
Columbus C/D, East Tower, Gold Level
Keeping the Marriage Alive: Strategies to Enhance the Sophomore Experience
The Cincinnati Sophomore Initiative (CSI) at the University of Cincinnati was designed to help sophomore students succeed. This retention initiative is a partnership with various departments which incorporates curricular and co-curricular activities to help sophomores transition to the next phase of their academic career. Institutions usually treat students like newlyweds when they arrive on campus. However, by the end of the first quarter/semester of the sophomore year, they're ready for a legal separation or divorce from the university. With that in mind, CSI strives to encourage students to take advantage of advising services, alumni mentoring, and other resources to achieve academic excellence.

Participants will learn about programmatic initiatives and impediments to begin a new program for sophomores at a large, urban institution. We welcome relationship experts willing to assist in keeping the marriage alive between sophomores and their institutions.

Carol TongeMack, University of Cincinnati

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

Institutional size: over 10,000 students
Level of experience in subject matter: minimal needed
Level of advising experience: more experienced

Concurrent 32 11:30 a.m.–12:30 p.m.
Columbus A/B, East Tower, Gold Level
Let's Choose Our Courses: Group Advising in New Student Orientation
New student orientation provides advisors with an important opportunity to teach students. To address a high incoming student volume, our advising center tried a new group advising approach for freshmen and transfer student orientation and registration sessions during the 2007-2008 academic year. We will describe our experience, analyzing advantages (e.g., classroom-style teaching and learning) and disadvantages (e.g., limited time to discuss curricular interests). We will discuss the results from ongoing group-advising activities and how they aligned with our expectations as well as present outcomes from student and advisor
surveys. Participants will be invited to discuss the role of the advisor as facilitator, collaborator, and teacher during new student orientation.

Catherine Hence, Mark Rohland, Anar Khandvala, Randi Max, Temple University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 5,000 – 10,000 students
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Concurrent 33 11:30 a.m.–12:30 p.m.
Regency A, West Tower, Gold Level
Making a Difference: A Campus Wide Collaboration
Do you wonder about the direction of advising on your campus? Are advising/registration programs heading in one direction and campus life programs in another? Is there a collision waiting to happen – or a group of silos not talking?
The University of Kentucky faced this situation. The UK Advising Network took the initiative to plan and host “Making a Difference” a campus-wide workshop to discuss the new student experience including recruitment, summer advising and registration, and the first year.
The wide-spread impact of this workshop exceeded our expectations and motivated all units to evaluate their roles and ways to improve programming. We will share our results and tips to help you bring your campus together and find new ways to make a difference in the first year student experience.
Joanne Davis, Suanne Early, Cindy Iten, Susan Skees, Mike Shanks, University of Kentucky
Presentation based on: Models/Applications

Concurrent 34 11:30 a.m.–12:30 p.m.
Crystal A, West Tower, Green Level
New Advisor Training: How to Elevate Your Model
This presentation explains the model of new advisor training used in University College at the University of Oklahoma. We will explore different strategies used to effectively train new advisors. Information will be given on how to structure training flexible enough to meet the individual needs of new advisors. From the perspectives of two experienced trainers and a recent trainee, we will provide tools that can help maximize the information new advisors retain. These benefits are enormous because effective training is the foundation for advisors elevating their future success.
Lillian Miller, Connie Divine, Janel Russell-Pendergraft
University of Oklahoma
Presentation based on: Models/Applications

Concurrent 35 11:30 a.m.–12:30 p.m.
Regency B, West Tower, Gold Level
Orienting Exploratory Freshmen for Retention and Major Selection
Many students are both excited and nervous to begin college, especially if they’re not sure of an academic direction. This session will provide information on creative, cost-effec-

Doug Kennedy, Yolanda Cooper, University of Cincinnati
Presentation based on: Models/Applications

Concurrent 36 11:30 a.m.–12:30 p.m.
Regency D, West Tower, Gold Level
Students At Risk or On Probation: Success/Retention Initiatives with Impact
Best of Region 5
Do you struggle with the challenge of assisting students on probation? Do you want to intervene early with at risk students to help prevent them from reaching probatory status? This session will help you with ideas for developing or revising programs or just learning more about assisting these student populations. You will be introduced to what current research literature suggest are the most effective components of interventions for students at risk or on probation and given examples of two successful programs through the College of Natural Science at Michigan State University that are based on these components. Session participants will be invited to discuss how these initiatives could be modified to fit the needs of their particular institution or academic unit.
Karen Reynolds, Michigan State University
Presentation based on: Research
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 37 11:30 a.m.–12:30 p.m.
Toronto, West Tower, Gold Level
The State of Web-based Academic Advising Services in the Age of the Portal
This session will present the state of Web-based academic advising services, in the age of Web portals, highlighting 16 institutions in the state of Ohio. During the past two years, selected higher educational institutions in Ohio used the CENTSS Audit to assess their Web-based student services. The CENTSS audit is used by institutions to assess their Web-based student services on a scale from static Web pages, written in an institutional style - to personalized Web pages being data driven with student personal data and information combined with tools for planning. The audit identifies 20 separate student services. The results for academic advising will be compared to the other 19 service areas. Implications will be discussed.
George Steele, Ohio Learning Network
Presentation based on: Research
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students
Level of experience in subject matter: minimal needed
Level of advising experience: more experienced
When Dreams and Realities Collide: Helping Under-Prepared and Low-Achieving Students Face Academic Challenges

Advisors are often faced with helping struggling students who are either under-prepared or low-achieving to succeed in their academic programs. This program will help advisors develop a framework for assessing the students’ situations and in developing appropriate strategies to help them achieve desired outcomes. Appropriate for advisors from any college setting, this program will focus on helping students who are facing realities that are often in conflict with dreams of major, career and future. Learning to help students challenge the realities they face and either change achievement levels or their goals will help them direct what is a "less-than ordinary experience" into "new heights" for their academic future.

W. Kerry Hammock, Pamela Williamson
Brigham Young University
Presentation based on: Models/Applications

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

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. While NACADA publishes books, video-dvds, and brochures, the primary focus in this session will be to describe the purpose, content, and writing guidelines for the NACADA Journal, Academic Advising Today, the Clearinghouse, and monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Terry Kuhn, Gary Padak, Kent State University
Marsha Miller, Kansas State University
Presentation based on: Research

You CAN Get There from Here: The Path to Success for Adult Students.

Adult students are typically both excited and nervous when re-entering the educational arena. Although they may be accomplished and confident in other areas of their lives—work, parenting, community activities—the academic setting can be intimidating, especially if prior educational experiences were less than stellar. Adults have maturity and motivation on their side, but they may lack a clear idea of challenges ahead and a plan to meet them. To as great an extent as traditional undergraduates, they need and deserve institutional support, especially during their first term. Alerting adult students to potential bumps in the road and assisting them to strategize their own personal solutions can ease anxiety and empower success. This interactive workshop will facilitate participant sharing of support strategies.

Jeane Redsecker, Dominican University of California
Presentation based on: Models/Applications

“Gimme More”: A Proactive Approach to Advising Students with Disabilities

Commission Sponsored: Advising Students with Disabilities

This fun and imaginative session is a brief how-to guide for advisors with limited experience working with students with disabilities. Participants will be given information on topics such as academic accommodations and self advocacy for the student with a disability. Centered on the theme of pop culture, this session will offer practical and useful information for any advisor to take back to his/her institution. The best practices from Texas Tech University’s Student Disability Services will also be shared. Join us as we present our own approaches and address unique issues when advising this specific student population.

Erin Justyna Kainer, Rebecca Daly Cofer
Texas Tech University
Presentation based on: Models/Applications

From Dreams Deferred to New Horizons: Using Strengths-Based Methods in Alternatives Advising

This session will focus on how advisors might modify their approach to students who have been denied entry into selective majors. After the news is delivered, the advisor-advisee initial discussions often stress weaknesses or inadequacies in over-analyzing the reasons for not getting into a desired program. Conversely, strengths-based advising promotes an emphasis on the areas where the student has achieved success, using those discussions as a spring-
board for positive redirection of efforts, and encouraging student persistence versus stopping out when the “dream” major is not actualized. The student is directed toward self-evaluation and assessment of skills. The goal is student satisfaction and empowerment over reluctant acceptance and indecision. A Powerpoint presentation will be followed by review of case studies and question/answers.

Henrietta Thomas, University of North Carolina-Charlotte Presentation based on: Models/Applications

Concurrent 44 11:30 a.m.–12:30 p.m. Columbus E/F, East Tower, Gold Level
Advisor Training Best Practices: Raising the Bar to New Heights
Saint Louis University (SLU) recently restructured academic advising. A developmental and intensive training program was created to acclimate both new and tenured advisors to the new system. Training was provided during the first two weeks of August and is ongoing. Our session will highlight SLU’s advisor training program as a starting point for discussing best practices for advisor training models. Attendees will generate and learn about best practices for academic advisor training, understand the academic advisor training program utilized at Saint Louis University, and learn about theoretical constructs relevant to formulating an advisor training model.

Katie Beres, Diane Arnzen, Saint Louis University Presentation based on: Models/Applications

Concurrent 45 11:30 a.m.–12:30 p.m. Crystal B, West Tower, Green Level
Appreciative Advising: Translating Theory into Practice
Join us for an interactive and engaging session where you as a member of the audience will be brainstorming about ways that you could infuse the five phases of Appreciative Advising into your daily advising interactions. We will start with a quick overview of Appreciative Advising and its five phases: Disarm, Discover, Dream, Design, and Deliver. We will then divide up into groups where we will share ideas about how to put the principles of each phase into action in our advising sessions with students. Near the end of the presentation, each group will present the best ideas shared for their assigned phase. This session promises to be inclusive, fun, and reinvigorating because the focus will be on learning from each other!

Amanda Cuevas, University of Illinois-Urbana-Champaign Pamela LeVine, Eastern Illinois University Dainon Deviney, University of Texas-San Antonio Jennifer Bloom, University of South Carolina Bryant Hutson, University of North Carolina-Greensboro Presentation based on: Models/Applications

Concurrent 46 11:30 a.m.–12:30 p.m. Gold Coast, West Tower, Bronze Level
Building a Peer Advising Program that Soars!
Peer advisors provide a unique facet of the student experience. They can assist with group, faculty, and professional advising; address individual concerns; and teach career and academic exploration tools. Building a successful peer advising program, one that soars, involves excellent recruiting and hiring/selection practices, carefully structured training and team building, extensive publicity, and making the peer advising role significant. Whether you are beginning your journey with peer advising, or are trekking along, you will glean developmental and practical ideas based on four years of experience building a successful peer advising program that can be applied to any model.

Cindy Fruhwirth, University of Wisconsin Oshkosh Presentation based on: Models/Applications

Concurrent 47 11:30 a.m.–12:30 p.m. Columbus K/L, East Tower, Gold Level
Building Advising Support for Military Service Members and Veterans
With the increase of military service members using their educational benefits for higher education, your institution may be experiencing skyrocketing numbers of military advisees. What initiatives have been put in place to help these students? What are the common topics which need to be addressed to help advisors assist the veteran? Come and hear what other colleges and universities are doing to answer these questions and more. Learn from a veteran student how his educational experiences have been successful because of the support he has at his university. Elevate your knowledge of advising issues related to this special population of advisees. We welcome your ideas on your efforts to help the military student reach the summit of education.

Lisa Keenan, University of North Carolina-Wilmington Nicole Lovald, Capella University Daniel Wojcik, University of Florida Presentation based on: Models/Applications

Concurrent 48 11:30 a.m.–12:30 p.m. Acapulco, West Tower, Gold Level
Does Senior Year Plus = First Year Minus?
Dual Enrollment, Senior Year Plus, Running Start – all describe the burgeoning phenomenon of blending the last years of high school with the first year of college. For economic, political and academic reasons these programs are producing a new kind of first year student.

Research on dual enrollment is concentrated on students at the beginning and end points of these programs. Less is known about how it affects their academic experience. As programs move beyond the talented few to include average and even academically challenged students what changes will the expansion of dual enrollment bring to four-year institutions?

Presented from an advising perspective, this program will challenge the assumption that super senior years are always beneficial, and invite discussion on how to focus future research and advising approaches.

Jane Jacobson, Dana Schumacher, Iowa State University Presentation based on: Theory Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed
Faculty Advising: Creating a Culture of Energetic Engagement

At Illinois College, which uses a faculty-only advising structure, advising is defined [pace Carol C. Ryan] as a form of teaching. But then what? This paper argues that the next logical and necessary steps for similarly structured institutions are 1) to assess the current effectiveness of your institution’s advising structure; 2) to integrate faculty advisors wholeheartedly into the institution’s early-intervention and retention initiatives; and 3) to assess the performance of individual faculty advisors for formative and summative purposes. This paper will share data from our internal advising assessments and other internal and external advising assessment data. It also will briefly summarize the process of achieving legitimacy for and successfully implementing an approved question set for faculty advisors.

Nick Capo, Illinois College
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
  - Institutional size: 1,200 – 5,000 students
  - Level of experience in subject matter: minimal needed
  - Level of advising experience: less experienced

If I Could Do It Again: When Things Don’t Go the Way You Planned

Have you ever implemented that campus-changing program, only to have it flop? Have you ever wished that you could start all over with a clean slate, eliminating mistakes in timing or application that kept you from achieving the goal? Then this session is for you, as we share ideas on how to overcome those disasters, and maybe even make the idea work in the future. Participants will be encouraged to share their own stories, and steps they’ve taken to overcome obstacles.

Rob Mossack, Lipscomb University
Presentation based on: Models/Applications

Returning adults frequently do not qualify for academic recognition due to their part-time enrollment. Alpha Sigma Lambda, a chapter based honor society, is dedicated to recognizing adult learners for their outstanding scholarship and leadership. Discuss the advantages this organization can provide for your adult learners with the staff from the National Home Office.

Concurrent 49 11:30 a.m.–12:30 p.m.
Water Tower, West Tower, Bronze Level

Concurrent 50 11:30 a.m.–12:30 p.m.
Comiskey, West Tower, Bronze Level

Students’ expectations are reaching new heights, advising needs to climb to meet them! Fitting required courses into a busy life, needing one more course to graduate, closed sections, work, family, and community commitments—students today face many challenges. Come learn how the University of Nebraska can help your students earn their degrees from your institution through unique, open enrollment distance education course options.

12:30–2:00 p.m.
Lunch on your own

Commission Meeting 51 2:00–3:00 p.m.
Water Tower, West Tower, Bronze Level

Advising Education Majors

Advisors: Caring, Sharing, and Learning

Join us for the Advising Education Majors Commission meeting. We will recognize our Award Winners attending the meeting, including our Service to Commission Award recipient. Conference presenters will also be recognized. You will have the opportunity to join one of the Commission Committees and become more involved. Small group discussion will focus on when we utilize the different approaches to advising. See you there!

Dave Benz, University of Houston-Clear Lake

Two-Year Colleges

Ever wonder what is going on at other two-year colleges? Do they have the same issues/concerns that you have? Come to our commission meeting and hear other advisors, counselors, administrators and other colleagues talk about what is going on at their campuses. We will also discuss how our two-year colleges are connected to NACADA and you can share what you want this commission to be involved in, for the next year!

Steven Schneider, Fox Valley Technical College

Interest Group 53 2:00–3:00 p.m.
Grand Suite 5, East Tower, Gold Level

Canada

Hello Canada! This is an opportunity for Canadian colleagues and interested professionals to meet and discuss issues as they relate to Canadian post-secondary institutions. This is a great opportunity to connect with other Advising professionals that we may not normally come in contact with, and find out what topics are hot in their neck of the woods. Take some time to renew old friendships and make some new ones!

Natasha Buis, Lethbridge Community College
**Interest Group 54** 2:00–3:00 p.m.  
Grand Suite 3, East Tower, Gold Level

**Health Professions Advising**

The Health Professions Advising Interest Group was created for all advisors who work with students preparing for careers in the health professions, ranging from medicine, dentistry, and optometry to nursing, pharmacy, and the allied health professions. However, all interested individuals are welcome to attend the annual meeting. Goals of the interest group include a desire to foster a sense of collaboration among interest group members and to assist them in obtaining current information about trends and relevant issues in this type of advising and in the various health professions as well as to provide professional support and mentoring for new health professions advisors. Consistent with these goals, the annual meeting will include brief presentations by representatives from several different health professions; the focus will be on current trends and hot topics in the professions. Also, the representatives will provide handouts summarizing these trends and issues.

Conference attendees interested in this type of advising are also encouraged to participate in the Commission and Interest Group Fair on Thursday, October 2, 2008, from 7:30-8:30 a.m. Please consult the conference program for the location of the fair.

*Beverley Childress, Auburn University*

**Concurrent 55** 2:00–3:00 p.m.  
Columbus G/H, East Tower, Gold Level

**Meet the Parents: A Qualitative Analysis of Latino Parents’ Perceptions of Institutional Support Following a Spanish-Language Orientation**

Studies have shown that parents play a critical role in students’ successful transition from high school to college. Most, if not all, institutions offer orientation programs as an important transition tool, many of which include sessions for parents. For Latino parents, however, such sessions pose a special challenge since most are offered in English. In 2006, academic advisors at Florida International University developed a Spanish-language academic orientation session for parents. Empirical data was gathered in 2006 and 2007 to determine the impact of these sessions. The data revealed a host of interesting findings, including the critical role that Latino parents play in students’ academic success, and the equally important role that academic advisors can play in empowering diverse parent populations.

*J. Valdes, Jose Rodriguez, Florida International University*

**Concurrent 56** 2:00–3:00 p.m.  
Crystal C, West Tower, Green Level

**Orienting New Faculty Advisors: Making the Most of a One-Hour Workshop**

*Commission Sponsored: Faculty Advising & Small Colleges & Universities*

Delivering a pertinent and meaningful one-shot type of orientation for a group of faculty with varied advising experiences can be daunting. The goal for this session will be to simulate a one-hour workshop as if the participants are departmental faculty advisors. To accomplish this, presenters will (a) demonstrate how to combine advising philosophy, printed and electronic resources, along with case studies to make the most of limited training time, (b) provide participants with training materials and encourage participants to adapt them to their institutional needs, (c) and share faculty evaluations of this type of training model. Participants will be encouraged to ask questions and share their experiences throughout the session.

*Rebecca Olive-Taylor, Jim Donathan, Elon University*

**Concurrent 57** 2:00–3:00 p.m.  
Columbus K/L, East Tower, Gold Level

**Proactive Integrated Advising: Collaborative Advising from Community College to Graduate School**

How do you prepare transfer students for the rigors and expectations of a 4-year and graduate level university? Join us as we present a working model of the collaborative efforts to integrate advising and student services across institutions. We will discuss the increasing need to network with these students at the front line as education options increase in number and complexity. We will also showcase an advising model where local community colleges and the University of Central Florida Regional Campuses collaborate to deliver integrated advising from community college to graduate school. With this approach it is possible to connect with students as early as high school and lend support throughout their academic career, including graduate degrees.

*Nicholas Pantloni, Shakira Guice*

University of Central Florida

**Concurrent 58** 2:00–3:00 p.m.  
Crystal A, West Tower, Green Level

**Reaching New Heights: An Advising Model for the 21st Century**

*Commission Sponsored: Theory & Philosophy of Advising*

Discussions of major choosing continue to be based on psychosocial development models created for white, upper-class men at elite institutions. This “one size fits all” approach ignores today’s diverse student population. This session presents a new model of major choosing based on grounded theory from a qualitative study of South Asian
American women’s experiences. This model creates a visual representation of the components of major choice for a doubly marginalized (gender/ethnicity) group. At its heart are student definitions of major “fit” that encompass a wide spectrum of properties including individual interest, family messages, definitions of respectability, and key influences. This model yields distinct roles that students assume as major choosers and specific advising interventions to assist the diverse millennial generation in the major selection process.

Julie Traxler, Rutgers University
Presentation based on: Research
Target Audiences—this session is best suited for:

Concurrent 59 2:00–3:00 p.m.
Columbus C/D, East Tower, Gold Level

Seven Habits of Success for Highly Effective Advising Leadership

Many people have heard of, if not read, Steven Covey’s book, “The Seven Habits of Success for Highly Effective People.” In his book, Covey espouses seven factors of success that motivate professionals to become more effective in their jobs. The objective of this session is to discuss the seven factors of success that lead to more effective leadership in the academic advising profession. Handouts will supplement a PowerPoint presentation and discussion covering the seven habits, their descriptions, and how they can best be implemented in an academic advising setting. The presentation will be followed by a discussion with the audience and shared examples from the facilitators about how the habits have influenced their advising leadership.

Michael Roberts, Lisa Davidson, DePaul University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
- Institutional size: over 10,000 students
- Level of experience in subject matter: more needed
- Level of advising experience: more experienced

Concurrent 60 2:00–3:00 p.m.
Toronto, West Tower, Gold Level

Soaring to Succeed: Advising GLBTQQ Students to Greater Heights of Success

Commission Sponsored: Lesbian, Gay, Bisexual, Transgendered & Allies Concerns
Gay, Lesbian, Bisexual, Transgender, Queer, and Questioning (GLBTQQ) students present additional developmental and personal challenges for Academic Advisors. Labeled “the invisible minority” they are assumed to be heterosexual, unless they are out to their advisor. A panel of Illinois State University students will discuss their advisement experience. They will cover topics such as: Is it important for their advisor to know if they are GLBTQQ? Why or why not? What does sexual orientation have to do with Academic Advising? Advisors should gain a better understanding of what is important to GLBTQQ students, from their perspective. Advisors should also leave this session with more tools on how to better work with their GLBTQQ students and how their role impacts GLBTQQ student success.

Mark Vegter, Jill Benson, Illinois State University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
- Level of experience in subject matter: minimal needed

Concurrent 61 2:00–3:00 p.m.
Regency A, West Tower, Gold Level

Taking Academic Success to New Heights at Illinois State University – How to Engage Students in Academic Success

The Office of Enrollment Management and Academic Services (EMAS) at Illinois State University is committed to student academic success and retention. Through campus partnerships, EMAS has developed and coordinated various student academic success programs designed to enhance student learning, academic advisement and retention. Come and learn about our efforts with Project Success (a program designed for students on Academic Probation), Club Success (a variation of Project Success for probation students who need additional services), Success 101 (a program designed specifically for first generation and low income students) and Greek Success (a program designed for students who are members of a fraternity or sorority).

Learn how EMAS partnered with multiple campus units to implement these success programs thus enhancing student learning and advisement across campus.

Amy Roser, Magnolia Im, Michelle Schuline
Illinois State University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
- Level of experience in subject matter: minimal needed

Concurrent 62 2:00–3:00 p.m.
Columbus A/B, East Tower, Gold Level

Using Second Life to Build Community for Distance Education Students

Commission Sponsored: Technology in Advising

What is Second Life and how can it be used for community building with distance education students? Penn State World Campus is developing a virtual “island” where distance education students can access resources and create a community with other students. Higher education relies on students making a connection with the university and Second Life has the potential to foster such connections for distance education students. The purpose of this presentation is to create a dialog and brainstorm ideas about the opportunities distance education programs have in using virtual realities to serve the needs of their students, both academically and socially and to explore the implications for advisers.

Richard Brungard, Shannon Ritter
Penn State World Campus
Presentation based on: Models/Applications

Concurrent 63 2:00–3:00 p.m.
Columbus I/J, East Tower, Gold Level

Developing and Implementing a Successful Major Exploration Course

In 2007, University College Advising at the University of Utah began offering a course for second semester first year students on major exploration. In this session we will discuss how we developed, implemented and marketed the class, as well as the benefits to students and advisors of assisting students with major exploration in a classroom setting. We will also explain how we assessed course objec-
Concurrent 64  2:00–3:00 p.m.
Grand F, East Tower, Gold Level
Effectively Advising Students with Aspergers Syndrome and Other Autism Spectrum Disorders
Commission Sponsored: Advising Students With Disabilities
Aspergers and other autism spectrum disorders have become more and more a part of higher education. Recently, the Centers for Disease Control and Prevention concluded that the prevalence of autism had risen to 1 in every 150 American children or about 1.5 million Americans. As administrators and academic advisors, we need to be aware of the successful strategies for autism spectrum students that can enhance our students’ satisfaction and accomplishments in higher education.

This presentation will cover the behaviors and characteristics for students on the autism spectrum. The presentation will review possible organization, stress management and goal setting skills that can enhance students’ preparation for the academic rigor of higher education. The presentation will also review directions for advisors to effectively interact and communicate with those students on the spectrum.

Dennis Bowling, Purdue University
Presentation based on: Research

Concurrent 65  2:00–3:00 p.m.
Crystal B, West Tower, Green Level
Have You Ever Thought About Pursuing a Doctorate?
Commission Sponsored: Advising Graduate and Professional Students
Have you ever thought about pursuing a doctorate? If so, attend this informative session to learn more about pursuing such a goal. The first half of the session will offer practical information and insights into the distinction between Ed.D and Ph.D degrees, and the definitions of common terms such as qualifying exam, preliminary exam, final defense, and depositing. We will also discuss the 10 stages of doctoral work. The second half will focus on advising individual participants on their particular situations. Whether you are thinking about applying to a doctoral program, or you are already in the middle of your doctoral pursuit, the workshop leaders will provide you with individual advice and suggestions for making the process meaningful as well as quicker and more efficient.

Jennifer Bloom, University of South Carolina
Sharon Aiken-Wisniewski, University of Utah
Presentation based on: Personal Growth as an Advisor

Concurrent 66  2:00–3:00 p.m.
Gold Coast, West Tower, Bronze Level
Holistic Advising: Understanding and Responding to Students’ Religious Beliefs
Despite the high degree of importance college students place on questions about meaning and purpose, discussing religious and spiritual matters within the advising process often goes unaddressed. Reasons for avoiding this area of development may have more to do with feeling ill-equipped than a lack of desire on the advisor’s part. The presentation will examine current research and theories on college students’ religious/spiritual engagement and development. Approaches for attending to students’ beliefs in an advising context will be shared. The session will be interactive as questions and discussions are encouraged. Implications for advising in both private and public institutions will be considered.

Dawn Overstreet, University of Notre Dame
Presentation based on: Research

Concurrent 67  2:00–3:00 p.m.
Grand E, East Tower, Gold Level
“If It Makes You Happy, It Can’t Be That Bad”: Advising Generation Me
Taught that they are “Free to be you and me” and that when they grow up, they “don’t have to change at all,” Generation Me (born in the 1970’s, 80’s, or 90’s) present unique challenges for advisors. The “Me Focus” means that students want to do what makes them happy, sometimes irrespective of their true talents and abilities. This session will provide advisors with concrete guidance for assisting Generation Me in achieving academic success, including tips to help advisors “break it to them gently”; that is, to help students bridge the gap between reality and personal expectations.

Christine Spindler, Cedar Crest College
Presentation based on: Research

Concurrent 68  2:00–3:00 p.m.
Grand A, East Tower, Gold Level
50 Ways to Be a Better Advisor
Are you feeling overwhelmed but under-stimulated as a veteran advisor? Are you dealing with new campus procedures, non-stop incoming emails, phone calls, and a host of administrators telling you that advising has to improve? This session is the answer. It’s not about “Advising Syllabi” or “Outcomes Based Advising.” It’s 50 real ideas from two real advisors who want to help you keep a clear mind and do your job better. If there are 50 Best Pie Restaurants in America, 50 Young Americans Making a Difference, and 50 ways to leave your lover, there MUST be 50 Ways to Be a Better Advisor. This fast-paced session will provide insight, ideas and humor! Interactive exercises will allow participants to add to the list by sharing their personal strategies.

Rebecca Ryan, Donald Woolston
University of Wisconsin-Madison
Presentation based on: Personal Growth as an Advisor
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: more experienced

Concurrent 69  2:00–3:00 p.m.
Grand F, East Tower, Gold Level
50 Ways to Be a Better Student
Are you feeling overwhelmed but under-stimulated as a student? Are you dealing with new campus procedures, non-stop incoming emails, phone calls, and a host of advisors telling you that you need to improve? This session is the answer. It’s not about “Learning Syllabi” or “Outcomes Based Learning.” It’s 50 real ideas from two real students who want to help you keep a clear mind and do your work better. If there are 50 Best Pie Restaurants in America, 50 Young Americans Making a Difference, and 50 ways to leave your lover, there MUST be 50 Ways to Be a Better Student. This fast-paced session will provide insight, ideas and humor! Interactive exercises will allow participants to add to the list by sharing their personal strategies.

Steve Hadley, University of Utah
Presentation based on: Research
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: more experienced
Panel 70 2:00–3:00 p.m.
Regency C, West Tower, Gold Level

A Panel of Experts: Challenges, Triumphs, and Best Practices in Peer Mentoring

The object of this panel is to share experiences of established peer mentoring programs with those that are interested in starting their own program or enhance an existing program. Topics will include administrative support, application and interview process, training materials, mentor selection, mentor compensation, and more. Presentation will include success stories as well as challenges in operating a peer mentoring program. Copies of materials will be available. Applicable for faculty, administrators, advisors, and counselors at the two and four year college level seeking best practices in peer mentoring.

Justin Fithian, Temple University
Dana Zahorik, Fox Valley Technical College
Dianne Olsen, Western Connecticut State University
Suzanne Scheff, University of Kentucky
Moderator: Marty Totzke, Fox Valley Technical College

Presentation based on: Models/Applications

Concurrent 69 2:00–3:00 p.m.
Grand C, East Tower, Gold Level

A Liberal Arts Degree: An Education is Not a Checklist

How many times do we hear students say, “Just give us the checklist”? What is the value of an education if we boil it down to a list of courses? Those of us that work in the Liberal Arts talk about the value of an education, but what does that really mean? As many states and provinces move to streamline education and make the university degree quicker, faster and smoother for students to transfer, what do we lose in the process? As advocates for Liberal Arts education, the presenters will explore these concerns and reconfirm why and how the Liberal Arts pose the foundational education students need for an increasingly complex work place and world.

Sarah Ann Hones, Washington State University
Karen Sullivan-Vance, Western Oregon University

Presentation based on: Research

Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 71 2:00–3:00 p.m.
Acapulco, West Tower, Gold Level

How to Conduct an Academic Advising Job Search

Are you a seasoned academic advisor seeking to share job-search pearls of wisdom with new professionals? Are you looking for tips or a refresher before starting an advising job search of your own? Get the inside scoop on strategies to take your job search that extra “Magnificent Mile” from a professional academic advisor and an experienced career services director. Topics to be covered include: locating position openings, fine-tuning your advising resume and interviewing skills, finding the best institutional and professional fit, avoiding common job-search pitfalls, and identifying helpful resources.

Alison Hoff, Jill Parker
Indiana University-Purdue University Fort Wayne

Presentation based on: Models/Applications

Concurrent 72 2:00–3:00 p.m.
Grand D, East Tower, Gold Level

Assessment Data: Propelling Advising in New Directions

Traditional models of advisement may not meet the needs of today’s adult students. Assessing the advising component of a college’s non-traditional program can provide valuable insights into students’ advising needs and experiences. An assessment survey conducted by Baldwin-Wallace College suggested that a more proactive advising model was desired, rather than the traditional, reactive program already in place. Baldwin-Wallace’s Evening/Weekend Program, committed to developing innovative practices and programming to better meet the needs of its adult students, designed a model enabling advisors to become an active participant in students’ education, providing a more personal approach to advising. This session will present the assessment tool utilized by B-W along with details about the proactive advising model. Activities will help attendees begin to develop ideas that can potentially benefit their institutions.

Nancy Jirousek, Joel Chermonte, Baldwin-Wallace College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:
Institutional size: 1,200 – 5,000 students
Level of experience in subject matter: minimal needed

Concurrent 73 2:00–3:00 p.m.
Grand B, East Tower, Gold Level

Being Undeclared May Be the Best Choice of a Major

The majority of first-year college students are unsure of their major and will change their direction at least once before graduation, or wish they had. These findings present significant implications for advising first-year students. This interactive presentation reviews current research on the experiences of students selecting or changing a major. It also reviews current research on college student development to pose a most critical question: Are first-year students developmentally capable of making such an important life decision? The conclusion drawn is that being undeclared may be the best choice of a major for some students. The presentation introduces a model to assist undeclared stu...
Advisors Gain Business-World Savvy

Business Boot Camp: Helping New Business Advisors Gain Business-World Savvy

After learning about their institution’s curriculum and policies, new business advisors have the task of learning about the business world—its lingo, hiring practices, and career paths—especially if they themselves did not come from the corporate realm. Although “information acquisition” should not be the focus of an advisor’s training, advisors should understand the business world for their own comfort, to gain advisees’ respect, and to assist students in exploring their interests and the curriculum.

This session will discuss how advisors can leverage students, colleagues, faculty, alumni, other offices on campus, and Internet resources to develop a sense of the business world and, more importantly, a framework for continuing self-education. Participants will be encouraged to share their strategies for success as well.

Mark Nakamoto, Michael Umbay, Kathena Francis
New York University-Stern

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:
- Level of experience in subject matter: minimal needed
- Level of advising experience: less experienced

Concurrent 74 2:00–3:00 p.m.
Regency B, West Tower, Gold Level

Building Bridges with Underrepresented Students: Connecting with Filipino American Students in Academic Advising

Best of Region 9

Mabuhay! Building relationships with students is key to effective academic advising. This is particularly true for Filipino American students whose culture places a high value on social interactions and personal relationships. By understanding certain aspects of the Filipino culture, bridges can be made with Filipino American students so that meaningful academic advising interactions can take place.

This presentation will highlight NACADA research and theory on the significance of the advisor-advisee relationship in academic advising. Next, relational aspects of the Filipino culture will be introduced. Recommendations on building relationships with Filipino American students in academic advising will then be shared. Lastly, participants will be invited to share and brainstorm ideas to further the growth of Filipino American students via academic advising!

Niki Libarios, University of Hawaii-Manoa
Ernie Libarios, Leeward Community College

Presentation based on: Personal Growth as an Advisor

Concurrent 75 2:00–3:00 p.m.
Columbus E/F, East Tower, Gold Level

Business Boot Camp: Helping New Business Majors Gain Business-World Savvy

Business Boot Camp: Helping New Business Advisors Gain Business-World Savvy After learning about their institution’s curriculum and policies, new business advisors have the task of learning about the business world—its lingo, hiring practices, and career paths—especially if they themselves did not come from the corporate realm. Although “information acquisition” should not be the focus of an advisor’s training, advisors should understand the business world for their own comfort, to gain advisees’ respect, and to assist students in exploring their interests and the curriculum. This session will discuss how advisors can leverage students, colleagues, faculty, alumni, other offices on campus, and Internet resources to develop a sense of the business world and, more importantly, a framework for continuing self-education. Participants will be encouraged to share their strategies for success as well.

Mark Nakamoto, Michael Umbay, Kathena Francis
New York University-Stern

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:
- Level of experience in subject matter: minimal needed
- Level of advising experience: less experienced

Concurrent 76 2:00–3:00 p.m.
Regency D, West Tower, Gold Level

Characteristics of Highly Effective Leaders: A Guide for Novice Advising Administrators

Commission Sponsored: Advising Administration

One could argue that in the world of academia many who assume leadership roles (deans, advising directors), although scholarly and well-intentioned, often bring little experience in the theory and practice of effective leadership. If you have recently risen to the top of the org chart as an advising administrator, what type of leader do YOU aspire to become? What characteristics do you admire in a leader?

In this presentation, three novice advising administrators and their mentor will examine several theories of effective leadership, provide examples of supervisory successes and challenges, and offer a comprehensive guide to exemplary leadership. While this presentation is intended primarily for new administrators/leaders, seasoned veterans who need a refresher course in leading and motivating advising teams are welcome to attend!

Cole Holmes, Cindy Bippert, Lovelys Powell, Michael Schuetz, University of Texas

Presentation based on: Theory

Target Audiences—this session is best suited for:
- Level of experience in subject matter: minimal needed

Exhibit 1004 2:00–3:00 p.m.
Columbian, West Tower, Bronze Level

EventLink Emergency Alert and Event Reminder System: School Datebooks

At School Datebooks, we offer the highest level of customization in the planning calendar industry. Now, we’ve taken the next step with EventLink™. This easy-to-use emergency alert and event reminder system is a highly efficient way to broadcast alerts and event reminders to your campus community. Learn more today!

Exhibit 1005 2:00–3:00 p.m.
Wrigley, West Tower, Bronze Level

The ACT: Essential Information for Advising and Retention

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

**Advising Graduate & Professional Students**
Advising graduate and professional students is becoming increasingly important and complex as the number of students pursuing graduate degrees grows. We invite all new and continuing commission members (professional and faculty) to attend this meeting and discuss current issues related to advising graduate students, share ideas and feedback with peers, and get to know new colleagues.

*Sarah Naylor, University of North Carolina*

**Advising Student Athletes**
The Advising Student Athletes Commission is open to all advisors (including non-commission members) interested in working with or learning more about college student-athletes. This session will highlight topics of interest to advisors who work occasionally with student-athletes as well as athletic academic advisors who work solely with student-athletes. The Commission offers a forum for all NACADA members (from NCAA Division I, II, III, NAIA, community college, and Canadian institutions) to share their “best practices” in working with student-athletes. Our goals include sharing ideas on appropriate and effective forms of academic support, discussing academic reform initiatives, providing networking opportunities, and increasing presentations at regional and national NACADA conferences that focus on issues related to advising student-athletes.

*Janice Robinson, Auburn University*

**Advising High Achieving Students**
After honoring our award winners and introducing ourselves, we will use the interest group meeting to establish topics of concern and try to connect experienced members with those who could use help. In the process we may also be able to create panels to work on presentations for next year’s conference. We will ask for volunteers for the steering committee, particularly someone to add to our Web site.

*Marion Schwartz, Penn State University
Iona Black, Yale University*

**Advising 2.0: Engaging Students with Collaborative Online Tools**
Experience is really the best teacher of knowledge. Today’s learners operate in a world that is informal, networked, and filled with technology, and this affects how people learn (Siemens 2005). The next shift in education is collaborative and multi-dimensional as we witness online mediums fuse learning and entertainment. This presentation will detail strategies on how to blend traditional advising through collaborative, online activities. We will share with you our journey in developing and implementing web 2.0 tools into advising practice, such as blogs, podcasts, wikis, social bookmarks/photographs. These digital resources empower students to navigate their academic and career path through meaningful and interactive online activities. Come learn how the Academic Advising & Career Centre at the University of Toronto Scarborough piloted a project to incorporate web 2.0 technologies for learners to flourish in a digital era.

*Laura Pasquini, E-Lin Chen
University of Toronto Scarborough*

### Concurrent Sessions

#### 3:15–4:15 p.m.

**Concurrent 81**

**Grand B, East Tower, Gold Level**

**A Career Planning Model for Fine Arts Students**
“What am I going to do with this arts degree?” is a common question we as fine arts advisors hear. Learn how two advisors have developed and implemented a day-long career preparation event for arts majors. The career day model we will share will give you the tools necessary to develop a similar event on your campus or improve an existing event. Presenters will share successes/best practices, as well as how the event has evolved to meet the changing needs of students, advisors, and departments.

*Dinah Gygi, Louis Molina
University of Wisconsin Milwaukee*

**Presentation based on:** Models/Applications

#### 3:15–4:15 p.m.

**Concurrent 82**

**Columbus A/B, East Tower, Gold Level**

**Advising 2.0: Engaging Students with Collaborative Online Tools**
Experience is really the best teacher of knowledge. Today’s learners operate in a world that is informal, networked, and filled with technology, and this affects how people learn (Siemens 2005). The next shift in education is collaborative and multi-dimensional as we witness online mediums fuse learning and entertainment. This presentation will detail strategies on how to blend traditional advising through collaborative, online activities. We will share with you our journey in developing and implementing web 2.0 tools into advising practice, such as blogs, podcasts, wikis, social bookmarks/photographs. These digital resources empower students to navigate their academic and career path through meaningful and interactive online activities. Come learn how the Academic Advising & Career Centre at the University of Toronto Scarborough piloted a project to incorporate web 2.0 technologies for learners to flourish in a digital era.

*Laura Pasquini, E-Lin Chen
University of Toronto Scarborough*

**Presentation based on:** Models/Applications

**Target Audience:** this session is best suited for:

*Level of experience in subject matter: minimal needed*
Concurrent 83 3:15–4:15 p.m.
Crystal B, West Tower, Green Level
Advisor to Advisor: Using Advisor Mentoring Groups for Training and Communication
Commission Sponsored: Advisor Training & Development
Connecting new advisors to experienced advisors is a very effective way to supplement formal advisor training programs. It allows new advisors to create professional contacts across campus, gain confidants, as well as a mentor to help guide them through the often rough transition new advisors face. Recently The University of Texas at Austin's Academic Counselors Association sponsored a program called Peer Oriented Development, which grouped a pod of three experienced advisors with three new advisors. We will discuss how the program was created, implemented, and the impact this program had on all those involved throughout its inaugural year so you can implement a similar program on your campus.

Megan Rovang, Nathan Vickers, University of Texas
Presentation based on: Models/Applications

Concurrent 84 3:15–4:15 p.m.
Columbus E/F, East Tower, Gold Level
Advisors in Learning Communities: Reaching New Heights
So many students, so little time! How can advisors effectively reach students to provide resources, tools, and advice? In the IUPUI University College Academic and Career Development Center, academic advisors, in addition to seeing students in one-on-one sessions, are assigned to be a member of the instructional team in learning communities. This connection allows for better relationship building, students' increased knowledge of the role of the academic advisor, intrusive advising, and advisors building bridges with faculty. This session will present the role of the advisor, results of assessments of advisors in learning communities, and considerations in developing this model.

Rebecca Wald Stoker, Kyle McCool
Indiana Univ Purdue University-Indianapolis
Presentation based on: Models/Applications

Concurrent 85 3:15–4:15 p.m.
Columbus G/H, East Tower, Gold Level
Breaking the ICE: Introducing First Year Students to Academic Advising in the Freshman Seminar
Many students first learn about academic advising during their summer orientation experience. Later, freshmen discover that they must take more responsibility for the academic advising process. This session will offer a model for introducing academic advising to first year students through a freshman seminar course called "Introduction to the College Experience (ICE)." In ICE, faculty and staff mentors teach students the basics of academic advising using a range of materials, exercises, and class discussions. Students are also introduced to the benefits of understanding the university's general education curriculum, the value of the liberal arts, the role of support services, and the importance of working with their discipline-specific faculty advisors. Participants will also receive materials used in ICE class sessions.

Kurt Schackmuth, Lewis University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200 – 5,000 students

Concurrent 86 3:15–4:15 p.m.
Grand A, East Tower, Gold Level
Concentric Circles: Exploring the Shared and Unique Roles of the Academic and Career Advisor to Better Serve our Students
Commission Sponsored: Assessment of Advising
Academic advisors play a key role in helping students navigate their way through the completion of academic requirements, however when conversations turn to questions regarding career planning, advisors can be at a loss for words. For academic and career advisors, the roles are distinct, however for students career and academic advising are more like concentric circles sharing a common function. The purpose of this session is to explore the subject of academic/career planning within the research literature compared to perceptions of students surveyed on this topic. The presentation will conclude with a guided discussion on ways academic advisors can utilize career planning methods to enhance advising sessions and better serve students facing academic and life transitions.

Kathleen Smith, Brad Popiolek, Florida State University
Presentation based on: Research

Concurrent 87 3:15–4:15 p.m.
Regency A, West Tower, Gold Level
Doing It All: Integrating Advising into Faculty Loads
Faculty members are under considerable pressure to accomplish multiple tasks on the road to promotion and tenure. Most frequently, these tasks include some combination of teaching, research, and service. Despite the recent push to recognize advising as teaching, some faculty members are resistant to this idea, thinking that the move will add an additional course to their already overflowing plates. This interactive presentation will attempt to dispel this myth by highlighting methods that busy faculty members can use to incorporate advising into their regular routines.

Participants are encouraged to bring ideas, questions, and examples to help show faculty members (and those who work with them) that their teaching, scholarship, and service duties already provide many opportunities to be good advisors.

Rhonda Sprague, University of Wisconsin-Stevens Point
Presentation based on: Personal Growth as an Advisor
Competing Roles in Advising

From Advocate to Enforcer: Balancing Competing Roles in Advising

People who choose Academic Advising as a career tend to be motivated by the desire to be an advocate for students. At many institutions, however, advisors are also called upon to administer school policies and, in doing so, they must take on the role of enforcer as well. Balancing these competing roles can be tricky. Most advisors have, at some point, struggled to balance the desire to assist an individual student with the need to enforce institutional policies for the benefit of all students. Since the role of enforcer is one that advisors are often less comfortable with, this interactive presentation will give advisors the opportunity to discuss the challenges of that role and provide strategies to become more comfortable with it.

Amy Urbanek, John Nilsson, University of Utah
Presentation based on: Models/Applications

Dudes! What’s My Major?!?

This presentation describes a multi-part program to assist undeclared students in exploring majors and careers. It follows classic career development theory, using the Holland typology to begin the self-assessment phase. Other components include a student panel to discuss possible approaches to exploring careers, and a fun, interactive session of departmental “speed dating” with peer advisors. Students may start at whatever point in the process is most appropriate to their needs. The presentation will include a demonstration of the components as well as a discussion of how to adapt the “Dudes!” program to individual campuses.

Diane Wolter, Sara Leigh, Janet Haak Aarness
Minnesota State University Moorhead
Presentation based on: Models/Applications

Economic Recession and Student Financial Instability: How Academic Advisors Can Help

Best of Region 3

The financial reality for students can be bleak as tuition and fees continue to rise. Unfortunately students often lack financial literacy skills and make poor decisions that negatively impact them for years to come. Drawing from both research and personal experience, this session will serve as an informative overview about the real financial challenges students are facing. Student loans, credit cards, the boomerang and sandwich generations, and the limiting of the American dream will all be discussed. As academic advisors it is important to help students graduate with a diploma, but it is also as imperative for them to leave with a passing credit report. This session will provide you with ways to help students survive a financial crisis, find resources, and encourage financial literacy.

Reed Curtis, University of South Carolina
Presentation based on: Research

From Coach to Colleague: The Need for Adapting Roles in Supervision

Supervision, well done, is amazingly rewarding and exceedingly complex!

In this brief discussion we will consider, laugh about, com­­miserate over, and learn useful supervision skills easily applied back on campus.

Developmental and relational work with students, aug­mented advisor training programs, and expansion of the cadre of services/approaches used to support student success, requires attention be focused on OUR roles as supervisors, and the importance that role has in informing, editing, and modeling the behavior we ultimately want with students.

We will borrow from Donald Nance’s Developmental Model of Counselor Supervision, and the Hersey/Blanchard Organizational Behavior Model, to explore how our roles change in response to the readiness of our advisors and the tasks they have before them. Come laugh, share and learn with us.

Rusty Fox, Curtis Hill, Tarrant County College
Presentation based on: Personal Growth as an Advisor
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Benefits of a First-Year Seminar

The College of Business Administration at the University of Tennessee has delivered a first-year academic success seminar since 2003. Through this presentation we will evaluate the short- and long-term benefits of such an experience from a data-driven perspective. Topics of discussion will include academic standing and campus involvement, additionally, the evolution of the course will be briefly reviewed.

The results of this study will show how a first-year experience is instrumental in individual student success and the broader university goal of student retention.

Betsy Gullett, Tammi Brown, Kim Campbell, Mark Willoughby, University of Tennessee
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: experienced

From the Ground Floor Up: The Lasting Benefits of a First-Year Seminar

The College of Business Administration at the University of Tennessee has delivered a first-year academic success seminar since 2003. Through this presentation we will evaluate the short- and long-term benefits of such an experience from a data-driven perspective. Topics of discussion will include academic standing and campus involvement, additionally, the evolution of the course will be briefly reviewed.

The results of this study will show how a first-year experience is instrumental in individual student success and the broader university goal of student retention.

Betsy Gullett, Tammi Brown, Kim Campbell, Mark Willoughby, University of Tennessee
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: experienced
Concurrent 96
3:15–4:15 p.m.
Regency C, West Tower, Gold Level
Plotting the Course to Academic Success: It’s Not Rocket Science

“I know how to be successful, I just don’t do it.” Can you teach students self-management, motivation and positive attitude? Can an institution facilitate perseverance and good study habits? On-Track is helping struggling students improve their academic performance and Missouri S&T (formerly University of Missouri-Rolla) improve retention and student satisfaction. Participants will learn how the Undergraduate Advising Office developed and implemented an academic recovery course to assist probationary and academically deficient students on campus. This intervention program incorporates campus resources, academic alerts, success workshops, advising conferences and peer mentors to empower students to return to good academic standing. This presentation will include course development, student survey results, peer mentor tips and observations, workshop topics, assessment data and the notification process.

Kim Frazier, Missouri S&T
Presentation based on: Models/Applications

Concurrent 97
3:15–4:15 p.m.
Grand F, East Tower, Gold Level
Putting the Cart Back Behind the Horse: Reconnecting Advisor Assessment to Professional Development

Remember the Lucille Ball sketch with the candies? She couldn’t wrap them fast enough to keep up. When it’s a comedy routine, being under-trained for a position is hilarious. But when advisors are under-trained, everyone suffers. Many discussions of advising assessment fail to see the connection between quality work and quality training. This presentation seeks to foster a link between advisor assessment and professional development opportunities and to promote vigorous participation by advisors in the generation of that training. Participants will learn about the issues and concerns raised by campus-wide training and come away with ideas and resources to start or continue the discussion on their home campuses.

Brett Westbrook, Elizabeth Hastings, University of Texas
Presentation based on: Models/Applications

Concurrent 98
3:15–4:15 p.m.
Crystal A, West Tower, Green Level
Reaching New Heights: Sharing Recruitment Strategies to Help Education Programs Soar

Commission Sponsored: Advising Education Majors
At last year's NACADA National Conference during the Advising Education Majors Commission Meeting, advisors selected current hot topics for Education Advisors. One of the most active discussions focused on the recruitment of strong candidates. The focus in the current election on education effects the nation’s perception of teaching. This affects our recruitment efforts and strategies. This panel will bring together advisors from across the nation to discuss
their unique recruitment issues as well as strategies they have found to be effective. Time will be reserved at the end of the presentation for group discussion, questions and other effective ideas from the audience.

Moderator: Darcie Peterson, Utah State University
Lee Kem, Murray State University
Andrea Cole, University of Maine
Shannon Burgin, University of Utah
Presentation based on: Models/Applications

Concurrent 100 3:15–4:15 p.m.
Grand C, East Tower, Gold Level
Taking Transfer Students to New Heights: The Transfer Seminar
This presentation is intended to generate support for improving the success of transfer students through a course format, one for community college students transferring to a major university and the other for students transferring into a State college. One is a separate “Transitions” course, while the other is imbedded within regular courses that are reserved for transfer students.

The presenters will share their experiences regarding the development of their courses, the content included in them, and the successes they have had. They will include such aspects as the staffing needs and expectations, student expectations, activities, and course content. Time will be allotted for Q/A and discussion, and will include suggestions as to how participants might develop such approaches on their home campuses.

Thomas Grites, Richard Stockton College of New Jersey
Susan Rondeau, Pima Community College
Presentation based on: Models/Applications

Concurrent 101 3:15–4:15 p.m.
Columbus K/L, East Tower, Gold Level
The Sky’s the Limit: Building a Distance Advising Unit
Is your college or university jumping on the new “global campus” bandwagon and developing online degree completion programs? If so, your advising practices must change to accommodate the needs of distance students. But there’s no need to start from scratch! Learn some time-tested best practices in starting and maintaining a successful high-tech, yet high-touch advising team.

Bobbi Thomas, Washington State University
Presentation based on: Models/Applications

Concurrent 102 3:15–4:15 p.m.
Regency B, West Tower, Gold Level
Understanding Web 2.0: an Approach for Students to Use Technology to Actively Engage in Learning
Commission Sponsored: Technology in Advising
Tim O’Reilly, Harvard graduate (B.A. in Classics, 1975) and founder/CEO of a well-known computer book publishing company, brought the term Web 2.0 into the public consciousness in 2004. While its details are contentious, advisors who understand the gist of its meaning will glean ideas on how the internet is being used by students. The presenters will provide a brush-stroke overview of Web 2.0, discuss how to use it as a context in which to understand social networking, Google Docs, Wikipedia, Second Life, blogging, etc., and suggest how advisors might harness this approach to guide students in using technology to engage in their education.

Wesley Lipschultz, University of Pittsburgh
Sean Bridgen, Terry Musser, Penn State University
Art Esposito, Virginia Commonwealth University
Presentation based on: Theory

Exhibit 1006 3:15–4:15 p.m.
Columbian, West Tower, Bronze Level
Noel-Levitz
Pioneers in academic advisor professional development, Noel-Levitz offers advising/student success Webinars, a comprehensive advisor training tool, and consulting for advising and retention. During this session, presenters will explain how these services can help you provide more focused, effective advising that will strengthen student retention efforts on your campus.

Exhibit 1007 3:15–4:15 p.m.
Wrigley, West Tower, Bronze Level
Transform Your Advising Process with TES, the Transfer Evaluation SystemTM - College Source®, Inc.
TES is an online database with over 35 million course descriptions available in seconds. View institution profiles and complete college catalogs. Conduct searches for potential equivalencies and reports showing catalog-to-catalog course changes. Set, store, and track equivalency decisions. A demonstration shows how this service can transform your transfer advising process.
4:30–6:30 p.m.
Region Meetings/Mixers
The regional meeting is our opportunity as colleagues to informally discuss issues and topics that affect our region, network with one another, hear about what's up and coming in our region, learn how to get more involved in NACADA, stay informed, and to generate ideas for the upcoming years. We welcome new and continuing members of our region. Please join us!

Northeast (Region 1)
Crystal C, West Tower, Green Level
CT, ME, MA, NH, NY, RI, VT, Quebec, and Atlantic Provinces
Susan Kolls, Representative

Mid-Atlantic (Region 2)
Regency B, West Tower, Gold Level
DC, DE, MD, NJ, PA, and VA
Sandra Waters, Representative

Mid-South (Region 3)
Regency A, West Tower, Gold Level
KY, NC, SC, TN, and WV
David Goss, Representative

Southeast (Region 4)
Crystal A, West Tower, Green Level
AL, FL, GA, and MS
Kyle Ellis, Representative

Great Lakes (Region 5)
Grand F, East Tower, Gold Level
IL, IN, MI, OH, WI, and Ontario
Lynn Freeman, Representative

North Central (Region 6)
Regency C, West Tower, Gold Level
IA, NE, ND, SD, MN, Manitoba and Saskatchewan
Kimberly Vess Halbur, Representative

South Central (Region 7)
Crystal B, West Tower, Green Level
AR, KS, LA, MO, OK, and TX
JP Regalado, Representative

Northwest (Region 8)
Grand E, East Tower, Gold Level
AK, ID, OR, WA, MT, Alberta, and British Columbia
Karen Sullivan Vance, Representative

Pacific (Region 9)
Columbus A/B, East Tower, Gold Level
CA, HI, and NV
Debbie Nakashima, Representative

Rocky Mountain (Region 10)
Regency D, West Tower, Gold Level
AZ, CO, NM, UT, and WY
Dawn Fettig, Representative

6:30–8:00 p.m.
Common Reading Discussion: The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success
Grand D, East Tower, Gold Level
Any one working with students will want to join us at NACADA's first Common Reading. The discussion will focus on the issues of diversity presented by Estela Bensimon, *The Review of Higher Education, 30*(4), 441–469.

“We have learned to view inequality in educational outcomes as a problem of student underpreparedness, not a problem of practitioner knowledge, pedagogical approaches, or ‘culturally held’ ideas about minority students” (Bensimon, 2007, p. 456).

“Institutional agents have the capacity to respond to students in ways that make them feel valued, worthy, and respected. In contrast in the dominant scholarship on student success, practitioners are only present indirectly” (Bensimon, 2007, p. 463).

Through this discussion, participants will:

- Consider their gaps in understanding the behavior patterns of students from racial and ethnic groups other than their own.
- Explore ways to increase their multicultural competence.
- Discuss how the significance and impact of academic advising relate to issues of racial equity in higher education.
Friday, October 3

7:00 a.m.–5:00 p.m.
Foyer, East Tower, Gold Level
Conference Registration

7:00 a.m.–6:00 p.m.
Foyer, East Tower, Gold Level
Hospitality/Information Desk/Volunteer/ Evaluations Central

7:00 a.m.–5:00 p.m.
Riverside Center
Cyber Café

8:00 a.m.–12:00 p.m.
Riverside Center
Exhibits

7:15–8:30 a.m.
Riverside Center
Poster Session and Continental Breakfast
(Included in registration fee)

All posters are presented at the same time. Participants are encouraged to take advantage of the continental breakfast and visit each of the Poster Sessions, gather material, and discuss the presentations one-on-one with the presenters. Also, see what opportunities are available at the NACADA committees and NACADA Journal tables.

Program designed to help students raise low GPAs, volunteer advisers, and training of these advisers. Recruitment of volunteer advisers, content of the training program for advisers, the process of working with low GPA students, statistics on the program, and the initiative of establishing a campus-wide advisory committee will be available for those attendees wanting to establish or enhance a similar program. The goal of the poster session is to encourage discussion about the development and success of Exploratory programs.

Michelle White, Ralph Anttonen, Millersville University
Presentation based on: Models/Applications

Poster Session 503
7:15–8:30 a.m.
Science Majors: Career Exploration Workshops

Advising students in the science majors can be a frustrating task. Many students focus on pre-professional tracks: pre-med, pre-pharmacy, pre-dental, etc. Although these tracks are options for high-achieving students, many will find steep competition for acceptance into these programs.

At a large, flag-ship institution, a program has been developed to assist Biology majors in career exploration. A collaborative effort between the Biology advisors and the Career Center was developed to help students explore various career and major opportunities. Monthly workshops were designed to cover a wide array of career opportunities. Additionally, networking between students, faculty, alumni and working professionals offered students further means for expanding their understanding of their chosen major. We will share the ups and downs for those interested in creating their own program.

Jessica Baer, Jennifer Ellis, University of Kentucky
Presentation based on: Models/Applications

Poster Session 504
7:15–8:30 a.m.
“Zen” Advising: Finding Zen on the Mountaintop . . . or In Between Appointments

How can overworked advisors connect more with their advisees, decrease stress, and increase both quality of advisement and personal job satisfaction? By practicing the techniques of “Zen” advising. Advisors will be introduced to a Tao perspective that they can bring to each advising encounter, given handouts with useful “wake up” strategies that apply to any advising situation, and provided with exercises and visuals to take home and incorporate into their daily advising schedules. Another benefit is that advisors will be able to share these techniques and exercises with their students and colleagues. A “Thirty-Second Workshop” will be given to any observer who wishes to participate, so that advisors can learn on the spot how to find their own bit of Zen.

Patricia Jaffrey, University of Delaware
Presentation based on: Models/Applications

Poster Session 505
7:15–8:30 a.m.
Academic Advising as Purposeful Work: Jobs, Careers, and Callings

As the field of academic advising becomes more professionalized, it is important to understand how advisors understand, relate to, and are motivated by their work. Borrowing from the fields of organizational and social psychology, the
Posters.

**Poster Session 508 7:15–8:30 a.m.**

**Advising and Retention: What Today’s Students Need**

Advisors on campuses everywhere know just how much emphasis is being placed on retention. Research shows that most students leave during or just following their first year. So what can advisors do to help retain students through to graduation?

**Poster Session 509 7:15–8:30 a.m.**

**Advising through Graduate Honorary Societies**

Advising through Graduate Honorary Societies. Learn to utilize the advising talent of your best graduate students by incorporating their honor societies into the advisement process.

George Cox, Georgia Southern University

**Presentation based on:** Models/Applications

**Poster Session 510 7:15–8:30 a.m.**

**Advising Towards Foreign Medical Schools: Is This the Right Choice?**

This presentation will provide information on how to advise students about how to make the decision to choose a foreign medical program if they are not competitive enough for U.S. medical schools. Myths, stereotypes, misconceptions will be revealed. A guide to understanding if this option is a good fit will be discussed. A short Powerpoint will demonstrate the essentials of understanding the foreign medical school option. Time will be provided for an interactive Q&A session with the attendees to give an opportunity to learn more about the application process, application assessment, and how to choose a foreign medical program.

Robert Kwong, University of Florida

**Presentation based on:** Models/Applications

**Poster Session 511 7:15–8:30 a.m.**

**Advisor vs. Counselor: Gaining the Respect of Faculty and Staff in the World of Academia**

This presentation specifically relates to academic advisors who advise outside of their major departments. The presentation will provide a variety of handouts and user friendly workshop ideas that the College of Arts and Sciences advisors at Winston Salem State University utilize on a daily basis. The role of an academic advisor and the role of an academic counselor will be discussed as well.

Holly Wilson, Cynthia Grant, Winston Salem State University

**Presentation based on:** Models/Applications

**Poster Session 512 7:15–8:30 a.m.**

**An Apple a Day Increases the G.P.A.: Retention through Wellness**

Alcohol and other drug use/abuse is the number one health issue on most college campuses. Students who use alcohol or other drugs are at greater risk for academic problems including low GPA’s and dismissal.
Kansas State University Counseling Services and Alcohol and Other Drug Education Service, in collaboration with Housing and Dining Services, developed Project ABC (Assessing Behaviors to Change) to promote self-responsibility and behavior change, as well as deter further violations of the residence halls’ and greek chapter houses’ conduct codes in regard to alcohol and/or drug use. This innovative program, now in its fourth year, targets students with first-time and multiple alcohol/drug related campus offenses and helps them to become more aware of how their behaviors affect their overall well-being thus leading toward academic success.

Georgette Miller, Kansas State University
Presentation based on: Research

Poster Session 514 7:15–8:30 a.m.

Pre-Health Professions Guides and Folders
Pre-Health professions students who receive information in an orderly manner are better prepared to create a strong pre-health professions profile and to more quickly take advantage of the available opportunities in volunteering, research, health care work, and leadership activities.

The Academic Advising Center, which houses Pre-Health Professions advising at the University of Iowa, utilizes Pre-Health Professions Folders, which contain important resources for pre-health professions students.

Each folder includes: 1) A Pre-Health Guide for the specific profession(s) in which the student is interested (pre-medicine, pre-dentistry, etc.); 2) A Pre-Health Professions Timeline; 3) List of Health Care Volunteer and Work Experiences; 4) Websites of Interest to Pre-Health Students; and 5) An Experiences Record Sheet where students can record their experiences.

Jenni Stacy-Adams, Julie Claus, University of Iowa
Presentation based on: Models/Applications

Poster Session 515 7:15–8:30 a.m.

Career Decision Making . . . Connecting the Dots
The Career & Academic Planning Center at Rowan University hosts numerous programs throughout the academic year. Two highly successful programs include our annual Ask an Alum…Career Exploration Night and our First-Year Action Plan. Ask an Alum…Career Exploration Night is an annual program held during the spring semester at Rowan University. This event was created to provide students with access to employers in a relaxed and casual atmosphere.

The First-Year Action Plan is held each semester in conjunction with all college composition courses. Students are required to attend a career presentation offered by the Career & Academic Planning Center or other approved activity. The plan of action requires the student to set goals and think critically about her/his future.

Lizziel Sullivan Williams, Rowan University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
- Level of experience in subject matter: more needed
- Level of advising experience: more experienced

Poster Session 516 7:15–8:30 a.m.

Combat the “Sophomore Slump”: How to Plan a Sophomore Retention Event
As colleges work to increase retention and graduation rates, addressing the needs of sophomores is becoming increasingly essential. For second year students the excitement they felt as new freshmen has long worn away, and the reality that college will be three or more long years of hard work, courses, and papers has set in. As advisors, we are in a unique position to assist sophomores to successfully negotiate this time in their academic careers. In this session we will discuss the steps in planning a sophomore retention event including: establishing a vision and format for the event, forming a committee, securing a budget, choosing a venue, and collaborating with various offices on campus.

Sheri Amos, Sara Grafton, University of Texas-San Antonio
Presentation based on: Models/Applications

Poster Session 517 7:15–8:30 a.m.

Early-Warning System - The Development, Application, and Utility
Weatherford College is a community college of about 4000 students located in Central Texas, more specifically in the Dallas/Fort Worth area.

The presenters will discuss the description of the need for recordation, the system that was designed and developed for early-warning, describe the process and the benefits from Student Services, faculty and the learners’ perspectives.

Presenter Finley will demonstrate the recordation database he constructed using Microsoft Office Access. In addition he will highlight the other beneficial features of the system. As part of the continuous process improvement notion, the presenters will share lessons learned in pursuit of a workable option for Weatherford College relating to early-warning and associated student tracking.

Leon Abbott, Adam Finley, Weatherford College
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
- Institutional size: 1,200-5,000 students
- Level of experience in subject matter: minimal needed

Poster Session 518 7:15–8:30 a.m.

Is that FERPA you’re wearing? No, it’s PIE
Is that FERPA you’re wearing? No, it’s PIE, is a session that will explain how state regulation brought about a new advising model. The Student Information in Higher Education Act requires higher education institutions to inform parents and students of the students’ option to waive their FERPA rights. Out of this act came the initiative known as the Partners in Education (PIE) program. The program is designed to go beyond simply completing a FERPA waiver but rather to foster a sense of partnership among students, their families, and the institution. In 2005, Middle Tennessee State University was selected the PIE program. In this session we will discuss how one advising office at a large public institution manages their slice of the PIE.

Erin Conroy, Middle Tennessee State University
Presentation based on: Models/Applications
Poster Session 519 7:15–8:30 a.m.

Majors Fair: Taking Advising to New Heights
College students change their majors for a variety of reasons. Some lack the knowledge about major requirements and career opportunities often resulting in bad choices. Prairie View A&M University organizes an annual campus-wide Majors Fair to help students who are undecided, undecided, or uncertain of their current major decision to make informed choices. The outcome has been proclaimed an overwhelming success by faculty and students.

The Majors Fair is an event that allows all students a chance to “face-to-face” with faculty. Students learn of major options through interacting with the University’s College and department representatives to discuss degree requirements and career opportunities.

This poster session will share our approach, successes and offer the NACADA attendees the opportunity to discuss strategies for this type of event.

Fred Bragg, Ila Schauer, Prairie View A&M University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Poster Session 520 7:15–8:30 a.m.

Mindfulness Training for Leadership & Extraordinary Academic Performance: Integrating the First-Year Seminar in a Service-Learning Community
The presenter reviews the objectives, content, and outcomes of a first-year seminar in Mindfulness training, leadership, and extraordinary academic performance which he is facilitating with his first-year student advisees—members of a residential community structured towards the principles and practice of service learning and social justice. Enhanced self-awareness, self-regulation, and empathy—predicted outcomes of such training—are articulated as foundational leadership and community-building skills (Goleman, 1998). Seminar participants file weekly journal entries, each consisting of a 10 item Likert-scaled body-mind scan, a gratitude entry, and a reflection entry related to the weekly reading. At least two pretest-posttest instruments—one assessing anxiety and the second indexing “self-other” empathy—are administered to seminar participants and to two control groups. Student journal responses are content analyzed to assess the efficacy of the Mindfulness training and the overall intervention.

Curtis Hirsh, St. Edward’s University
Presentation based on: Research

Poster Session 521 7:15–8:30 a.m.

Multiple Uses of the At-Risk Database: A Best Practices Discussion
At Mount St. Mary’s University, where we enroll approximately 1500 full-time undergraduate students, we have developed an at-risk database that serves multiple purposes. Four-week, midterm, and final reports are entered into a database that allows organized access to relevant information pertaining to academic performance. This information is easily disseminated to a committee who aims to address these concerns in practical, one-on-one ways from every area of this small, Catholic University: academic affairs, student development, athletics, and campus ministry. This approach supports the unique mission of the university and improves communication across divisions. It also provides an organized, reproducible and consistent response to the issues of retention and academic performance that is only possible at a small college.

Leona Sevick, Margot Rhoades, Mount St. Mary’s University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200 – 5,000 students
Level of experience in subject matter: minimal needed

Poster Session 522 7:15–8:30 a.m.

One Giant LEEP for Student-Kind
One Giant LEEP for Student-Kind: How One Community College Used Front-line Knowledge to Create a Learner-Centered Quality Enhancement Plan The LEEP (Learning through Effective Educational Planning) initiative is a deliberate collaboration among students, faculty, staff and the community focused on student learning and success. LEEP has been design to provide the tools and resources necessary to empower students to select and complete learning opportunities suited to their interests, abilities, and goals. Through the use of the LEEP program we will: ENGAGE students in career decision-making and goal-setting; ENCOURAGE self-assessment; PROMOTE students’ awareness of the full range of learning opportunities; and SUPPORT students’ learning choices.

Nicole Wilson, Shawn Moore, Belinda Barnhill, Maureen Abraham, Craven Community College
Presentation based on: Models/Applications

Poster Session 523 7:15–8:30 a.m.

Premed Advising for Women: Making the Preparation Process for Application to Medical School Extraordinary
Women have careers in engineering, science, and medicine. Can the number of women choosing a career as a physician be maintained? Data from the Association of American Medical Colleges report that the number of women applying to medical school has stagnated over a ten-year period. Based on these data, a qualitative study asked women to describe how they arrived at their decision to apply to medical school. By understanding this process through the experiences of women, advisors can understand the obstacles that impact women in their progression. The results from this research study presented through this poster encourages advisors to make advising extraordinary for each advisee by offering an examination of one student population with one vocational goal.

Sharon Aiken-Wisniewski, University of Utah
Presentation based on: Research
Poster Session 524  7:15–8:30 a.m.
Preparing Doctoral Students for Their Future Role as Academic Advisors

Advising can be one of the most influential roles a faculty member has. Preparing for this role can be challenging for a new faculty member who has numerous demands on their time. This presentation will review the need for doctoral programs to incorporate academic advisor training into their current curriculum to better prepare students for their future roles as academic advisors. Suggestions will also be given to assist doctoral programs in implementing academic advisor training into their current curriculum.

Melissa Kupfer, University of South Carolina
Presentation based on: Personal Growth as an Advisor

Poster Session 525  7:15–8:30 a.m.
Raising the Bar of Advisor Effectiveness by Utilizing Everyday Technology

Advisors across the nation are being confronted with increased responsibilities. Many feel frustrated and trapped, without realizing that everyday technology adds to their effectiveness without increasing workload.

In your wildest dreams wouldn’t it be exhilarating to:

1) Have advisor and current student data at your fingertips?; 2) Know which students are academically struggling and their current status?; 3) Use a GPA calculator to encourage students to repeat failed courses?; 4) Find advisor student load by campus, college, majors, minors or emphasis? 5) List students or totals by rank, ethnicity, gender, location, GPA or credits? 6) Run reports for faculty, advisors, and administrators for unique data?

Join campus advisors in exploring ways they use technology to efficiently take advising to new heights! Time is allowed for the audience to share their ideas.

Steve Johnson, Darcie Peterson, Utah State University
Presentation based on: Models/Applications

Poster Session 526  7:15–8:30 a.m.
Reaching New Heights with a Student Ambassador Program

Now entering its 10th year, the College of Arts & Sciences Student Ambassador Program at the University of Kentucky has served as an avenue of growth for both the College and the students. Made up of 15-20 students from various majors and academic levels, the purpose of this highly selective group of A&S students is to promote pride in a liberal arts education and to assist in strengthening the identity of the College and the University. The A&S Ambassadors develop leadership and communication skills while representing the College to visitors, alumni, and prospective and current students. Details regarding the implementation of the program through the A&S Advising Center, as well as the various activities the ambassadors undertake (such as “Arts & Sciences Geek Week”), will be presented.

Christine Blank, Tricia Hargrove, University of Kentucky
Presentation based on: Models/Applications
Target Audiences-this session is best suited for: Institutional size: over 10,000 students

Poster Session 527  7:15–8:30 a.m.
S.O.A.R.: Successfully Outlining Auburn Requirements

Transferring can often be difficult for students, as well as advisors. The Auburn University College of Education has developed a successful transfer student orientation program. This program is focused on advising our transfer students on college policies and procedures, as well as the many time-sensitive program and teacher certification requirements. This orientation includes a power point presentation, engaging group advising session and informative “user-friendly” student handbook. Our transfer students leave our orientation knowledgeable, confident, and empowered with a “can do” attitude! Our presentation will outline the development and implementation of the transfer student orientation.

Lori McLean, Kathryn Burnett, Auburn University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Poster Session 528  7:15–8:30 a.m.
Serving Multicultural High Achievers: Diversity Programs in Engineering

High achieving minority students and faculty are in great demand for many institutions across the nation. As many colleges and universities scramble to attract this select group of students, the need arises to have a more comprehensive and multi-dimensional approach to recruiting and retention of multicultural and under-represented students and faculty. This poster session presents a successful approach and structure of services for under-represented students and faculty in the STEM fields.

Abena Sackey, Cornell University
Presentation based on: Models/Applications

Poster Session 529  7:15–8:30 a.m.
Teacher Recruitment: From Theory to Practice

In 1997 the National Commission on Teaching declared that to meet the need for teachers, “the nation will need to hire at least two million teachers over the next ten years.” Similarly, the U.S. Department of Education (1999) estimated that there will need to be an additional two million teachers hired in the U.S. from 2000 to 2010 to meet the needs of the K-12 education system in the United States. To meet the need for teachers in this country, schools of education must focus their efforts on improving methods to attract qualified individuals to the teaching profession. This poster session will discuss strategies employed by the School of Education at the University of Wisconsin-Milwaukee to recruit students into the field of education.

Robert Longwell-Grice, Felipe Rodriguez, Barbara Logan
University of Wisconsin-Milwaukee
Presentation based on: Models/Applications
Teaching Success: Advising Using the Total Intake Model

In an effort to improve graduation rates, Southeastern Louisiana University created a freshmen success program based on a total intake model of advising. All incoming freshmen receive broad-based, timely information from a central location, with Center advisors collaborating with Undergraduate Coordinators and Faculty Mentors in academic units to prepare for the “hand-off.” Professional advisors teach a three-hour credited course which has a two-fold focus; 1) skills and information necessary for a successful transition from high school to college, and 2) curricular and co-curricular options and relatedness to occupational options. The audience should expect to gain an understanding of the collaborative structure of the model, as well as understand the support and resources provided by upper administration. Time will be provided for interactive discussion with various supporting handouts.

Brad Bergeron, Wayne Aymond Jr.
Southeastern Louisiana University

Poster Session 531  7:15–8:30 a.m.

The Amazing Race: From the Subway to the Sears Tower Giving Students a Sneak Preview to New Heights

University College at Prairie View A&M University established SNEAK PREVIEW, an innovative marketing and recruitment tool that introduces a diverse group (grades 9-12) of potential students to the Historically Black College and University (HBCU) higher education environment. SNEAK PREVIEW is a one day hands-on look at the higher education experience that provides participants with a view of possible majors and related career options, information about pre-college classes that help prepare them for college, scholarship and financial aid requirements, admission and enrollment guides, and new student orientation. Sneak Preview is an actual campus visit that helps with the transition from High School to College.

Rosena Noel-Barrs, Vernon Bland, Perry Holmes, John Cochran, Prairie View A&M University

Poster Session 532  7:15–8:30 a.m.

Through the Looking Glass: Using Students’ Stories to Provide Insight into Their World

The role of Advisor is linked to understanding the academic needs of each individual student. When helping students choose a major, it is important to not just refer to academic departments, but to truly understand the holistic nature of your advisees. By utilizing a student’s story, you can capture rich information that paints a clear vivid of the individual student. When advisors identify operating metaphors, they can truly listen and allow the student to be the expert of his / her life. This builds rapport and allows the student to feel both engaged and empowered. As this atmosphere develops, the collaborative process can unearth the hopes, dreams, and fears of each advisee. Using these tools, students will discover their own academic path.

Samuel Hill, Winston Salem State University

Poster Session 533  7:15–8:30 a.m.

Utilizing the Lens of Spirituality in a Career Exploration Course

Spirituality is on the minds of many college students today, and yet they are reporting few opportunities to discuss the deeply meaningful questions of spirituality in the college classroom. This poster session will share ideas on closing that gap in a career exploration course. The presenter will briefly review recent literature on students’ interest in spirituality and on using spirituality in the career exploration process. The distinct lens of spirituality will be compared to the widely used lenses of values, skills, and interests in career exploration. Lastly, the presenter will share examples of and feedback from assignments through which career exploration course students have successfully engaged the lens of spirituality.

Matthew Rust, North Carolina State University

Poster Session 534  7:15–8:30 a.m.

Why Won’t Our Students Reply to Email? Take Your Communication Plan to “New Heights”

Are you afraid of a full lobby? Is the phone message light always on? Tired of sending endless e-mails without replies? If you answered yes, our presentation is for you and we will show you how to plan, organize, respond, and integrate important advising information using Blackboard to connect with your advisees.

In spring 2003 the Accounting program piloted Blackboard to contact advisees. During the fall 2007 semester University College at the West campus piloted a communication effort to get advising information to our students. Our students were not responding to e-mail efforts so we decided to use Blackboard.

The goal of this presentation is to share effective planning strategies and demonstrate an efficient and student friendly communication effort.

Christine Rosario, Steven Klister, Arizona State University

Poster Session 535  7:15–8:30 a.m.

Exploring Students’ College pop culture

Students need to enjoy college life, develop a sense of community and gain confidence in their future. Through this presentation, the audience will be given a glimpse of the world of pop culture and related to college life.

Cindy Marlon, The Pennsylvania State University

Target Audience: This session is best suited for advisors at institutions with 5,000 – 10,000 students.

Level of advising experience: more experienced
Awaits Approval for Commission Status

Distance Education Advising

The Distance Education Advising Interest Group steering committee has completed the application process to be considered for commission status. The application will be reviewed by the NACADA board of directors and (hopefully!) approved in a meeting immediately preceding this year’s national conference in Chicago. The Interest Group meeting will share the results of the application status and present an overview of the first and second-year goals submitted in the application.

DEA members are encouraged to attend the meeting with an eye as to how they can get involved in this new and exciting opportunity to advance distance advising within NACADA!

Bobbi Thomas, Washington State University

8:45–9:45 a.m. Sessions

Commission Meeting 103

Water Tower, West Tower, Bronze Level

Advising Administration

The Commission on Advising Administration invites you to join your colleagues as we recognize NACADA Award winners who are members of the commission, meet the presenters of the concurrent sessions sponsored by the commission, and present the ‘Service to Commission’ annual award to a deserving member. A brief “State of the Commission” report will be presented and the incoming Commission Chair will be introduced. You will also have an opportunity to share specific ideas about future commission projects as well as ask for creative solutions to advising administration issues you face on your campus. Don’t miss this opportunity to meet new colleagues and catch up with old ones!

Cindy Iten, University of Kentucky

Commission Meeting 104

Comiskey, West Tower, Bronze Level

Theory & Philosophy of Advising

The Theory and Philosophy Interest Group is concerned with fostering the study of the theory and philosophy of academic advising without officially sanctioning any one theoretical perspective. In this meeting, we will discuss how we can further contribute to the emergence of the “discipline” of academic advising and the merging of theory and practice. Other issues of concern to members of the interest group will also be welcomed.

Jeffrey McClellan, Utah Valley University

Interest Group 105

Grand Suite 5, East Tower, Gold Level

Distance Education Advising

Exciting news: Distance Education Advising Interest Group Awaits Approval for Commission Status

The Distance Education Advising Interest Group steering committee has completed the application process to be considered for commission status. The application will be reviewed by the NACADA board of directors and (hopefully!) approved in a meeting immediately preceding this year’s national conference in Chicago. The Interest Group meeting will share the results of the application status and present an overview of the first and second-year goals submitted in the application.

DEA members are encouraged to attend the meeting with an eye as to how they can get involved in this new and exciting opportunity to advance distance advising within NACADA!

Bobbi Thomas, Washington State University

Interest Group 106

Grand Suite 3, East Tower, Gold Level

Ethics & Legal Issues in Advising

The purpose of our Interest group meeting is to introduce attendees to the goals of the Ethics and Legal Issues Interest Group for the 2007-2008 year. We will try to identify current needs and expectations of participants. We will develop a ‘next steps’ plan and identify issues of concern to advisors that involve ethics and legal issues. Our plan will be to establish a monthly discussion schedule for the list-serv. We will prioritize what are the most common areas of concern. In addition, we will discuss ways to obtain more visibility and perhaps develop a website with resource information and presentations related to the interest group. We will seek participation of attendees in leadership positions as well.

Lisa Young, University of Alabama

Potential Interest Group 107

Soldier Field, West Tower, Bronze Level

Graduate-Level Courses in Academic Advising

This interest group will focus on the development of preparation programs for those who seek to become advisors as well as practicing advisors who seek professional development and the opportunity for career advancement. With the exception of the outstanding certificate and MS programs at Kansas State, the development of graduate courses (and programs) that focus on academic advising is relatively nonexistent. In fact, a survey of ACADV members led to the identification of only nine institutions that offer (or have offered) a course in academic advising. If the professionalization of the field of advising is to occur, we must identify a core set of learning experiences and expand the number of institutions that offer graduate courses/programs in academic advising.

The purposes of this interest group are: to share best practices in teaching graduate courses/programs in academic advising; to encourage individuals to introduce graduate courses/programs in academic advising; to provide a clearinghouse for course materials; and to promote a common core of coursework for the preparation of academic advisors.

Wes Habley, ACT, Inc.

Concurrent 108

Crystal B, West Tower, Green Level

Professionalization of Academic Advising

As we take academic advising to new heights, greater demands and expectations are placed on the profession. The increasing calls for accountability of advisors encourage a discussion regarding what it means to be a professional in academic advising.

This session will explore interpretations of being a professional and an academic advisor, together. What is the understanding of being a professional for faculty advisors, too? We will not only discuss knowledge-base, ambition, and work
ethic as key components; we will also highlight attire, attitude, etiquette, and connections with students. Participants should be ready for vigorous debate and discussion as we create potential guidelines for advisor professionalism.

**Shelly Gehrke**, University of Minnesota-Twin Cities  
**Jeanette Wong**, Azusa Pacific University

**Presentation based on:** Personal Growth as an Advisor

**Concurrent 109**  
**Crystal A, West Tower, Gold Level**

**Reconsidering the “Undecided” Student: A Sociological Perspective on Academic Exploration**

“Undecided” college students have long been viewed as a problematic population with special counseling needs. At the same time, a few sociological studies suggest an alternative approach to them, and so do some policies promoting active exploration of academic opportunities in the first two years of college. This presentation endorses a view of the undecided student as a logical product of the relationship between secondary and higher education in the United States rather than a psychological deviance. It seeks to elucidate the significance of academic exploration through a qualitative study of undecided students’ perceptions of their experiences. Some of its findings point to academic exploration as an enriching learning experience, providing “undecided” students with an intellectual freedom not necessarily available to the “decided” ones.

**Elena Galinova**, Pennsylvania State University

**Presentation based on:** Research

**Concurrent 110**  
**Crystal A, West Tower, Green Level**

**Student-Athlete Advising: Reaching New Levels**

**Commission Sponsored: Advising Student Athletes**

When it comes to advising student-athletes, it is a whole different ball game. Who are they? What do you look for? Will they be eligible? How can we help them graduate? Midwestern State University offers a system of checks and balances to ensure that all student-athletes are eligible. The Athletic Department and the Academic Support Center work with faculty advisors to check specific criteria that affect student-athletes: the number of credit hours, the twenty-four hour rule, as well as the six-hour rule and progress toward a degree. This session will provide all academic advisors with a checklist to make advising student-athletes an easier task.

**Amanda Nimetz, Amber Beckham**

Midwestern State University

**Presentation based on:** Personal Growth as an Advisor

**Target Audiences—this session is best suited for:**

Institutional size: 5,000 – 10,000 students

**Concurrent 111**  
**Crystal C, West Tower, Green Level**

**Students Teaching Students: A Peer Advising Path to Success**

A two-year partnership between the Academic Advising Center and Academic Affairs, the Peer Advising Program represents a collaborative initiative designed to assist students in becoming grounded during their first year. Peer Advisors focus on academics, provide information, and serve as an accessible resource to students. “Pre-advising” conducted through the program offers faculty advisors the benefit of time to focus on major-specific concerns and opportunities. The session includes the perspectives of professional advisors, a graduate intern, and undergraduate peer advisors to highlight the program’s many dimensions. Framed in the format of a syllabus, presenters will emphasize the outcomes and assessments of teaching through advising. The presentation will include teaching tools, assessment techniques, hiring and supervision of peer advisors, and projected future service to academic departments.

**Laurie Simpson, Susan Quandt**, Westfield State College

**Presentation based on:** Models/Applications

**Concurrent 112**  
**Regency C, West Tower, Gold Level**

**Success in Parent Education: Dialoguing at the Collegiate Level**

**Best of Region 7**

How do you relate with helicopter parents on your campus? At University College, with the University of Oklahoma, we decided to modify our interactions with parents not only to develop appropriate involvement at the collegiate level but also to still maintain their importance. Because of these modifications, there has been a positive difference in the overall contact after the student’s entry into the institution.

This presentation will describe and present the current practices and effective techniques used to teach the new college parent and student about their changing roles. By setting the stage of education, vocabulary, and dialogue, both parents and students can make the successful transition within the appropriate boundaries. This information can be applied to any advisor at any institution.

**Brian Nossaman**, University of Oklahoma

**Presentation based on:** Models/Applications

**Concurrent 113**  
**Columbus C/D, East Tower, Gold Level**

**Teaching Probationary Students in the Classroom**

Do you teach a student success class that has many probationary students? If you ever wondered what strategies and techniques others use to make this type of classroom a productive learning environment, please join us for this interactive, discussion-based session. Also, if you have effective strategies to share, we welcome your input! We’ll overview the needs and issues characteristic of students in academic jeopardy. Then we’ll share some of our most creative and effective ideas and strategies among colleagues in both small and large group discussion. Session presenters have instructed UC’s College Success Skills course with enrollments composed primarily of probationary students. Please join us!

**Carol Wissman, Greg Moeller**, University of Cincinnati

**Presentation based on:** Models/Applications

**Target Audiences—this session is best suited for:**

Level of experience in subject matter: minimal needed
Concurrent 114 8:45–9:45 a.m.  
Grand B, East Tower, Gold Level  
The T in “T-Group” Stands for Transition: An Experience of Support for First Generation Students  
Those first in their family to attend college face unique challenges in their transition experience – especially at a large university. This workshop presents one institution's efforts to support students who are both “first gen” and low-income by providing a means for their challenges and victories to be shared. Drawing from advising, counseling and coaching theory and experience, Transition (“T”) Groups are facilitated as an effective and efficient means for successful connection to the institution and the college experience. T-Groups, based on communication, socialization, reflection and cue guidance are highly interactive, and engage students in a sustaining process of self-discovery and confidence progress. Similarly, this workshop will be participative and empowering. Research and resources will be freely shared.

Roger Callahan, Tony Patterson  
North Carolina State University  
Presentation based on: Models/Applications

Concurrent 115 8:45–9:45 a.m.  
Regency D, West Tower, Gold Level  
A Retention Initiative Designed to Help Academically Underprepared Students Succeed in College  
Many students enter colleges academically underprepared. In addition to developmental coursework, some colleges are offering different programs that help these students stay in school and be successful. This presentation describes a retention program targeted at 300 academically underprepared first-year students. Participants in the program must attend group meetings, three peer intrusive advising appointments per semester, two Academic Advantage Series: Workshops for Success, four hours of study hall per week, the Majors Fair, and The Learning Center Tutoring Program. Session participants will be provided materials describing the program components in order to replicate the program at their own colleges. Data analysis consists of comparisons between the participants and non-participants as well as the best program predictors of academic success.

Ellen Bonaguro, Kevin Thomas, Jessica Staten  
Western Kentucky University  
Presentation based on: Research

Concurrent 116 8:45–9:45 a.m.  
Columbus I/J, East Tower, Gold Level  
Academic Advising in Crisis - Virginia Tech after April 16, 2007  
This interactive presentation will attempt to discuss how Virginia Tech responded to the immediate and long-term academic needs of its students following the tragedies of April 16, 2007. Attempt will be made to address the existing academic calendar and the academic policies and procedures in place prior to April 16th and how they were adapted to accommodate the needs of the students after the tragedy. The challenges that were faced by the academic deans, faculty and staff advisors, and the overall impact on advising at Virginia Tech will be addressed. Additionally, there will be discussions regarding the challenges that were faced by students and their significant others, faculty and staff both immediately and on a long-term basis six months to a year after the tragedy.

Karen Watson, Mercy Azeke, Cathy Skinner, Virginia Tech  
Presentation based on: Models/Applications

Concurrent 117 8:45–9:45 a.m.  
Gold Coast, West Tower, Bronze Level  
Access to Teach: Examining the Access of African Americans to Teacher Education Programs  
This session will include an overview of research that analyzes the access of African American undergraduates into Teacher Education Programs at Predominately White Institutions. The main objectives are: 1) to provide a historical overview of African Americans in teacher education, 2) to review research on the importance of having African American teachers, 3) to present major factors that influence the absence of African American students in education programs, including a detailed look at the use of Praxis scores, and 4) to discuss institutional policy and interventions with the audience. This session should benefit professionals working in a school or college of education. It will be particularly advantageous for those who advise African Americans who have an interest in the field of education.

Marsha Saddler, University of Iowa  
Presentation based on: Research

Concurrent 118 8:45–9:45 a.m.  
Acapulco, West Tower, Gold Level  
Advanced Warning System  
Research consistently shows that early warning programs increase student success rates through retention, higher GPA, and credentials earned. Furthermore, success during the freshman year has been shown to correlate with increased success over the course of the student's entire academic career. The Advanced Warning System was developed to enhance student success through: documenting student concerns at specific intervals throughout the semester; notifying appropriate support services efficiently; and intervening in time to help students effectively address academic concerns before the semester ends. Technology has been used to develop this warning system to make the student information accessible to all faculty and student services staff.

The audience will be introduced to this advanced warning system and the forms used by faculty and students and how this can be applicable at your campus.

Betsy Langness, Pamela Larkin  
Jefferson Community and Technical College  
Presentation based on: Models/Applications  
Target Audiences—this session is best suited for:  
Institutional size: 5,000 – 10,000 students  
Level of experience in subject matter: minimal needed
Concurrent 120 8:45–9:45 a.m.  
Grand E, East Tower, Gold Level  
Community Colleges, The Open Door Policy, and Underprepared Students: How are We Advising Them?  
The “open door” policy of community colleges allows many individuals to attend college who might not otherwise be able to. Some of these students though, are not academically ready to be successful with college level coursework. As advisors how do we tell underprepared students “yes you have been admitted to college, but no you are not ready to take any class you might want.” What types of limits do we set (or do we set limits?) on the courses they might take? This program will look at what some community colleges in a number of states do to assist their underprepared students be more successful by directing or limiting them in their course selection.  
Chuck Walters, Kishwaukee College  
Presentation based on: Models/Applications  
Target Audiences—this session is best suited for:  
- Level of experience in subject matter: minimal needed  
- Level of advising experience: more experienced

Concurrent 121 8:45–9:45 a.m.  
Regency A, West Tower, Gold Level  
Creating a Workshop for Students on Academic Probation: A Way for Advisors to Reach More Students  
How can we reach more students on Academic Probation with an efficient and effective method? This seminar reviews the step by step process to create a workshop that addresses students on probation in a positive way. We infuse quality advising with group counseling techniques to help students gain perspective on their academics, understand motivation and create meaningful goals. In this group setting, students are challenged to assess their own circumstance and create significant goals for improvement, while also learning from powerful interaction with their peers. This seminar will give you the key strategies to create and facilitate an open, interactive one hour workshop that has been an effective way to reach more of our students on Academic Probation.  
Charity Romano, Cal Poly State University  
Presentation based on: Models/Applications  
Target Audiences—this session is best suited for:  
- Institutional size: over 10,000  
- Level of experience in subject matter: minimal needed

Concurrent 122 8:45–9:45 a.m.  
Regency B, West Tower, Gold Level  
First-Year Advising: It Takes a Campus  
Now, more than ever, advisors are asked to do more with fewer resources. Connecting with students in their first year is vital to student success and retention. How can you increase the time spent with these first-year students without hiring more people? Come learn how our small campus recruits, trains, and maintains a group of volunteer faculty/staff First Year Advisors. Hear from a variety of higher education professionals who each go “above and beyond” to assist first-year students with their transition into college life. Along with hearing personal experiences, learn how to recruit, train, and maintain your own team of first year advisors. This concurrent session is lecture style, but audience questions and feedback are welcome!  
Sarah Keeling, University of South Carolina-Columbia  
Presentation based on: Models/Applications  
Target Audiences—this session is best suited for:  
- Institutional size: 1,200 – 5,000 students

Concurrent 123 8:45–9:45 a.m.  
Columbus A/B, East Tower, Gold Level  
Fly High(Tech) in the Windy City  
Follow the winds of change to using free online resources (no technical experience needed!) to improve productivity and assist advisors in maintaining accurate and current information. With four campuses in three counties, the College of Southern Maryland struggled to communicate academic program, policies and procedural changes to advisors. Using a wiki website, the college automated the process of keeping advisors informed. The presenter/site developer will demonstrate the tools and steps to create an Online Advising Handbook. Highlights include a demonstration of the development process, resources used, information posted on the site, benefits to advisors and how the system is maintained. You’ll be the technology wizard in your college advising department! Handouts will be provided outlining resources, content and web access to our site.  
Jessica Parker, Susan Straus  
College of Southern Maryland  
Presentation based on: Models/Applications  
Target Audiences—this session is best suited for:  
- Institutional size: 5,000 – 10,000 students  
- Level of experience in subject matter: minimal needed
<table>
<thead>
<tr>
<th>Concurrent 124</th>
<th>8:45–9:45 a.m.</th>
<th>Toronto, West Tower, Gold Level</th>
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<tbody>
<tr>
<td><strong>Goal Setting for Liberal Arts Students</strong></td>
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<tr>
<td>What can I do when I get my degree? That is the question on many students’ minds. A Liberal Arts degree opens unexpected doors. How do we teach students to set goals that will motivate them through college but won’t set them up for disappointment afterwards? Discover how decision making in Liberal Arts is different than in other colleges. Learn new advising techniques that are useful with parents, undecided students and the “over-achievers”. Be prepared to participate in role play activities that focus on advising potential, undecided, and “over-achieving” students.</td>
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*Mark Landgrebe, Merrill Landgrebe, Purdue University*

**Presentation based on:** Personal Growth as an Advisor

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<tr>
<th>Concurrent 125</th>
<th>8:45–9:45 a.m.</th>
<th>Columbus E/F, East Tower, Gold Level</th>
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<tbody>
<tr>
<td><strong>Graduate Study Abroad-Crossing Cultures and Countries</strong></td>
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<tr>
<td>As we encourage our students to look beyond their own backyard and become responsible global citizens, the need for non-traditional study abroad programs becomes apparent. In this session, we will address the importance, value, and feasibility of offering a short-term study abroad opportunity for graduate students, particularly students who are already working, volunteering, or interning in their chosen profession. Examining existing research and a recent vocational study abroad opportunity in South Korea as a model, we will discuss the benefits of observing leadership and service in a different culture. Whether expanding a current study abroad program or taking the first step to developing a program, participants will be given examples of how to create an integrative learning experience for graduate-level students in any discipline.</td>
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*Heather Salisbury, Marquette University*

**Presentation based on:** Research

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<tr>
<th>Concurrent 126</th>
<th>8:45–9:45 a.m.</th>
<th>Grand F, East Tower, Gold Level</th>
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<tbody>
<tr>
<td><strong>Integrating Academic Advising with Administrative Services: Is it a Myth, Dream, or Reality? Or: Why Should I Work for the Dark Side?</strong></td>
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<tr>
<td>Does your school tremble at the thought of integrating advising with student services? Fear no more! Pepperdine University did it and we are ready to share with you the phenomenal success of our integrated system: the superior academic experiences of our students, streamlined administrative processes, and the improved relationship between our faculty and administrators. In this session, you will learn the benefits of establishing your own one-stop student environment and also get the tools you need to begin that process on your campus. We successfully integrated academic advising with traditional student services over 8 years ago and we have never looked back!</td>
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*Andrea Harris, Hung Le, Pepperdine University*

**Presentation based on:** Models/Applications

**Target Audiences—this session is best suited for:**

- Institutional size: 1,200 – 5,000 students

<table>
<thead>
<tr>
<th>Concurrent 127</th>
<th>8:45–9:45 a.m.</th>
<th>Columbus G/H, East Tower, Gold Level</th>
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<tbody>
<tr>
<td><strong>Integrating Career Advising in Academic Advising: Take Advising to New Heights</strong></td>
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<tr>
<td>Career advising, the integration of career discussion in the advising process, is an integral part of academic advising. Many of the outcomes, advisor skills and student responsibilities are the same or overlapping. Therefore, effective career advising allows advisors to use and expand their current skills for the extended benefit of advisees. This session will discuss the definition of career advising and related career counseling theories. It will explain the rationale for integrating career and academic advising and learning outcomes for students. Practical suggestions for utilizing career advising will be shared as well as data from a 2007 Career Advising Survey.</td>
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*Joanne Damminger, Rowan University*

**Presentation based on:** Personal Growth as an Advisor

**Target Audiences—this session is best suited for:**

- Level of experience in subject matter: minimal needed

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<thead>
<tr>
<th>Concurrent 128</th>
<th>8:45–9:45 a.m.</th>
<th>Grand D, East Tower, Gold Level</th>
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<tbody>
<tr>
<td><strong>Learning to Transform: Engaging Students through Self-Authorship</strong></td>
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<tr>
<td>Our session will examine how two key ideas, student engagement and the developmental model of self-authoring, can help advisors, counselors, faculty, and administrators plan all levels of their work—including collaborative programming and partnerships within and across the institution—in support of transformative learning. Participants will learn what the developmental model of self-authorship is, its salient implications for advising, how it has been applied at the University of Minnesota to reconfigure education at a major public research institution, and how it might be applied to articulate, plan, and achieve educational outcomes and/or institutional change at the participants’ home institutions.</td>
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*Chris Kearns, Carl Brandt, University of Minnesota*

**Presentation based on:** Theory

**Target Audiences—this session is best suited for:**

- Level of experience in subject matter: minimal needed

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<tr>
<th>Concurrent 129</th>
<th>8:45–9:45 a.m.</th>
<th>Grand A, East Tower, Gold Level</th>
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<tbody>
<tr>
<td><strong>Peer Advisors Rise to the Challenge of Academic Advising</strong></td>
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<tr>
<td>As post secondary institutions continue to grow and budgets continue to get cut Academic Advising units must continue to find creative ways to provide adequate advising and services to their student population with fewer resources. One way to consider alleviating an unmanageable work load is to incorporate Academic Peer Advisors. When properly trained and mentored, peer advisors can take responsibility for a tremendous amount of office tasks. From meeting with students to fielding phone calls to adding that “student” perspective to office brainstorming, peer advisors can be an often overlooked and untapped resource for advising units. Come learn how to get your peer advisor program off the ground and take your office to new heights!</td>
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*Amy Lance, California State University-Chico*

**Presentation based on:** Models/Applications
The majority of the meeting will consist of an open forum for members to learn about technological advances impacting academic advising on their respective campuses. This exercise has repeatedly helped advisers to network, learn from each other and take back ideas to their own home institutions.

Conference participants who cannot attend this meeting may visit our Web site at www.nacada.ksu.edu/Commissions/C14/index.htm for information about the commission.

Renee Babcock, University of Texas

Interest Group 132 10:00–11:00 a.m. Grand Suite 5, East Tower, Gold Level
Advising Military Students & Dependents
The Advising Military Students and Dependents Interest Group invites you to participate in our first meeting of this newly added interest group. We want to hear about your significant issues and successes and discuss how this group can better meet your needs. We will discuss ways to develop our website with resource information and seek participation of attendees in leadership positions as well. Bring questions and suggestions. Conference participants who cannot attend this meeting can join the listserv (details and instructions available on the NACADA website) or email keenani@uncw.edu

Lisa Keenan, University of North Carolina-Wilmington

Interest Group 133 10:00–11:00 a.m. Grand Suite 3, East Tower, Gold Level
Peer Advising & Mentoring
The Peer Advising and Mentoring interest group will gather to hear an announcement on the status of commission application. Short discussion and handout will share what this means for the group. Treats will be served in order to celebrate the accomplishments of the past year! Suggestions for new activities and initiatives for will be solicited from the group. All attending members will also receive a “Peer Advising and Mentoring Best Practices Toolkit,” devised from NACADA experts in the field. Participants will have the opportunity to network and share their successes and challenges on peer advising and mentoring initiatives.

Dana Zahorik, Fox Valley Technical College
Justin Fithian, Temple University

Concurrent 134 10:00–11:00 a.m. Grand F, East Tower, Gold Level
Joys of Juggling in the Advising Process, Metaphors for Teaching and Learning
Juggling (yes, literal juggling) is an interactive teaching/advising method that demonstrates the ideas of focus, persistence, and good old-fashioned hard work. Witness how this fun activity actively engages students, gets their attention, and empowers them to think critically. Topics will include: Overcoming self-defeating thinking and negative self-talk; increasing levels of concentration; creating associations to studying and other difficult tasks; inte-
Managing both halves of the brain, thereby increasing brainpower; and building teamwork and developing relationships with classmates, advisors, and instructors.

“Attitude literally determines Altitude.” Come have some fun and learn!

John Carmichael, Richland College
Presentation based on: Personal Growth as an Advisor

Concurrent 135  10:00–11:00 a.m.
Acapulco, West Tower, Gold Level
Leap, Hop, Skip and Soar to College: A Pre-College Experience

In society today, students have to be prepared for college at an early age due to the ever-changing and escalating college admission requirements. Knowing this, students need to be introduced to the various career fields that are available to them early, especially the lesser known areas in computing and informational technology. The School of Informatics at Indiana University has designed a pre-college program to address this fact. This pre-college experience gives potential students the chance to learn about the latest trends in information technology and computing in a fun hands-on atmosphere. If you are interested in developing a pre-college program, attend this session to uncover how such a program can be an alternate recruitment tool to assist in diversifying your program.

Richelle Brown, Indiana University
Presentation based on: Models/Applications

Concurrent 136  10:00–11:00 a.m.
Crystal C, West Tower, Green Level
Making the Pages Count: Creating a Useable Faculty Advising Manual

Commission Sponsored: Faculty Advising

We all want our advisors to be informed and knowledgeable. How do advising manuals help prepare and inform our advisors? How much information is too much? Are faculty advisors really reading all the information we provide? Learn how SUNY Cortland, a mid-sized public institution with a faculty based advising model, streamlined our advising manual to make it useful and usable. Learn how we prioritized our information and determined what will be most helpful to our advisors. The presentation will offer participants a forum for discussion, review relevant research, infuse the philosophy that advising is teaching, and take relevant information back to their home institution for implementation. Whether you are looking to develop an advising manual or update your existing one, the session can help.

Abby Thomas, Lori Schlicht
State University of New York College at Cortland
Presentation based on: Models/Applications

Concurrent 137  10:00–11:00 a.m.
Gold Coast, West Tower, Bronze Level
Managing the Trek: Implications of Prescribed Programs

Many programs such as business, engineering, and nursing require students to follow a specific, prescribed sequence of classes to stay on track toward admission and graduation requirements. Although the grand illusion is that prescribed programs afford advisors more time for building relationships with students, obstacles of managing inflexible, prescribed programs result in less time for quality advising. Creating and implementing enrollment policies calls on advisors and faculty members to develop new initiatives to communicate with students. This session will examine the implications of implementing and managing prescribed programs, implications for late deciders and transfer students, as well as suggestions for student outreach. Specifically, the College of Business Administration Advising Initiative to help students stay on track and our partnership with faculty members and student services offices across campus to reach deciding students will be presented.

Linda Wicander, Karen Arthur, Annie van de Water
Central Michigan University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students

Concurrent 138  10:00–11:00 a.m.
Grand C, East Tower, Gold Level
No Dumb Questions: Effective Advising Administration

Engage, advise and document increase student successes. Building on the experience of new administrator’s first few years, we will traverse the mountains of institutional politics, personnel and performance, brave the cliffs of reporting and evaluation, and face the headwinds of long-standing administrative practices. Discussion will focus on effective planning, execution, and assessment of administrative responsibilities. Together we will arrive at our intended destination: an orderly land of opportunity where advisors are free to engage with and invest in student success.

Joshua Barron, Texas Tech University
Presentation based on: Theory
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Concurrent 139  10:00–11:00 a.m.
Regency C, West Tower, Gold Level
Reality Check: Advising Students OUT of a Major

Best of Region 8

Most advisors will encounter situations when it is necessary to advise a student out of their chosen major. While increasingly common in pre-professional programs, it is important for advisors in all disciplines to recognize students whose chosen major is a poor fit, to help the student recognize that for themselves, and to direct the student to programs that are better suited to their interests, strengths, and goals. This presentation will address factors influencing student’s major choices as well as strategies employed by advisors to assist students in identifying and transitioning to a more appropriate major. In addition to the presenter’s perspective, time will be provided for case-studies and group discussion. Attendees can expect to leave the presentation feeling better equipped to initiate these challenging conversations with students.

Nicole Kent, Oregon State University
Presentation based on: Personal Growth as an Advisor
Concurrent 140 10:00–11:00 a.m.
Regency B, West Tower, Gold Level
Scaling the Summit: Individualized and Holistic Strategies for Supporting Re-admitted Students

The Summit Program at Bridgewater State College is a 5-step “early intervention” model designed for students who have been re-admitted to college after academic dismissal. This individualized and holistic approach evolved as the result of identifying and analyzing the unique needs of students who face the challenges of reentering the campus community with a number of “at-risk” characteristics. The goal of the program is to help students navigate the transition, overcome obstacles, and achieve success through a comprehensive personalized plan.

Through this interactive session participants will be asked to identify the needs of their own “at-risk” populations, including probationary and readmitted students, and invited to employ resources and adopt strategies and techniques utilized in The Summit Program at their home institutions.

Autumn Grant, Amy MacMannis-Freeland, Mary Ellis
Bridgewater State College
Presentation based on: Models/Applications

Concurrent 141 10:00–11:00 a.m.
Columbus A/B, East Tower, Gold Level
Supporting Faculty as Advisors and Teachers

The College of Arts and Sciences Advising Services staff serves as a resource to faculty and fully supports their work with undergraduate students. Further, we understand the importance of a student’s interaction, whether in an advising appointment or in the classroom, with a faculty member. Consequently, we have implemented several innovative and cost effective approaches to support and to prepare faculty in their roles as advisor and teacher.

This session will introduce successful strategies developed by Advising Services staff in supporting faculty. In addition to presenting information on previous workshops used to prepare faculty as advisors, we will also highlight our two-day orientation provided for new College faculty in order to assist them in the transition to academic life in the College and at the University of Tennessee.

Melissa Parker, Catherine Anderson, Brian Russell
University of Tennessee
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students

Concurrent 142 10:00–11:00 a.m.
Grand A, East Tower, Gold Level
The Assessment of an FYE Program: Proactive Evaluation Methods for Professional Advisors

Advising and FYE professionals are faced with greater demands for accountability and increased pressure to provide evidence that their work has a positive impact. This trend, combined with tighter budgets and more aggressive retention initiatives means that formally evaluating your programs’ impact is becoming a more necessary and challenging task. This session will focus on low-cost, practical techniques for effective and efficient evaluation planning, information collection, and data analysis of an FYE program. Surveys, interviews, use of institutional data, and other methods of evaluating program effectiveness and impact will be discussed. A demonstration of easy but powerful tips for efficient data organization and analysis will be conducted. Common evaluation pitfalls will also be shared. Participants are encouraged to bring evaluation ideas for group discussion and hands-on demonstrations.

Brian Davis, Nannette Funderburk, Bryant Hutson
University of North Carolina-Greensboro
Presentation based on: Research

Concurrent 143 10:00–11:00 a.m.
Grand D, East Tower, Gold Level
The Grand Challenges of Advising Undergraduates in Engineering and Science

The Grand Challenges of Advising Undergraduates in Engineering and Science

In February 2008, the National Academy of Engineering announced the Grand Challenges For Engineering. To parallel that development, this presentation will identify the big challenges for advisors of engineering and science students. It may appear that advising these students is easy; after all, they tend to be focused and intelligent. But in fact, such students have many vexing tendencies that can cause advising frustrations. This presentation, developed by a veteran engineering advisor with degrees and post-doctoral research training in science, will discuss some of the grand challenges: e.g., premature career decisions, inappropriate academic expectations, anti-intellectual biases, poor time management and undeveloped social skills. All advisors in science and engineering are invited to take part in an intense-but-fun sharing of viewpoints and practical strategies.

Donald Woolston, University of Wisconsin-Madison
Presentation based on: Personal Growth as an Advisor

Concurrent 144 10:00–11:00 a.m.
Toronto, West Tower, Gold Level
The Ties That Bind: Key Findings from the Community College Survey of Student Engagement (CCSSE)

The Ties That Bind: Key Findings from the Community College Survey of Student Engagement (CCSSE)

Over the past decade, student engagement has been the new catch phrase used in the university setting to describe students who are able to successfully become acclimated to the university culture and persist to graduation. The Community College Survey of Student Engagement noted in its finding that “many community college students begin slipping through the cracks almost as soon as they first set foot on campus.” This workshop is designed to give participants, especially new advisors, information about the CCSSE report, its findings and allow participants to creatively think about strategies, based on the findings, which will positively impact student engagement.

Mysha Clincy, St. Louis Community College-Meramec
Presentation based on: Research
Theories You Didn’t Know You Already Use

Commission Sponsored: Theory & Philosophy of Advising

Did you get into advising because it was the major focus of your job or a piece that somewhere along the way got added? Do you recognize the names Chickering or Perry, Astin or Tinto? Have you ever wanted a refresher course on advising? In this presentation we will review some of the more common advising theories and theorists. Why?

Simple: if you want to take your advising to new heights you need to have a strong base and in advising that means knowing the theories and how they apply. We promise we won’t read you our Powerpoint. Instead we will introduce the theories and work together to see how they are part of our every day advising.

Jessica Bancroft, Robert Crane, Megan Forbes
University of Maryland
Lindy Briggette, Suffolk University
Presentation based on: Theory
Target Audiences-this session is best suited for:
Level of advising experience: less experienced

Understanding Research in Academic Advising: Advisors and Administrators Speak Out

Expanding our understanding of the processes and impact of academic advising on advisors, students and student learning is essential to the profession and the future of NACADA. During the 2008 Regional NACADA Conference members of the research committee conducted a study of advisor and administrator definitions, uses, and perceptions of the role of research in advising. Participants will hear about the preliminary results of the study and have an opportunity to lend their perspective on research in advising.

Moderator: Sharon Aiken-Wisniewski, University of Utah
Janet Schultenberg, Penn State University
Iona Black, Yale University
Sarah Naylor, University of North Carolina
Presentation based on: Research

Coming Full Circle: Using Assessment Results to Guide the First Year

Commission Sponsored: Liberal Arts Advisors

The increasing emphasis on accountability in higher education has caused academic units to articulate and measure student learning outcomes. Too often the results of these assessments are shared only “upward” to central administration and external review committees; less often are they shared with students in meaningful ways. This program will demonstrate and report upon how assessment results have been used as a central component in an orientation course for students in a liberal arts curriculum.

Dana Schumacher, Iowa State University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students
Level of experience in subject matter: minimal needed

“Career Pathways” vs. Academic Exploration: New Challenges for Academic Advisors

Career education efforts underway in public K-12 schools will have a powerful impact on our students and our work. Typically, these programs contain a clear focus on career choices or “pathways,” with academic plans as a secondary and less well-examined focus. In this session we will closely examine how those career education programs (such as the effort underway in Pennsylvania schools), with their focus on early career commitments, are affecting the assumptions and beliefs of our students about educational choices. We will argue that students need to learn how to examine their academic interests and abilities, and distinguish between academic choices and career planning. Participants will discuss the challenges of helping students engage in academic exploration in light of this K-12 career focus.

Marie Lindhorst, Penny Carlson, Penn State University
Presentation based on: Theory
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Academic Preparation Programs: Mapping a Road to Success

An ancient Chinese proverb states, “A journey of a thousand miles begins with a single step.” For some students, that first step is an academic preparation program held prior to the beginning of school.

Mercer University sponsors a five-week summer program designed to assist students lacking the prerequisites for admission to the University. Mount Aloysius College provides a one-week program for admitted first-year students.
deemed at-risk. This session will highlight tried and true strategies utilized by both programs to enhance student success. Key campus collaborations, transition issues, academic performance and retention results will be addressed.

Chris Lovett, Mount Aloysius College
C. Jay Pendleton, Mercer University

Moderator: Susan Fread
Lehigh Carbon Community College

Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200 – 5,000 students

Concurrent 151 10:00–11:00 a.m.
Crystal B, West Tower, Green Level

Advising IS Teaching
What better way to truly get to know your advisees than by becoming their teacher and seeing them for 150 minutes a week for sixteen weeks. Using a mandatory three credit hour course entitled Career and Academic Planning, advisors in the Undergraduate Studies Program are able to assist students in getting to know more about themselves, assist them in their major and career search, help them to develop stronger decision-making skills and understand how to succeed in college. With a class size of twenty-five the process of getting to know your advisees is greatly enhanced. Advising is teaching and, in this case, teaching is advising. Come away with a strategy for setting up a similar class as well as the syllabus we use as we teach 550-600 undeclared incoming students each fall.

Susan Aufderheide, Purdue University
Presentation based on: Models/Applications

Concurrent 152 10:00–11:00 a.m.
Columbus E/F, East Tower, Gold Level

Bridging the Gap: How to Integrate Advising into a Living and Learning Community
How can we facilitate the integration of students' academic involvement with their co-curricular involvement? How can we appropriately challenge and support the high-achieving student? This program highlights how the themed residence and partnership between University Housing and Dining Services and the University Honors College at Oregon State University has succeeded in building a cooperative living and learning community to address these issues. Attendees will learn about the motivations, history, challenges, and successes of the 12-year-old partnership in McNary Hall. Please join us to explore ways to develop and elaborate upon partnerships to create integrated advising services into residential communities on your campus.

LeeAnn Baker, Oregon State University
Presentation based on: Models/Applications

Concurrent 153 10:00–11:00 a.m.
Columbus C/D, East Tower, Gold Level

Doing More with Less: Pooling Resources to Maximize Advisement Returns
It's all about collaboration! Advisors, administrators, faculty and others join in learning about program collaboration as means of improving student services. Learn about one unique program within the University at Buffalo, the Center for Academic Development Services (CADS), a model of collaborative programming among ten different student support units combined into one single student center. Pooling resources allowed us to provide advising, tutoring, and many other student services that we would not have been able to provide. We'll look at some obstacles to collaboration, review CADS' history, the ideas behind our action plan, as well as offer learning strategies for overcoming obstacles faced during our collaboration. You will walk away from this session with a plan on collaboration within your own institution and you'll be assigned a partner to follow-up regarding your progress. (135 words)

Lettitia Thomas, Jennifer Morrison, Sarah Piraino
University at Buffalo
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students
Level of experience in subject matter: minimal needed

Concurrent 154 10:00–11:00 a.m.
Columbus G/H, East Tower, Gold Level

Enhancing the Academic Climate for Black Male Students
If educators stop to reflect on the demographic realities and challenges that Black male students confront in their quest for college education, they would think of these men as determined survivors rather than as “at-risk students.”

Studies of persistence suggest that quality relationships with significant members of the campus community are critical to the social and academic integration of multicultural students. However, Black students often report that faculty, in particular, are remote, discouraging and unsympathetic.

This session will consider how other characteristics (e.g., first generation, low SES) combine to undermine these students' opportunities for success. We will identify how advisors can develop and enhance the cultural competence needed to respond effectively to Black male students. We will focus specifically on strategies used by highly successful individuals.

Thomas Brown, Thomas Brown & Associates
Pamela George, Yale University
Presentation based on: Theory

Concurrent 155 10:00–11:00 a.m.
Grand B, East Tower, Gold Level

Helping Transfer Students Reach the Summit of Academic Success
The term “transfer shock” has been an accepted part of academic advising literature since 1965 as advisors attempt to understand why the dip in transfer students' grade point average occurs and what they can do to help them make a more successful transition. This session will present in detail a 3-step transfer success plan implemented by the Warrington College of Business Administration at the University of Florida. This program includes a new interactive transfer orientation program and the implementation of a new transfer peer mentoring program and a transfer success workshop series. Through discussion and sharing, par-
targets will learn about the details of creating and implementing these programs, the successes and pitfalls encountered and the changes that were made as a result of program evaluation.

*Lindsay Dedow Gubin, Jennifer Olson, University of Florida*

**Presentation based on:** Models/Applications

**Target Audiences—this session is best suited for:**
- Level of experience in subject matter: minimal needed

**Exhibit 1010 10:00–11:00 a.m.**

**Columbian, West Tower, Bronze Level**

**SARS Software Products, Inc.**

This presentation will provide an overview of SARS Software Products, Inc. The software products are interrelated, interface with Datatel, PeopleSoft, SunGard HE (Banner), and others, and meet the appointment scheduling, tracking, planning, and reporting needs of student service sites. Products to be covered: SARS·GRID, SARS·CALL, SARS·TRAK, PC·TRAK, SARS·PLAN, and SARS·ALRT.

**Exhibit 1011 10:00–11:00 a.m.**

**Wrigley, West Tower, Bronze Level**

**Improving Advising Services on Your Campus—SunGard Higher Education**

DegreeWorks is a premium academic advising and degree audit solution for institutions that want to deliver significantly enhanced web-based advising services through their student information systems and campus portals. Learn about the exciting new advising and curriculum planning features DegreeWorks offers students, faculty, academic advisors, provosts, deans, department heads, and institutional researchers. This presentation focuses on product design and key features, and includes a demonstration of DegreeWorks.

**11:15 a.m.–12:15 p.m. Sessions**

**Commission Meeting 156 11:15 a.m.–12:15 p.m.**

**Water Tower, West Tower, Bronze Level**

**Faculty Advising**

Faculty advising is part of nearly every campus culture. This commission represents the best of faculty advising. Its members are administrators, faculty members, and full-time advisors who want to learn and share ways to connect with faculty advisors on their campuses. The discussion format for the Faculty Advising commission meeting invites members and those interested in becoming members to share important issues related to faculty advising, to get feedback from peers about ideas or plans, to meet new colleagues, and to discuss possible collaborative efforts. Please join us in mapping out the future of the Commission.

*Rhonda Sprague, University of Wisconsin-Stevens Point*

**Commission Meeting 157 11:15 a.m.–12:15 p.m.**

**Comiskey, West Tower, Bronze Level**

**Lesbian, Gay, Bisexual, Transgendered & Allies Concerns**

Hey! Come to our Commission meeting! Our commission meetings are fun AND we’re committed to offering assistance to all advisors who work with LGBTQ and allied stu-

**Interest Group 158 11:15 a.m.–12:15 p.m.**

**Grand Suite 5, East Tower, Gold Level**

**Pre-Law Advising**

Pre-law advising, the services and programs offered, and the office or professional responsible for it, varies greatly across campuses. In short, it is a diverse and complex field. The Pre-Law Advising Interest Group exists to support the diversity of advisors of all levels of expertise as well as respond to suggested services and resources that will help advisors, help their students. At this meeting, we will discuss the accomplishments of the past year, which includes an updated resources website and a nationally administered survey of all pre-law advisors; exchange best practices; and determine future activities and areas for involvement. Please take advantage of this opportunity to meet with diverse group of advisors. Please feel free to contact Anne Harrington, Interest Group Chair, at aharrington@anselm.edu with any questions or ideas. I look forward to meeting you in Chicago.

*Anne Harrington, Saint Anselm College*

**Interest Group 159 11:15 a.m.–12:15 p.m.**

**Grand Suite 3, East Tower, Gold Level**

**Probation/Dismissal/Reinstatement Issues**

Working with students in academic difficulty is often a challenging yet rewarding experience. Sharing our PDR-related concerns, issues, and ideas can be an important way to enhance our effectiveness in working with this population of students. Round table discussion groups will be formed based on topics of interest to participants, and groups will share a summary of their discussions. Don’t miss this opportunity to network, share, and learn!

*Chris Maroldo*

Indiana University Purdue University-Indianapolis

**Concurrent 160 11:15 a.m.–12:15 p.m.**

**Grand D, East Tower, Gold Level**

**Involvement in NACADA: Stepping Up to New Heights**

Whether you are a new or seasoned advisor, involvement in NACADA is an excellent step toward becoming successful in your profession. NACADA offers a variety of opportunities for involvement that include, but are not limited to, elected leadership positions. Consider volunteering for various regional and commission projects and steering committees, serving on national committees, presenting at a conference,
This panel features Board and Division members who will explain the range of options for “stepping up” your NACADA activity, how they became involved, and how leadership positions have helped them achieve new heights in their careers.

Celeste Pardee, University of Arizona
Jennifer Bloom, University of South Carolina
Albert Matheny, University of Florida
Laura Mooney, Nova Southeastern University
Steven Schneider, Fox Valley Technical College
Karen Sullivan-Vance, Western Oregon University
Jermaine Williams, Community College of Philadelphia
Presentation based on: Careers. Positions have helped them achieve new heights in their careers.

Concurrent 161  11:15 a.m.–12:15 p.m.
Columbus K/L, East Tower, Gold Level
Is Email Jeopardizing the Art of Advising?
Email advising has readily taken center stage as the preferred method of communication for both students and advisors. Students are able to write their questions as they occur to them, and advisors have found email useful in documenting interactions with students. However, email advising can impact the quality of advising relationships, can hinder developmental advising, and can facilitate students’ continued dependence on advisors for information. This session will focus on common pitfalls that occur in email advising, and examine limiting factors such as tone, intent, and prescriptive advising. Participants will examine real-life examples and engage in discussion as to how to strategically infuse developmental advising techniques into email communication, as well as determine when email advising is not appropriate to address students’ concerns.

Sue Ohrablo, Nova Southeastern University
Presentation based on: Personal Growth as an Advisor

Concurrent 162  11:15 a.m.–12:15 p.m.
Columbus E/F, East Tower, Gold Level
Minimize Size, Maximize Experience: Connecting First-Year Students to Their College
Helping first-year students feel connected to their major and college can be challenging—especially in a pre-professional program on a large campus. In order to do so, advisors must get creative, combine forces, and use multiple approaches to help first-year students develop a sense of belonging with their college—while also helping the students build a strong foundation for their future academic pursuits and career opportunities. This presentation will explore ways to help students blend their academic pursuits with professional development opportunities during their first year, while also instilling within them the shared values and competencies associated with their college. This presentation will offer multiple examples that can be adapted to a variety of student populations.

Sarah Diaz, Laura Ullrich, University of Arizona
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Institutional size: over 10,000 students
Level of experience in subject matter: minimal needed

Concurrent 163  11:15 a.m.–12:15 p.m.
Regency B, West Tower, Gold Level
Online Career Resources for Advisors
Best of Region 1
Advisors are frequently asked questions about specific careers and occupational trends in the process of planning a student's academic program, but often are not prepared to answer these questions. This workshop will introduce attendees to at least three career information websites that will assist you and your advisee in: answering career-specific questions, providing occupational trends, identifying educational requirements for specific careers, gaining knowledge of salary ranges for occupations, and identifying transfer schools with specific majors. Navigation through these sites will demonstrate specific features and special characteristics.

Discussion will focus on defining the situations and parameters that are appropriate for advisors to provide occupational information to students and assist them with career exploration as well as define situations that necessitate referral to a career counselor.

James Peacock, Kennebec Valley Community College
Kristina Ierardi, Cape Cod Community College
Presentation based on: Models/Applications

Concurrent 164  11:15 a.m.–12:15 p.m.
Columbus G/H, East Tower, Gold Level
Returning to the U: An Innovative Program for Adult Learners
Commission Meeting: Advising Adult Learners
During spring 2007, The University of Utah determined that in the previous ten years 4000 students with 90 or more credit hours had never completed their undergraduate degree. A University wide initiative was created to encourage former students who have stopped out of the University of Utah to return and complete their degree.

This presentation will look at the implementation of the Returning to the U program (RTU). Issues to be covered include: funding, resource materials, eligibility requirements, incentives, services and methods for locating qualifying students. Secured scholarship money for this group of primarily part time students, and the role a campus wide RTU Advisory Board plays will also be discussed. Final topic will focus on the tracking of RTU students’ retention and graduation rates.

Sandra McLelland, University of Utah
Presentation based on: Models/Applications

Concurrent 165  11:15 a.m.–12:15 p.m.
Columbus C/D, East Tower, Gold Level
Take your Training, Teaching and Group Advising to New Heights with Interactive Techniques
Commission Meeting: Advisor Training & Development
Do you deliver group advising, peer advisor training, faculty or new professional advisor training; or do you teach a freshmen or exploration class? Are you looking for new ways to engage these audiences? In this session, I will give you at least a dozen interactive teaching methods with relevant examples that can be applied to a variety of environments for the delivery of conceptual, relational, and informational mate-
materials. Although interactive training may not increase recall, it will increase learner satisfaction and engagement, which is a desired outcome. You will have the opportunity to explore new ideas for the application of methods within your own campus and unique group environments.

Cindy Fruhwirth, University of Wisconsin Oshkosh
Presentation based on: Models/Applications

Concurrent 166 11:15 a.m.–12:15 p.m.
Toronto, West Tower, Gold Level
The Highs and Lows of Emotional Wellbeing for the First Year Student—the Trends, the Issues, the Solutions for Advisors
Research suggests that first year students are entering our institutions with more emotional concerns than ever. The presenters, university psychologists, advisement professionals and faculty conducted research on the trends, issues, and emotional concerns of 2500 first year students who were clients in the University counseling center over a ten year period. Results will be shared and implications for aiding and retaining these students through their freshman year will be discussed. Video taped scenarios will be shared. Audience participation will be strongly encouraged.

Julie Preece, Norman Roberts, Ron Chapman
Brigham Young University
Presentation based on: Research

Concurrent 167 11:15 a.m.–12:15 p.m.
Grand B, East Tower, Gold Level
To Teach or Not to Teach: What Students Say about Teaching as a Career Choice
Commission Sponsored: Advising Education Majors
The demand for teachers is on the rise. According to The National Center for Education Statistics Predicting the Need for Newly Hired Teachers in the U.S. to 2008-2009, about 2.4 million teachers will be needed in the next 11 years due to teacher turnover, retirement, and rising student enrollment. The demand for teachers is especially high in math and science which has teacher education faculty, school administrators, and state officials pondering the question; where are the secondary teacher candidates? This session presents findings from a study that looked at why university students do not pursue education as a career choice in comparison to students’ motivations to become teachers. The findings provide valuable information for those looking to promote teaching careers.

Kristine Reed, University of South Dakota
Presentation based on: Research

Concurrent 168 11:15 a.m.–12:15 p.m.
Columbus A/B, East Tower, Gold Level
Up, Up and Away: Adapting Course Content Delivery Technology as an Advising Tool
In an era where advising is tasked with helping raise persistence and graduation rates, it is imperative that advisors make use of all available resources. This presentation will serve as an unveiling of our use of resources such as WebCT, Blackboard and others that were once limited to classroom instruction that advisors can use to put information into the hands of students much more readily.

The presentation will address the process to develop, implement and evaluate this adaptation of technology to advising. Steps will be shared that can guide attendees in the development of this model in their own advising center. There will be a live demonstration and time allowed for questions.

Bradley Chandler, Raquel Linares
University of Texas-San Antonio
Presentation based on: Models/Applications

Concurrent 169 11:15 a.m.–12:15 p.m.
Grand A, East Tower, Gold Level
A Mile Wide AND a Mile Deep: Advisor Training that Works
It can be frustrating to design a faculty advisor training program that has both breadth and depth. Join us to learn about a program at a small liberal arts college where faculty learn together about advising, share strategies for helping students grapple with life’s big questions, deepen listening skills, identify and articulate their own sense of passion and vocation, and strengthen collegial relationships. This session will provide information on the history of the group, group formation, content and activities, and funding. Participants will also briefly engage in exercises from the training program. This session is presented by a facilitator and participant of the faculty advising group. Five years of evaluations indicate that this training works!

Barb Ramos, Mark Bates, Simpson College
Presentation based on: Personal Growth as an Advisor
Target Audiences—this session is best suited for:
Institutional size: 1,200 – 5,000

Concurrent 170 11:15 a.m.–12:15 p.m.
Grand F, East Tower, Gold Level
A Team Approach to Advising Exploratory First-Year Students: Using Faculty, Professional & Peer Advisors
A team approach to advising exploratory, first-year students was piloted in fall 2006. This was followed by a larger implementation in fall 2007. Teams consisted of faculty advisors (instructors in the FYE seminar course), professional advisors from our CAPS (advising) center, and student peer advisors from our Center for Student Leadership (CSL). Panelists will discuss the details of the advising team approach, the logistics of implementing such a program and the data (retention, GPA, declaration of majors) obtained from the fall 2006 and fall 2007 studies. Attendees will have the opportunity for open discussion on the concept of advising teams and can hopefully provide input on possible modifications that would improve the effectiveness of this approach to advising exploratory first-year students.

Ralph J Rascati, Brian Glankler, Judy Craven
Kennesaw State University
Presentation based on: Models/Applications

Concurrent 171 11:15 a.m.–12:15 p.m.
Grand C, East Tower, Gold Level
Above & Beyond: How & Why to Make an Advisor ‘Briefing’ Program
In an ever-changing professional environment, Academic Advisors need more than just the standard “conference-
Friday a.m.

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Target Audiences—this session is best suited for:

Presentation based on: Research
Joyce Stern, Grinnell College

leave with an understanding of how to conduct a similar study on their home campus. In this session, you’ll be given a behind-the-scenes look at the planning, processes, programs, and promise of this innovative Advisor training program, as well as learn how to plan and implement your own. Attendees will be encouraged to participate in group discussion and brainstorming.

Samuel Murdock, Terri Burger, Rebecca Hapes, Donna Witt, Vida Wilhelm, Texas A&M University

Presentation based on: Models/Applications

Concurrent 172  11:15 a.m.–12:15 p.m.
Regency A, West Tower, Gold Level

Advising and Academic Coaching

Academic Coaching is a growing phenomenon and will become an integral part of higher education. Why coaching? Because coaching can improve performance and enhance the quality of one’s life! Ultimately, limited data shoes that the result of the coaching process helps students take become more successful - academically and personally! This session will address academic coaching as a philosophy and some suggestions as to how it can be implemented in your department, on your campus, etc. The session will address particular tools that can be used to engage students in the self-exploration process. Participants will be engaged by using a few of the “tools” that may help them get a better understanding of the coaching process and how it may work at the institution.

William Johnson, University of North Carolina-Greensboro

Presentation based on: Personal Growth as an Advisor

Concurrent 173  11:15 a.m.–12:15 p.m.
Grand E, East Tower, Gold Level

Advising through the Slump: Meeting the Needs of Second-Year Students

Commission Sponsored: Small Colleges & Universities
Current interest in the second year of college has generated new research and programs that seek to better understand or alleviate difficulties associated with the “sophomore slump.” Nevertheless, little research has focused on the relationship between academic advising and the second-year experience. This program will present the methods and results of a qualitative study of the second-year experience at a private, residential liberal arts college with a faculty-based advising system. In this study, students articulated several factors that made their second year unique. Information on the second-year experience will be shared, and implications for academic advising as well as student and academic affairs will be discussed. Participants will also leave with an understanding of how to conduct a similar study on their home campus.

Joyce Stern, Grinnell College

Presentation based on: Research
Target Audiences—this session is best suited for:
Institutional size: 1,200 – 5,000 students

Concurrent 174  11:15 a.m.–12:15 p.m.
Acapulco, West Tower, Gold Level

Advising to Increase STEM Opportunities for Undecided Students

The tradition of encouraging undecided students to take introductory STEM (science, technology, engineering, and math) classes designed for non-majors inadvertently keeps many of them from choosing STEM majors because, disproportionately in STEM, this leads them to be unprepared to continue in those disciplines. This presentation suggests changes in advising protocol to open doors to STEM for undecided students, and addresses how to prepare non-traditional STEM students for success through one-on-one advising and institutional procedures. Discussion includes issues relevant to two- and four-year colleges.

Lisa McLoughlin, Greenfield Community College

Presentation based on: Models/Applications

Concurrent 175  11:15 a.m.–12:15 p.m.
Columbus I/J, East Tower, Gold Level

Advisor Swap: Training Immersion for Academic Advisors

As academic advising managers who have our employees best interests at heart, we must see that advisors are professionally stimulated in their current roles, providing for a more enlightened and interested workforce. At our institution, we have successfully developed and piloted an advisor training program we refer to as “Advisor Swap,” whereby advisors from different advising centers across campus spend a week in another advising center in order to learn about various approaches and service models, with the goals of retrieving best practices and establishing better connections with colleagues and students. In this presentation, we will discuss the birth of our cross training, the application of our program, and the learning outcomes reported by advisor participants. Presentation attendees will receive concrete information about how to take this training back to their institutions.

Joan Tsacalis, Patricia Gonzalez, Katherine Calucci
University of Texas-San Antonio

Presentation based on: Models/Applications

Panel 176  11:15 a.m.–12:15 p.m.
Crystal A, West Tower, Green Level

By Leaps and Bounds: Using Podcasts as Advising Tools for Health Professions Students

Advising students in competitive programs requires efficiently and effectively addressing common questions and concerns of both current and prospective students. Panelists from two universities will share the implementation of podcasting as an innovative way of disseminating information. This session will highlight the content of our podcasts from the Mennonite College of Nursing advising office at Illinois State University and from the advising office at Auburn University's College of Sciences and Mathematics. The implementation and outcome of the podcasting initiative...
will be shared as well as providing practical ideas for using podcasts to provide on-demand advising for today’s students. There will be opportunity for discussion throughout the session.

**Moderator:** Krysta Diehl, Auburn University  
Beverley Childress, Auburn University  
Melissa Moody, Illinois State University  
Ruth Bingham, University of Hawaii-Manoa

**Presentation based on:** Models/Applications

**Concurrent 177**  
**11:15 a.m.–12:15 p.m.**  
**Crystal C, West Tower, Green Level**

**Career Exploration: Doctor, Lawyer, Indian Chief... and the Decision Path to Pursue the Dream**

Career Exploration is the new frontier on many college campuses today. With so many of our students entering college as “Undecided,” along with those who are declared, doubting, and feeling trapped, we can see why it is so important to have a Career Center in place. In this interactive presentation, we will share the “Who, What, and How” of Southeastern’s Career Hub, briefly take you through our exploration process, and then break into small groups to share and record program information. Feedback from data gathered will be provided at a later date for those interested.

*Terry Fitzpatrick, Deborah Lowry*  
Southeastern Louisiana University

**Presentation based on:** Models/Applications

**Concurrent 178**  
**11:15 a.m.–12:15 p.m.**  
**Gold Coast, West Tower, Bronze Level**

**Climbing to New Diversity Awareness**

The advisor of today is challenged to reach new heights of cultural awareness as we deal with the ever changing diversity of students. This presentation will explore a professional development technique I have employed for the past ten years with advising and student services staff to expand diversity awareness. Incorporating “Diversity Moments” into staff meetings provides a method for expanding definitions of diversity while developing empathetic understanding of student perceptions. Examples of specific materials and interactions used will be provided.

*Dick Vallandingham, Black Hawk College*  
**Presentation based on:** Personal Growth as an Advisor

**Concurrent 179**  
**11:15 a.m.–12:15 p.m.**  
**Regency C, West Tower, Gold Level**

**Height of Folly or Soaring Success?: Assessing Registration Advising**

Do advisors make a difference? This presentation seeks to answer this fundamental question by describing and analyzing the effects of advisors on a core activity of academic advising: registration advising. It makes a basic assumption that if we can demonstrate a positive effect on students’ registration, then we can infer positive effects on other key advising practices.

The presentation focuses on registration advising sessions as measured by the College of Liberal Arts’ Student Division at The University of Texas at Austin. This complex assessment project features direct and indirect multiple measures of advisors and students honed over the past two years. It will seek audience participation and make available the instruments used in the study.

*Richard Ribb,* University of Texas

**Presentation based on:** Models/Applications

**Target Audiences—this session is best suited for:**  
Level of experience in subject matter: minimal needed  
Level of advising experience: more experienced

**Concurrent 180**  
**11:15 a.m.–12:15 p.m.**  
**Regency D, West Tower, Gold Level**

**I’m Talking, But... They’re NOT Listening: Moving Beyond That Point**

Communication is central to our work as advisors. While there is not an ideal, we are wise to reflect on our communication competence. In this session, participants will learn about verbal and nonverbal aspects of communication. Attention will also be given to the words that we use and choose. Last, but not least, listening will be discussed. The session will include information, discussion, and activities. Join the communication on communication.

*Loretta Kucharczyk,* Prairie State College

**Presentation based on:** Personal Growth as an Advisor

**Concurrent 181**  
**11:15 a.m.–12:15 p.m.**  
**Crystal B, West Tower, Green Level**

**Integrating Advising, Teaching, and Learning: A Formula for Success and Retention**

A wide variety of factors contribute to a student’s success and achievement during the first year of college. Research suggests that there are patterned variables that influence success, whereas practitioners argue that academic success for students is highly idiosyncratic and individualized. Institutions are challenged to design support programs that not only reflect research in higher education, but also to provide services that are attentive to individual needs. This session examines Bryant University’s unique approach to supporting students during their first year and beyond. The University has designed a support system integrating three functional areas of the institution: Advising, The First-Year Experience, and Learning Assistance. The support system for the first year lays the “foundation” for academic success and retention during the first year through graduation.

*Laurie Hazard, Lori Johnson,* Bryant University

**Presentation based on:** Models/Applications

**Target Audiences—this session is best suited for:**  
Institutional size: 1,200 – 5,000 students

**Exhibit 1012**  
**11:15 a.m.–12:15 p.m.**  
**Columbian, West Tower, Bronze Level**

**Educational Benchmarking**

Educational Benchmarking (EBI) is focused on the improvement of the college experience. EBI offers over fifty nationally benchmarked assessments enabling institutions to identify key areas that will have the greatest impact on overall improvement. MAP-Works® is the newest EBI program focusing on student success. MAP-Works facilitates and enriches interactions between your institution and first-year students by providing individualized reporting, communication management, and more to first-year students and faculty/staff. This innovative approach improves students’
transition to the college environment with a constant focus on student success. MAP-Works was developed through a partnership with Ball State University. The session will introduce participants to the MAP-Works system including the philosophy behind the program, its features, and the impact it can have on the success of your students.

**Exhibit 1013** 11:15 a.m.–12:15 p.m.
**Wrigley, West Tower, Bronze Level**
**Redrock Software Corporation**
Redrock Software Corp. presents AdvisorTrac: the ultimate web-based advising center management system. Advising administrators will see how AdvisorTrac software can enhance student service; maximize time and personnel; and justify center funding. AdvisorTrac works in centralized and decentralized centers. Presentation will be an interactive demonstration of the software plus a review of case studies of campuses already using AdvisorTrac. 
www.advisortrac.net

**12:15–2:00 p.m.**
**Lunch on your own**

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<tr>
<th>2:00–3:00 p.m. Sessions</th>
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<tr>
<td><strong>Commission Meeting 182</strong> 2:00–3:00 p.m. <strong>Wrigley, West Tower, Bronze Level</strong></td>
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**Advisor Training & Development**
Are you a commission member or someone who is interested in learning more about Advisor Training and Development? If so, please join us as we review ideas and establish our priorities for the coming year. Learn more about our “Ask a Colleague” initiative and other advisor training tools. Find out how you can be involved in the work of the commission. We are one of the largest commissions in NACADA and our members bring experience, creativity and fresh ideas to the table to the table, so you can expect a lively conversation.

*Pat Folsom, University of Iowa*

| **Commission Meeting 183** 2:00–3:00 p.m. **Water Tower, West Tower, Bronze Level** |

**Undecided & Exploratory Students**
The purpose of the Commission is to promote the advancement and improvement of academic advising of undecided and exploratory students. The meeting time will be spent discussing techniques, resources, programs, and ideas we utilize at our own institutions. In addition, Commission members will have a chance to meet our incoming chair! This will also be an opportunity to network with colleagues, recognize our commission sponsored programs, and develop goal for the next year.

*David Spight, University of Texas*

**Interest Group 184** 2:00–3:00 p.m.
**Wrigley, West Tower, Bronze Level**
**Large Universities**
Advisers at large universities (20,000+ undergraduates) face unique challenges. Collaboration and coordination can be difficult across institutional structures. Advising philosophies, approaches and styles may vary widely across campus. Resources are often limited. Yet, these challenges, as well as others, often lead to the development of unique programs, interesting communication strategies, and remarkable professional development opportunities. Our goal is to provide NACADA members with an opportunity to meet with colleagues from other large universities to share their experiences and their knowledge and to discuss topics of mutual concern. Please join the Large Interest Group email list to suggest topics of interest (check the NACADA web site for details) or email mylar@u.washington.edu Please come join the discussion!

*Leah Panganiban, University of Washington*

**Interest Group 185** 2:00–3:00 p.m.
**Grand Suite 5, East Tower, Gold Level**
**Study Abroad Advising**
The Study Abroad Advising Interest Group seeks to support academic advisers in their work with students before, during, and after an education abroad experience.

The Study Abroad Advising Interest Group seeks to involve NACADA members to: enhance adviser knowledge of study abroad and work, intern, and volunteer abroad options, build adviser interest in learning how they can promote and prepare students for education abroad, share strategies, tools, and materials for advising students interested in education abroad, share strategies and successes regarding curriculum integration and course equivalencies, develop information exchange and partnerships with other professional organizations committed to advancing advising and education abroad agendas (e.g., NAFSA, the Forum), support re-entry advising for students, promote research, publication, and conference presentations.

Join us at the Interest Group meeting to network and discuss education abroad advising “hot topics” on our campuses.

*Jodi Malmgren, University of Minnesota-Twin Cities*
*Kelly O'Sullivan, University of California-San Diego*

**Potential Interest Group 186** 2:00–3:00 p.m.
**Columbian, West Tower, Bronze Level**
**Advising in Interdisciplinary Programs**
Do you advise students in interdisciplinary programs? If so, you are probably quite familiar with the challenge of helping students to identify and learn discipline-based connections, and to understand the demands of interdisciplinary education and the advantages this education gives them. This session will explore the potential usefulness of a formal interest group that addresses these challenges through discussion, sharing resources, and learning more about the wide-ranging nature of interdisciplinarity. As with other NACADA interest groups, this one has a website and a listserv.
At the 2007 Annual Conference in Baltimore, twenty-nine people attended a presentation on advising in interdisciplinary programs and agreed that an interest group should be formed. This meeting is the next step for formally establishing the group. If you are interested, please attend to offer your suggestions, questions, and your support!

**Steve Pajewski, Carnegie Mellon University**

**Concurrent 187**  2:00–3:00 p.m.
**Grand C, East Tower, Gold Level**

**Preparing Students to Reach New Heights of Success**

**Commission Sponsored: Advising Education Majors**

What do students wish they had known before coming to college? What advice would they give to new incoming freshmen? Students in freshman orientation classes were surveyed to provide answers to these questions. The focus of this presentation will be presentation of the research and application of the findings. How can advisors, faculty advisors, and colleges utilize this information to develop more effective advising programs and offer programs to address the identified needs? This information is also helpful when preparing for NCATE or other accreditation reviews to identify how a program is meeting the needs of students.

**Lee Kem, Murray State University**

**Presentation based on:** Research

**Concurrent 188**  2:00–3:00 p.m.
**Grand D, East Tower, Gold Level**

**Raising the Bar for Advising: Strategic Planning for the 21st Century**

**Commission Sponsored: Assessment of Advising**

Knowledge and skills for making strategic decisions are essential to achieve greater excellence for individual advising programs and for the profession. Carrying out strategic planning will ensure that academic advising achieves greater heights in the 21st century—including exemplary practice, strong research, and wise choices about how to best use shrinking resources. Session leaders will share their recent experience in implementing a strategic planning process for a stand-alone advising unit. Through this session participants will identify content components for strategic plans, learn about technology processes to engage critical stakeholders in planning, and articulate at least one belief/value about advising at their institutions.

**Linda Higginson, Eric White, Penn State University**

**Presentation based on:** Models/Applications

**Target Audiences—this session is best suited for:**
- Level of experience in subject matter: minimal needed
- Level of advising experience: more experienced

**Concurrent 189**  2:00–3:00 p.m.
**Columbus K/L, East Tower, Gold Level**

**Raising the Bar: Who’s in Charge of Pre-Law Advising?**

For many individuals who advise pre-law students, the pre-law role is just one small aspect of their responsibilities. In some instances, it is not even specified in their job description, but is rather something that they end up doing by default since no one else is assigned to do it. In this session, we will share the results of a survey to assess the way in which pre-law programs are set up at a wide variety of colleges and universities nationwide. Participants will have the opportunity to discuss the challenges and successes of their pre-law advising programs, compare the pre-law advising services to those offered at other institutions, and learn about effective ideas that can be implemented to improve pre-law advising on their campuses.

**Anne Harrington, Saint Anselm College**
**Ruth Bingham, University of Hawaii-Manoa**
**Sara Mock, University of Florida**

**Presentation based on:** Research

**Target Audiences—this session is best suited for:**
- Level of experience in subject matter: minimal needed

**Concurrent 190**  2:00–3:00 p.m.
**Columbus G/H, East Tower, Gold Level**

**Restoring Your Wings to Soar to New Heights**

Many students face serious academic difficulties despite academic advisors’ best efforts. Although some students may overcome these obstacles alone, many require academic intervention. This session will focus on a comparison of two departments’ innovative academic probation and retention programs designed to rescue struggling students and help them soar to new heights.

Participants will learn the mechanics of our programs, how they have changed through the years, and the program success rates. Additionally, attendees will have the opportunity to interact in small groups, respond to short case studies, create possible intervention methods for their own programs, discuss current best practices and brainstorm improvements to any academic probation or retention program.

**Heather Haliburton, Rebecca Hapes, Texas A&M University**

**Presentation based on:** Models/Applications

**Concurrent 191**  2:00–3:00 p.m.
**Regency A, West Tower, Gold Level**

**Scattered to Structured: Reorganizing Academic Advising Services**

Reorganization presents challenges while also opening up opportunities for change. This session will share how one undergraduate college at a major four-year public university restructured academic advising services reflecting the value for developmental advising, the need to streamline delivery, and the desire to better utilize faculty time. Specific attention will be given to the critical importance of support from constituencies and success in building a strong academic advising team. Through discussion, participants will be encouraged to share their experiences with or desires to reorganize academic advising services in their academic units.

**Sandi Splansky (Kuchynka), Kerry Spitze, Liz Harris**
**Northern Illinois University**

**Presentation based on:** Models/Applications
Concurrent 192  2:00–3:00 p.m.
**Acapulco, West Tower, Gold Level**

**Scrubbing The Launch: Nursing Students On Probation**

5…4…3…2… uh-oh, Houston, we have a problem! The rigor and challenges of the nursing courses threaten the take-off of many students’ nursing careers. Come learn how faculty and advisors created a plan to ensure student success. From a collaborative academic enrichment program entitled “First Aid Fridays” to faculty referrals of an early warning system named S.P.A.R.K. (Students Pursuing Academic Responsibility & Knowledge) participants will be exposed to the multi-faceted efforts of this advising crew from the University of Kentucky College of Nursing.

*Tony Grace, Joanne Davis, Stefney Simpson*
University of Kentucky

**Presentation based on:** Models/Applications

**Target Audiences—this session is best suited for:**

- Level of experience in subject matter: minimal needed

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Concurrent 193  2:00–3:00 p.m.
**Grand E, East Tower, Gold Level**

**The Model for Academic and Career Success**

The Model for Academic and Career Success is a collaborative initiative by several units including academic advising, career counseling and career services. The Model identifies for students deliberate ways to integrate co-curricular and career planning activities into their educational plan to complement class room learning. It is a “road map” for students to approach their academic and career development in a systematic way to gain liberal education competencies for graduation and beyond. Though the model has 7 stages, students may progress through the model at their own pace, engage in some stages simultaneously and revisit earlier stages as they revise their goals and ideas. The model helps faculty and staff assist students integrate in and out of class activities.

*Sulari White, Chris Plouff, John Zaugra, Leijhi Koval*
Grand Valley State University

**Presentation based on:** Models/Applications

**Target Audiences—this session is best suited for:**

- Level of experience in subject matter: minimal needed

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Concurrent 194  2:00–3:00 p.m.
**Crystal A, West Tower, Green Level**

**The NCAA Division I Academic Performance Program and the NACADA/NCAA Partnership**

This session will include an overview of the NCAA Division I Academic Performance Program (APP) provided by a member of the NCAA Membership Services Staff and also an overview of the NACADA/NCAA partnership initiatives. The presentation will be followed by a question and answer session.

The aspects of the Division I APP will be discussed, including background, measurements (APR, GSR) and data collection, penalties, APR improvement plans and updates.

Details of NACADA/NCAA partnership initiatives will be offered, including those for the “Academic Success and the Student-Athlete” Online Course and the “A Game Plan for the Student-Athlete Success” Academic Institute.

*Commission Sponsored: Advising Adult Learners*

The Council of Adult and Experiential Learning (CAEL), in partnership with the American Productivity & Quality Center (APQC) conducted a benchmark study that identified eight principles of effective practice for serving adult learners. The Program for Accelerated College Education (PACE) at California State University East Bay reflects these practices thus enabling this non-traditional student population to attain new heights within the university and realize the peak of success.

*Barbara Jackowski, California State University-East Bay*

**Presentation based on:** Models/Applications

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Concurrent 195  2:00–3:00 p.m.
**Gold Coast, West Tower, Bronze Level**

**The Peak of Success: Taking the Adult Learner to New Heights**

*Commission Sponsored: Advising Adult Learners*

The Council of Adult and Experiential Learning (CAEL), in partnership with the American Productivity & Quality Center (APQC) conducted a benchmark study that identified eight principles of effective practice for serving adult learners. The Program for Accelerated College Education (PACE) at California State University East Bay reflects these practices thus enabling this non-traditional student population to attain new heights within the university and realize the peak of success.

*Jennifer Edwards, Carrie Graham, Arizona State University*

**Presentation based on:** Personal Growth as an Advisor

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Concurrent 196  2:00–3:00 p.m.
**Regency C, West Tower, Gold Level**

**Helping Your High School Pupa Transform into a College Butterfly: Former High School Teachers Offer Tactics for Assisting First-Year Students**

*Best of Region 10*

Have you ever had to deal with obtuse actions by freshmen? Two former high school teachers utilize a combined 22 years of secondary education experience to explain why first-year students often exhibit apathy, entitlement, and interdependence. Through a series of interactive demonstrations these two theatre veterans will illustrate how certain high school norms and programs encourage the formation of behaviors that are often irrational or counterproductive at the college level. This dynamic duo will also offer strategies and examples that will help you motivate your first-year-students into the creative, independent and critical thinking problem solvers they have the potential to be.

*Jennifer Edwards, Carrie Graham, Arizona State University*

**Presentation based on:** Models/Applications

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Concurrent 197  2:00–3:00 p.m.
**Grand A, East Tower, Gold Level**

**A Concept of Academic Advising for Graduate and Professional Students**

*Commission Sponsored: Advising Graduate and Professional Students*

Are you an academic advisor for graduate or professional students, or the advisor of undergraduate students eager to further their educations? Come and discuss the NACADA concept of academic advising in light of the goals of graduate and professional programs. This roundtable will examine the current NACADA statement in light of academic advising in postbaccalaureate education. Participants will be given mission and policy statements from higher education institutions, and statements on the goals of professional education from one professional association. Participants will be asked to examine the notions of curriculum, pedagogy and learning outcomes of academic advising in postbaccalaureate education.

*Barbara Jackowski, California State University-East Bay*

**Presentation based on:** Models/Applications

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education. Everyone should leave the session with ideas for further conversations about the nature of academic advising after undergraduate school.

Joyce Buck

Victoria McGillin, Linfield College

Presentation based on: Personal Growth as an Advisor

**Concurrent 198 2:00–3:00 p.m.**

**Crystal B, West Tower, Green Level**

**A Successful Transition: Peer Mentors Guiding First-Year Students**

Effective advising doesn’t just take place in the office, it happens through continuing contact during all stages of a student’s development throughout their undergraduate career. Due to growing advising loads it is increasingly difficult to meet all students’ needs individually. This presentation will describe the development and implementation of a first-year program designed to assist students in their transition into the University. Quantitative and qualitative results will be shared to demonstrate the value and success of this comprehensive mentoring program. The audience will be engaged through discussion and will have the opportunity to begin thinking about how a similar program can be implemented in their institution to serve their students needs. This presentation is appropriate for advisors from any type of institution and within all academic areas.

Arzu Corella, Christy Ball, University of Arizona

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

- Institutional size: over 10,000 students
- Level of experience in subject matter: minimal needed

**Concurrent 199 2:00–3:00 p.m.**

**Regency D, West Tower, Gold Level**

**Bringing Transfer Students into the Fold: The Interim Advising Program Responds to Transfer Student Issues at the University of Maryland**

Commission Sponsored: Undecided/Exploratory Students

Letters and Sciences is the advising unit at the University of Maryland for students who have not declared a major. The Interim Advising Program (IAP) is an initiative within Letters and Sciences that provides incoming transfer students with more than 60 credits and who were not admitted to the major of their choice with comprehensive academic advising and academic support services. IAP helps students efficiently use their time at the University to identify and achieve their academic goals. Learn how the creative use of advising resources and support services can impose a systematic approach to empower transfer students to declare a major within their first two semesters.

Evelyn Cooper, Brent Hernandez, University of Maryland

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

- Institutional size: over 10,000 students

**Concurrent 200 2:00–3:00 p.m.**

**Grand F, East Tower, Gold Level**

**Changing and Evolving Workplaces: Implications for Advising Students**

Workplaces are changing and evolving as are assumptions related to career development. Understanding and using information regarding changing workplaces, changing assumptions, and the competencies and knowledge needed to be successful are important in helping students make informed, considered career and academic decisions. Academic advisors have an important role in helping students make career and academic decisions to effectively prepare for the future. Based on students’ decisions and goals, academic and career advising are critical to the development and implementation of their plans. This session will focus on changing workplaces, changing career development assumptions, changing expectations for students, competencies needed to be successful, and implications for academic advisors as they facilitate students’ career and academic planning and development.

Kenneth Hughey, Judith Hughey, Kansas State University

Presentation based on: Research

**Concurrent 201 2:00–3:00 p.m.**

**Toronto, West Tower, Gold Level**

**Confessions of Nigrescence: It’s Not All Black & White!**

Cross’ Model of Psychological Nigrescence is a valued theory of ethnic identity development which informs and guides the practice of many professionals working with African American students. However, many relegate the theory’s application to the student affairs realm—and solely with African American students. Ethnic Identity Development is a lifelong process of learning that envelopes more than African American college students—Cross’ Theory has relevance for the ethnic, academic, and interpersonal development of ALL students and academic advisors.

This presentation will examine the relevance of Cross’ Model to academic advising and its application in the lives of all students and advisors no matter their ethnic identity! Participants will be invited to join the discussion and provide personal reflective evidence of ongoing “Nigrescence” in everyday advising practices.

Natalie James, Penn State University

Presentation based on: Theory

**Concurrent 202 2:00–3:00 p.m.**

**Columbus C/D, East Tower, Gold Level**

**CSI: Chicago—Media vs. Reality when Advising Students about Forensic Science**

Commission Sponsored: Engineering & Science Advising

In the last 10 years, the surge of popular media’s glamorous portrayal of forensic science has lead to a corresponding explosion in student interest in this field. Now academic advisors must not only educate themselves but also prospective students about what forensic science is, and what it is not. In addition, academic advisors must investigate which students are serious about studying forensic science and which students are only serious about watching it.

This session will look at strategies that one university has
implemented to effectively advise students who are (or think they are) interested in forensic science. Participants will be encouraged to ask questions and share their experiences during the presentation.

\textit{Kristi Shea}  
Indiana University Purdue University-Indianapolis  
\textbf{Presentation based on:} Models/Applications

\textbf{Concurrent 203}  \hspace{1cm} 2:00--3:00 p.m.  
\textbf{Crystal C, West Tower, Green Level}  
\textbf{Decentralized, not Disorganized: How an On-line Advising Folder Enhances a Decentralized or Shared Advising Model}  
No more paper! An electronic advising folder, accessible through university desktops, has transformed a decentralized faculty advising program, providing the best of centralized, decentralized, and shared organizational structures. Advisors have access to advisees’ academic histories, to complete records of advising notes, and to faculty concerns about course progress. Appropriate college officials read an overview of students’ comprehensive academic and contact histories. The folder transfers automatically when an advisor is reassigned. At this presentation, attendees will see an overview in live time of the folder’s functions. They will interact with the programmer who created it, and administrator and a user. They will learn how training addresses FERPA and ADA compliance.

\textit{Heidi Koring, Shawn Arnold, Brian Hudson}  
Lynchburg College  
\textbf{Presentation based on:} Models/Applications

\textbf{Concurrent 204}  \hspace{1cm} 2:00--3:00 p.m.  
\textbf{Columbus E/F, East Tower, Gold Level}  
\textbf{Discovering Academic Advising through the Lens of Appreciative Inquiry}  
Institutions are faced with fiscal concerns, shrinking enrollments, and changing student demographics. These challenges engage services, like academic advising, to reevaluate their purpose and value. Since 1970, a faculty advising model has served undergraduates at John Carroll University. However, its effectiveness has been under scrutiny. Cooperrider and Srivastva (1987) developed appreciative inquiry as an intervention to examine the “best practices” within organizations. It is a “theory of organizing and a method for changing social systems.” This paper is an examination of academic advising through the lens of appreciative inquiry as an organizational development intervention and method (Bushe, 1995). Through interviews with faculty, administrators, staff, and students the researcher will discover those “best practices” that give “life and energy” to advising at John Carroll University.

\textit{Sophie Kus-Patena, John Carroll University}  
\textbf{Presentation based on:} Models/Applications  
\textbf{Target Audiences—this session is best suited for:}  
\textbf{Institutional size:} 1,200 – 5,000 students

\textbf{Concurrent 205}  \hspace{1cm} 2:00--3:00 p.m.  
\textbf{Regency B, West Tower, Gold Level}  
\textbf{Early Alert—Is it for Everyone?}  

This session will discuss the “pros and cons” in starting an early alert system. The presenters will highlight the campus community effort to implement an electronic early alert system at the University of Colorado Denver. The session will demonstrate the electronic system along with sharing assessment data related to faculty participation and referral, student interactions and outcomes, and the impact to campus culture. Participants will engage in critical dialog to explore if early alert is appropriate for your campus and attendees will come away with guiding principles to design an early alert system for your campus.

\textit{Carol Morken, John Lanning, Trishia Vasquez, Sheryl Coffey}  
University of Colorado Denver  
\textbf{Presentation based on:} Models/Applications

\textbf{Panel 206}  \hspace{1cm} 2:00--3:00 p.m.  
\textbf{Grand B, East Tower, Gold Level}  
\textbf{Fear of Heights: A Panel Discussion on First Generation College Students-From Theory to Practice}  
First-generation, working-class college students require significant academic and personal support in negotiating the difficult transition to college. This being the case it is incumbent upon academic advisors to learn more about first-generation students to help ease their transition. This presentation will be a four-person panel discussing recent research and current programs related to first-generation college students. Three of the panelists will present their research projects on first-generation students and the fourth panelist will discuss programs providing academic and social support for first generation college students. The goals of the session are 1) to help educate advisors on the issues confronting first-generation college students and 2) identify ways in which academic advising offices can assist first generation college students.

\textbf{Moderator:} Robert Longwell-Grice  
University of Wisconsin-Milwaukee  
\textit{William Serrata}, South Texas College  
\textit{Nicole Zervas}, Le Moyne College  
\textit{Kathy Mullins}, Front Range Community College  
\textit{Jodi Gonzalez}, Texas Tech University  
\textbf{Presentation based on:} Research

\textbf{Concurrent 207}  \hspace{1cm} 2:00--3:00 p.m.  
\textbf{Columbus I/J, East Tower, Gold Level}  
\textbf{It’s Time for Change: Advising for the Future of Tomorrow’s Students}  
Over the past two years, Aurora University has experienced significant change in its approach to academic advising and career development. This change is reflected in a new organizational structure that resulted from effective use of assessment data and an open-minded administration. Hear how one private, independent institution moved from faculty
advising to a centralized office of professional advisors. Learn ways to initiate change at your own campus, gather tips to innovate academic advising, and discover how professional advisors use technology in intrusive advising techniques to support students.

**Jodi Koslow Martin, Brynn Landwehr, Kidada Robinson**
Aurora University

**Presentation based on:** Models/Applications
**Target Audiences—this session is best suited for:**
- Institutional size: 1,200 – 5,000 students

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**Concurrent 208**  
**2:00–3:00 p.m.**  
**Columbus A/B, East Tower, Gold Level**

**Lean, Mean, and Green: Making Advising Resources More Effective (and Paperless!) through an Internal Website**

Tired of all the papers on your desk? Weighed-down by the advising manuals that adorn your bookshelf? Pressured to remember where to find the information you need? Organizing, updating, and disseminating job-critical information among advisors is challenging. Policies and procedures change at the drop of a hat, making it necessary to communicate updated information in a manner that is flexible, fast, and paper-free.

**Jill Stohs, George Mason University**  
**Paulanne Walker, University of Maryland-College Park**

**Presentation based on:** Models/Applications
**Target Audiences—this session is best suited for:**
- Level of experience in subject matter: minimal needed

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**Concurrent 209**  
**2:00–3:00 p.m.**
**Grand Suite 3, East Tower, Gold Level**

**Narrative and the Art of Advising**

As her backpack slides off her shoulder and thumps the floor, your student slumps in the seat across your desk and says, "I don’t know what to do."

After her explanation, you could respond with Western rhetoric—supply this student with strategically arranged information—or you can use a technique of Chinese Rhetoric: Tell a story. This could be a story from your own experience, professional or personal, or it could be a fictional story, beginning with, "Let's imagine . . . ."

Based on a comparison of Western and Chinese rhetorical traditions, this presentation draws from student case studies in addition to my own experience as Rhetoric instructor, writer, and advisor to illustrate how narrative can end, artfully, with the student lifting up her backpack, confidence restored, and her best option revealed.

**Brian Goedde, University of Iowa**

**Presentation based on:** Personal Growth as an Advisor

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**Commission Meeting 210**  
**3:15–4:15 p.m.**
**Water Tower, West Tower, Bronze Level**

**Advising Business Majors**

The purpose of the Commission for Advising Business Majors is to facilitate discussion with fellow advisors regarding ongoing issues common to our majors. Discussion topics may include but not limited to: AACSB accreditation, ongoing concerns of program entrance requirements, proposal topic recommendations to present at regional and national conferences, or follow-up to previous conference discussions. Recognition of award winners and commission sponsored sessions will be shared. Members of the committee and anyone interested in joining this commission are encouraged to participate.

**Deb Noll, Iowa State University**

**Presentation based on:**

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**Comiskey, West Tower, Bronze Level**

**Potential Interest Group 213**  
**3:15–4:15 p.m.**
**Columbian, West Tower, Bronze Level**

**Doctoral Students**

Join us as we lay the groundwork for this new Interest Group for Doctoral Students! We will brainstorm ideas to assist in the creation of a mission, goals, and direction for the group. This group was formed to better enable NACADA members who are pursuing their doctoral degrees opportunities to more easily network. In order for Academic Advising to continue to grow as a profession, it is vital that research pertinent to the field continues to expand. The
intention of this Interest Group is to create a community for members with similar scholarly and educational goals to share resources and offer support. We believe that encouraging and supporting members during the doctoral process will serve to successfully enhance both NACADA and the Academic Advising profession.

Sarah Keeling, University of South Carolina-Columbia
Amanda Cuevas, University of Illinois, Urbana-Champaign

Concurrent 214 3:15–4:15 p.m.
Grand F, East Tower, Gold Level
Producing, Directing, & Starring in Advising Online Programs: Casting Effective Tools to Help You and Your Students
Are you overwhelmed with constant emails and phone calls from online students? At the University of North Texas, we created a streamlined approach of assisting this population that is efficient for the advisor and easy for the student to understand. Our method aids students from inquiry stage through registration.

We will explain our process of developing a program for advising online General Studies majors. We will demonstrate how to create information packets, emails scripts, orientation materials, as well as other forms useful to the advising process. Strengths and weaknesses of the existing process will also be discussed. Participants will gain an understanding of how to create an advising online process and be provided with handouts of information reviewed.

Stacy Dooley, University of North Texas
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
  Level of experience in subject matter: minimal needed
  Level of advising experience: less experienced

Concurrent 215 3:15–4:15 p.m.
Grand D, East Tower, Gold Level
Promoting Successful Transition through Teaching: Mandatory Transfer Student Group Advising
Transfer again places students in the position of being uninitiated about requirements, policies, and institutional processes. To address the needs of transfer students to quickly master necessary skills and knowledge for academic success and full participation at their new college, a mandatory group advising program has been instituted. Students participate in group advising at orientation to prepare them for first registration, and in the first semester of enrollment to prepare them for fruitful departmental advising and academic success.

Information will be shared about the advising curriculum, strategies for ensuring participation, and initial assessment of this new program.

Steven Viveiros, Bridgewater State College
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
  Level of experience in subject matter: minimal needed

Concurrent 216 3:15–4:15 p.m.
Grand A, East Tower, Gold Level
Reinstating Students from Probation/ Suspension: It Takes Collaboration to Advise a Student
The decision to return to college after having not been successful can be intimidating and challenging. Students may be unaware of resources to help them succeed, and unsure of who to ask. Many have not confronted what led them to struggle before, and have unrealistic expectations about academic and career goals. Advisors are the key to helping these students become successful.

The presenters will explain their collaborative readmission and advising model, where student success increased from 40% to 80% using: interviews, contracts, learning objectives, coursework, and intrusive advising. The presenters will share recent research, and talk about some of their roadblocks, as well as the tremendous rewards of the program. The session will be interactive; participants should be ready to discuss and ask questions.

Krystin Deschamps, Stephanie Hamblin
Utah State University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
  Level of experience in subject matter: minimal needed

Concurrent 217 3:15–4:15 p.m.
Columbus K/L, East Tower, Gold Level
The Label: Academic Probation Student vs. Student on Academic Probation
Do you believe that most students end up on probation because of too much partying or being lazy? Do you get frustrated when working with students on probation?

Have you ever thought about how your interaction with a student affects that student's future expectations and opinions of all academic advisors? . . . thus affecting the student's usage and connection with their main campus resource?

This session (based on data from a qualitative dissertation) will reveal, through students' voices, details about their experiences while on probation, especially regarding advising encounters. Learn what advisors need to consider when working with this unique population. Discover ways to better serve (and retain) students who experience academic probation, and look at the big picture encountered by this struggling student group.

Shelly Gehrke, University of Minnesota-Twin Cities
Presentation based on: Research

Concurrent 218 3:15–4:15 p.m.
Regency D, West Tower, Gold Level
Using E-Learning Technology to Connect with Students
As budgets shrink and new ways of reaching students are limited, finding cost-effective ways to connect with students on their turf is increasingly important. Utilizing e-learning software such as Angel, Blackboard, or Moodle to enhance the advising experience is an effective and often free medium. Campuses of any size currently utilizing these programs for online classes or to supplement in-class instruc-
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 219 3:15–4:15 p.m.
Crystal B, West Tower, Green Level

What Should Harry Do? Student Development Theory in the World of Hogwarts
Best of Region 6
Chances are good that the majority of advisers have heard the phrase “student development theory” at some point. Without more specific training, chances are less certain, that as many advisers understand the connection between the theories of student development and the practice of student advising. Using the world of Hogwarts as our model, this presentation provides a basic grounding in student development theories with examples of the theories in practice at Hogwarts School of Witchcraft and Wizardry. As a group, we will review specific examples from Harry Potter novels that illustrate theory in practice and examples from real life will be discussed. Attendees need not have experience with student development theory, but some knowledge of HP will be helpful.

Danielle Tisinger, Jennifer Endres
University of Minnesota-Twin Cities
Presentation based on: Theory

Concurrent 220 3:15–4:15 p.m.
Grand C, East Tower, Gold Level

When Academics Is Not Enough: Providing Counseling to Students on Academic Probation
Academic probationary students often face personal and developmental issues that complicate their academic performance. While often these situations are beyond the scope of a typical academic advisor’s training, programming that leverages partnerships with counseling professionals can provide students with a holistic approach to academic recovery. UNC Greensboro’s Student Academic Services office’s Appreciative Advising-based SAS 100 program has partnered with one of the nation’s premier counselor training clinics. This collaboration provides a comprehensive model for promoting student academic achievement among at-risk students. This session features implementation, coordination, and outcomes of the program, as well as recommendations for creating similar partnerships on other campuses.

Jennie Gouker, Jacqueline Dozier, Bryant Hutson, Robert Ross, University of North Carolina-Greensboro
Presentation based on: Research

Concurrent 221 3:15–4:15 p.m.
Regency B, West Tower, Gold Level

“How Can I be Honest?”: Advising Students Accused of Academic Misconduct
Research indicates that cheating has continued to plague our campuses. Technology aids students in unethical behavior. After committing academic dishonesty, students enter our advising offices claiming innocence or feelings of guilt, and are often overwhelmed with fear of what will happen next. It has been said that nobody likes a cheater; however our role as an academic adviser is to assist these students to the best of our abilities. After a literature review on current trends in academic dishonesty, the presenter will describe one institution’s judicial system and how advisers play a vital role in assisting the students. The issues that arise from academic dishonesty and suggestions on how to use advising time as a teachable moment will be presented.

Lucy Stamp, Landmark College
Presentation based on: Theory

Concurrent 222 3:15–4:15 p.m.
Acapulco, West Tower, Gold Level

Action Plans Speak Louder Than Words: Developing a Successful Major Exploration Course and Materials
Exploring majors is daunting and stressful for many freshmen. The Ohio State University Exploration Program has developed an Action Plan model workbook which has served as a successful resource for helping guide students through the process of exploring majors either as a stand-alone tool or as a component of an exploratory course. This workbook provides students with a tangible tool to begin exploring majors and a resource to refer to throughout the exploration process. Participants in this session will be taken through the process of developing an exploratory workbook based on the Action Plan model. We will discuss ways in which this workbook might be adapted to fit the needs of a variety of student populations and institutions.

Stephanie Elliott, Stephanie Brately, Ohio State University
Presentation based on: Models/Applications

Concurrent 223 3:15–4:15 p.m.
Columbus I/J, East Tower, Gold Level

Advising as Teaching: A Group Advising Model for High Potential Students with a History of Inconsistent Academic Performance and/or Failure
Students targeted by this group advising model are those who—in spite of their obvious talents and abilities—exhibit a history of inconsistent academic performance. They lack motivation and persistence; they have a tendency to procrastinate; they fail to recognize and confront unhealthy feelings and patterns before they become serious; and they have an inadequate understanding of their own strengths and weaknesses and how they manifest themselves in the learning process. In this session, participants will be invited to explore and practice a number of immediately applicable techniques for advising groups of students who exhibit these characteristics. Although initially designed for students with learning disabilities and/or AD/HD, this group advising model will be widely applicable to students who fit the above profile for a variety of difference reasons.

Carmen Etienne, Oakland University
Presentation based on: Research

Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 224 3:15–4:15 p.m.
Columbus I/J, East Tower, Gold Level

Models/Applications
Presentation based on: Research

Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 225 3:15–4:15 p.m.
Regency B, West Tower, Gold Level

Research indicating that cheating has continued to plague our campuses. Technology aids students in unethical behavior. After committing academic dishonesty, students enter our advising offices claiming innocence or feelings of guilt, and are often overwhelmed with fear of what will happen next. It has been said that nobody likes a cheater; however our role as an academic adviser is to assist these students to the best of our abilities. After a literature review on current trends in academic dishonesty, the presenter will describe one institution’s judicial system and how advisers play a vital role in assisting the students. The issues that arise from academic dishonesty and suggestions on how to use advising time as a teachable moment will be presented.

Lucy Stamp, Landmark College
Presentation based on: Theory
Concurrent 224 3:15–4:15 p.m.
Gold Coast, West Tower, Bronze Level

Advising is like . . . Advising: The Dangers of an Analogy Free Zone
A current trend in advising theory attempts to create a discursive space for advising that is free of analogies in defining advising. This is a troubling trend due to its tendency to restrict thought and discourse. Though initially intended as a means to further professionalize the field of advising and to lend it more disciplinary weight and autonomy, this effort might actually have a classic chilling effect on a burgeoning safe zone (i.e. Theory and Philosophy of Advising) for non-orthodox thought in the profession.

Language theorists like Burke, Gilligan, and Lakoff all discuss the human animal as a symbol using metaphor reliant creature. These theorists and others writing from within the field of advising will be (re)introduced to an audience learning about this current controversy.

David Gallant, Suffolk University
Presentation based on: Theory

Concurrent 225 3:15–4:15 p.m.
Regency C, West Tower, Gold Level

Advising Searches for a Simple Idea that Produces Extraordinary Results
Search for a simple idea to direct your efforts in producing extraordinary results. Some Fortune 500 businesses understood this concept and obtained, as well as sustained, great results. This presentation will examine and practice the Hedgehog Concept from the book, “Good to Great,” by Jim Collins.

At the end of the introduction to the "Good to Great" book, and particularly the Hedgehog Concept, participants will practice the questions the Concept asks: 1) What are we deeply passionate about in our Advising office? 2) How could our Advising office become the best Advising department in the world? and 3) What drives the Advising office resource engine? We will conclude with participants' reflection on the relevancy of the Hedgehog Concept in the field of Advising.

Sonia Parker, Salt Lake Community College
Presentation based on: Research

Concurrent 226 3:15–4:15 p.m.
Crystal A, West Tower, Green Level

Coaching Employees to Reach Their Highest Potential
To help students reach their peak potential, advisors often use the developmental model to facilitate behavioral awareness, problem-solving, decision-making, and evaluation skills. What if advising administrators used a similar approach for staff development and productivity? This session outlines a developmental approach using coaching techniques designed for advisors and advising center staff.

An overview of performance coaching literature and practical suggestions for coaching behaviors, employee feedback, motivation, leadership development, and teamwork in advising centers will be presented. In this interactive session, participants will explore tools for assessing employee motivation and leaderships, communication strategies, change management, and self-assessment exercises.

Margaret Pentecost, Betty Hampton, Tia Johnson, Matthew Bergman
University of Louisville
Presentation based on: Theory

Concurrent 227 3:15–4:15 p.m.
Toronto, West Tower, Gold Level

Creating a Centralized Advising Center from Scratch Takes a Mixture of Guts, Horse Sense and Get-Up-and-Go!
Creating anything from scratch takes imagination and creativity and following some directions. Taking on the monumental task of creating a centralized advising center is truly an endeavor that takes gumption and audacity.

For starters, here are a few questions! What is the state of advising on your campus? If a change is needed, how will this be financed? How big should the advising center be? What are the major budget items to be considered? What personnel do you need? Where should you be located on campus? What should the hours of operation? How do you train advisors? With what other university offices should you partner? What data should you keep? After these are answered, then what?

William Fleming, Wesley Boyd
Sam Houston State University
Presentation based on: Models/Applications

Concurrent 228 3:15–4:15 p.m.
Columbus A/B, East Tower, Gold Level

Creating a Network of Master Advisors: A Training Program for Academic Advising
At many institutions, the quality of academic advising ranges from simple scheduling and registration activities to a developmental approach. Additionally, many faculty are expected to advise students, yet they receive minimal training and on-going support. At the largest state university in Virginia, a university-wide master advisor certification program was established in 2005 to enhance the quality of advising across all academic units. Providing training to faculty who can subsequently disseminate information to other advisors in their disciplines is an important step in ensuring continuous improvement of the advising process. This presentation will describe the 3 module, 15 hour training program. Participants will consider ways to implement an interactive and comprehensive advisor training program at their respective institutions on a limited budget.

Seth Sykes, Jon Steingass
Virginia Commonwealth University
Presentation based on: Models/Applications

Concurrent 229 3:15–4:15 p.m.
Grand E, East Tower, Gold Level

Developmental Advocates: a Strengths-based, Course-anchored Peer Mentor Program for Appealed Suspension Students
Want a recipe for helping academically suspended students return to good standing? This presentation details a comprehensive grant-funded program in which students at risk...
Advising a population located around the world presents many challenges. We needed an advising model that you can meet them at a level of understanding and conception of utilizing Cass's theory in the practices of advising are most certainly in your offices and classrooms. A discussion of students who may or may not be out of the closet... but are most certainly in your offices and classrooms. A discussion of utilizing Cass's theory in the practices of advising and teaching LGBTQ students who may or may not be out of the closet... but are most certainly in your offices and classrooms. A discussion of utilizing Cass's theory in the practices of advising and teaching LGBTQ students who may or may not be out of the closet. Demystifying the LGBTQ Student Identity

Challenge yourself to become a more open-minded developmental advisor or instructor! This session will introduce the LGBTQ identity development theory of Vivienne Cass and address the issues of advising and teaching LGBTQ students who may or may not be out of the closet... but are most certainly in your offices and classrooms. A discussion of utilizing Cass's theory in the practices of advising and teaching will follow. Learn how to show your students that you can meet them at a level of understanding and compassion!

Concurrent 230 3:15–4:15 p.m.
Grand Suite 5, East Tower, Gold Level
Developmental Education Students: Advising, Self-Concept, and Sense of Belonging

Prior experience with academics is important to understand because these experiences can impact the ways in which students respond and cope with academic challenges in the community college setting. The connection between students' academic self-concept and sense of belonging in college and how these measures relate to developmental education course completion will be discussed. In addition, the presenter will focus on the impact of academic advising and faculty involvement as predictors of academic success. Research findings will be presented in order to understand how students perceive their academic ability in the community college setting.

Kathryn King, Duke University
Presentation based on: Research

Concurrent 231 3:15–4:15 p.m.
Crystal C, West Tower, Green Level
Express Elevator to the Closet Level: Demystifying the LGBTQ Student Identity

Challenge yourself to become a more open-minded developmental advisor or instructor! This session will introduce the LGBTQ identity development theory of Vivienne Cass and address the issues of advising and teaching LGBTQ students who may or may not be out of the closet... but are most certainly in your offices and classrooms. A discussion of utilizing Cass's theory in the practices of advising and teaching will follow. Learn how to show your students that you can meet them at a level of understanding and compassion!

Christopher Wyckoff, Auburn University
Presentation based on: Theory

Concurrent 232 3:15–4:15 p.m.
Columbus C/D, East Tower, Gold Level
Global Advising: Electronic Advising for Incoming Freshmen

Commission Sponsored: Technology in Advising
Advising a population located around the world presents many challenges. We needed an advising model that allowed incoming freshmen to register from their home during the summer, while also introducing our expected learning outcomes of advising. Taking advantage of technological trends and resources, we developed an electronic advising system that complements our printed resources. The electronic system features the use of videos, online student profiles, IM advising, and email. We will discuss the timeline for the creation of our system and its gradual implementation. In addition, the relationship between each component and our learning outcomes will be presented. Join us as we demonstrate our incoming freshmen advising experience.

Michelle Rodriguez, Kathie Sindt, Johns Hopkins University
Presentation based on: Models/Applications

Concurrent 233 3:15–4:15 p.m.
Columbus E/F, East Tower, Gold Level
Students Can Teach Us a Thing or Two: How Millennial Students and Advisors Perceive Advising Within the First-year Seminar

Academic advising and first-year seminars are commonly accepted strategies used in the transition of students to college but have led parallel existences on many campuses. The Sixth National Survey on First-Year Seminars found that while over 80% of institutions reported that they offer first-year seminars, only 30% are taught by students' academic advisors (Tobolowsky, 2005).

This interactive conference session will explore the perceptions that traditional-age students and first-year academic advisors hold about academic advising embedded within first-year seminars at two small, private colleges. By examining the research methods used in this study, such as focus groups, interviews, and especially an extensive action research project enabling students to design their ideal first-year advising seminar, participants will gain an understanding of the unique needs and demands of the Millennial student.

Annie Herron, Allison Farrell, Le Moyne College
Presentation based on: Research

Concurrent 234 3:15–4:15 p.m.
Columbus G/H, East Tower, Gold Level
Integrating Academic and Career Advising—The First Steps

"Undecided" traditionally refers to students without majors, but students who are undecided as to career also present their own unique advising challenges. Students without clear career goals may 1) have more difficulty choosing a major, 2) be less committed to their major once they have chosen, and 3) be less happy with their major choice than other students who are in more career-focused majors.

Advisors will learn how to make career advisement count by 1) helping students understand why they are undecided, 2) helping students take the first steps toward becoming decided, 3) helping students keep on track academically even though they may not be decided, and 4) helping students prepare for multiple career options regardless of their major choice.

Karen Evans, W. Kerry Hammock, Brigham Young University
Presentation based on: Models/Applications
One of the essential services historically black institutions provide to their students is a specialized form of advising—nurtured advising. Nurtured advising allows the advisor to simulate a maternal or paternal influence and encroach in the student's life. Hugging a student or fussing at a student is a common practice among effective academic advisors at many HBCUs. The nurturing advisor often engages in street advising, and he expects the students to do well. He consistently reiterates the expectation to the students. 

Furthermore, research proves there is a direct link between expectation and student performance. Therefore, if caring adults, who take the time to nurture and insist on excellence, guide the students, the students will perform better.

Iana Williams, Patrice Glenn, Felicia Wider
Edward Waters College

Presentation based on: Models/Applications
Target Audiences:this session is best suited for:
Level of experience in subject matter: minimal needed
Preparing Business Students for the Future
Columbus E/F, East Tower, Gold Level

Laying the Foundations for Academic Advising across the Disciplines
The presentation will showcase how Title V has supported Borough of Manhattan Community College in the inception, development and implementation of a comprehensive liberal arts advising program aimed at improving student retention for a diverse urban population. The grant, now in the 4th year, is laying the foundations for the expansion of academic advising across the disciplines as well. The objectives of this presentation are to share the program’s various components and efforts in providing learning opportunities for faculty advisors and students alike through various college activities in order to better equip them to deal with common advising issues and problems, to show how this new developmental advising is improving student retention, to seek ideas on how to implement the grant college wide in order to build on past successes and reach new heights by changing the way advising is done along the way.

Erwin Wong, Freda McClean, Nidia Pulles-Linares, Holly Messitt
Borough of Manhattan Community College
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Institutional size: over 10,000 students

Concurrent 244 4:30–5:30 p.m.
Grand B, East Tower, Gold Level
Putting “Story” into Career
Commission Sponsored: Undecided/Exploratory Students

To think of career as synonymous with life is to envision life planning instead of career planning (Peavy 1996). Shifting the focus of career advising from an emphasis on computerized career information test scores to students’ life experiences—life stories brings meaningful dialogue into the career development process. Incorporating narrative postmodern approaches into career advising offers a refreshing change from the “test them and tell them” approach.

A storied approach to career advising will be introduced to participants through a lecture/discussion format. Utilizing qualitative assessment methods that emphasize collaboration between advisor and student, participants will learn how to help students reflect on their life experiences, life roles and values, and bring about an awareness of future career goals. Incorporating narrative postmodern approaches into career advising offers a refreshing change from the “test them and tell them” approach.

Karen Modrich, Broward Community College
Presentation based on: Theory

Concurrent 245 4:30–5:30 p.m.
Grand F, East Tower, Gold Level
Reaching New Heights in Ethical Advising
Commission Sponsored: Advising Business Majors

To reach greater heights of professionalism, advisors must adhere to ethical standards and values. These values provide the foundation for solving ethical dilemmas. Since advisors advocate for both the student and institution and hold positions of trust, ethics is always an issue. To help advisors reach new heights in ethical advising, we will identify ethical standards and other relevant principles that apply to ethical decisions. Advisors’ ethical responsibilities and the importance of modeling ethical behaviors will be addressed. “In addition, participants will consider their own ethical philosophy and appraise their position on several ethical tensions.” Group analysis of case studies will teach advisors to base ethical decisions on standards and values, determine the “heart” of a situation, maintain objectivity, and use guiding principles to resolve ethical dilemmas.

Paula Landon, W. Kerry Hammock
Brigham Young University
Presentation based on: Personal Growth as an Advisor
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed
Reinventing the Group Advising Model: Montgomery College’s eMAP Project

Commission Sponsored: Two-Year Colleges
Do you ever struggle with keeping students engaged during orientation, advising or other mandatory programs? At Montgomery College we decided that it was time to use technology to better meet the needs of our students. The counseling departments from our three campuses collaborated to develop an electronic advising tool to provide an online alternative to our mandatory advising program for first-time students. During this presentation, participants will: 1) see the finished product; 2) hear about how the content was developed and the technology selected; 3) learn about some of the challenges dealt with along the way; and 4) leave with some ideas that will help you launch a similar project on your own campus.

Tim Kirkner, Julie Levinson, Jamin Bartolomeo
Montgomery College
Presentation based on: Models/Applications

Concurrent 247 4:30–5:30 p.m.
Grand Suite 3, East Tower, Gold Level

Remodeling Advising: Moving from Centralized to Decentralized Advising
Change, no matter how or when it occurs, produces stress and uncertainty. However, change is inevitable. Anticipating change and positioning yourself to react to it often alleviates much of this stress. This session will focus on how three advisors faced the reality of changing from a centralized advising center model to a decentralized model on their campus. It will also focus on how they used this change to propose a vision for advising that would integrate the campus community into academic advising. During the session, you will have the opportunity interact with others and apply these experiences to your own campus situation to discover that a period of change, while producing uncertainty, also produces opportunities to strengthen advising and student success.

David Silberstein, Tom Avery, Bob Lang
Indiana University East
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Institutional size: 1,200 – 5,000 students

Concurrent 248 4:30–5:30 p.m.
Grand E, East Tower, Gold Level

Rethinking Reinstatement and Retention: One Advising Unit’s Response to a Crisis
Dismissed students typically experience marginal success upon reinstatement to the university. Without intrusive support, they often face subsequent dismissal, which limits future chances of academic achievement. To complicate the matter, large state institutions without adequate support systems in place might feel compelled to reinstate students because of their administrations’ focus on enrollment and retention. How do we as advisors and advising administra-

Concurrent 249 4:30–5:30 p.m.
Columbus G/H, East Tower, Gold Level

Scholarship of Teaching and Learning: Experiences of One Advising Office
The scholarship of teaching and learning in higher education involves faculty examining the educational process within their own disciplines. Adopting the view of academic advising as a learning-centered activity and advisors as educators how might we explore the scholarship of teaching and learning in academic advising? The Undergraduate Advising office at the University of Washington uses a research laboratory to support scholarship in the practice of advising. This presentation will include discussion of the research laboratory approach and the topics, methodology, and challenges for the scholarly work of academic advisors.

Deborah Wiegand, University of Washington
Presentation based on: Models/Applications

Concurrent 250 4:30–5:30 p.m.
Regency B, West Tower, Gold Level

Teaching Students How to Fish: Infusing Critical Thinking Strategies to Help Students Advise Themselves
Best of Region 2
Have you had difficulty advising students who want you to do everything for them? Do you find the same students coming back for similar advice? Are you interested in being more developmental when advising but lack time and resource? In present day, advising students from the entitled “millennial” generation is becoming increasingly difficult. Advisors are finding themselves grappling with how much or how little to help each student. Utilizing cognitive development is one way we could remedy this issue. Fostering the holistic development of students can not only be the key to student success, but our ability to serve them as well. This interactive session will provide seamless ways to incorporate student development into your advising practices. Come collaborate with professionals from across the US to discover new ways you can teach your students how to fish.

Carl Moore, Barbara Lopez, Temple University
Presentation based on: Theory
Concurrent 251 4:30–5:30 p.m.  
Regency D, West Tower, Gold Level  

To Infinity and Beyond: The Student Quest for Professional Development  
Do your students matriculate understanding their major, co-curricular opportunities, and career options? If they resemble entering Millennial Generation students, they enter needing information and guidance about opportunities to maximize their college experience and further their career goals. Academic advisors in the Department of Biological Sciences at Purdue University developed three one-credit seminar courses to address the professional development needs of students as they progress through their academic careers. Each course builds student success beginning with transitioning the student from the pursuit of their chosen major, then on to the path needed to achieve success, and finally to the journey beyond graduation. Applicable for all majors, this presentation provides academic advisors with ideas for creating similar courses and invites attendees to share their strategies.

_Rex Fodrea, Kathleen Weller, Timothy Kerr_  
Purdue University  
_Presentation based on:_ Models/Applications

Concurrent 252 4:30–5:30 p.m.  
Crystal B, West Tower, Green Level  

True Adventures in the Life of a Master Faculty Advisor: A Model for Enhancing Student Retention, Transfer and Graduation Rates  
Georgia Perimeter College, part of the University System of Georgia, is a 2-year transfer institution located in Atlanta, Georgia with over 21,000 students. Student advisement at GPC was decentralized with limited faculty involvement. But that all changed when a new sheriff came to town (i.e., a new president) and he placed major emphasis on student retention, transfer, and graduation. GPC created the Master Advisor Program to provide leadership and training to peer faculty. A few key faculty members were recruited to help their colleagues brave this new frontier. Join these fearless pioneers as they describe some of the methods they’ve used to help put fellow faculty members on the path to success as academic advisors.

_Tamra Ortgies-Young, Cynthia Walker, Sallie Paschal_  
Georgia Perimeter College  
_Presentation based on:_ Models/Applications

Concurrent 253 4:30–5:30 p.m.  
Toronto, West Tower, Gold Level  
Turning Low-Liers into High-Fliers: Motivating Academic Advisors  
Why do we do what we do? Despite what some administrators may think, most Academic Advisors are not in their positions for the high salary and fringe benefits! Intrinsic motivation is equally as important as (if not more so!) any extrinsic factors in retaining and developing high-flying advisors!

All too often, today’s Academic Advisors receive training and resources to do “what” they do without any thought as to the “why,” or how to reinforce the “why.” This session explores ways to support the advising spirit and keep advisors performing at their best! From bringing colleagues out of their shells to providing opportunities to support each other outside of the office, theory and practice combine in this session to explore new ideas to motivate your fellow advisors!

_Samuel Murdock, Morgan Medina, Patrick Williams_  
Texas A&M University  
_Presentation based on:_ Personal Growth as an Advisor

Concurrent 254 4:30–5:30 p.m.  
Grand D, East Tower, Gold Level  
Unlocking the Possibilities of General Education Courses: Activities for Exploring Learning and Teaching Styles, College Success Strategies, and Majors and Careers  
This session will show advisors and first-year seminar instructors how to use hands-on activities based on Holland’s career personality types to help students identify their own learning styles, the uniqueness of the disciplines they will encounter in their first-year of college, and how each general education course will require and teach them unique college success strategies. Additionally, this session will show attendees how to use these same activities to assist students in major and career exploration. Attendees will participate in the activities and receive copies of the PowerPoint, instructions on how to replicate the activities, and visual aids which show the connections discussed. Attendees will be encouraged to share their own experiences.

_Kathleen Hartman, Linda Lantaff, Vera Brancato, George Paterno, Kutztown University_  
_Presentation based on:_ Theory

Concurrent 255 4:30–5:30 p.m.  
Columbus A/B, East Tower, Gold Level  
What’s the Real Risk in “High Risk”? Identifying and Retaining High Risk Adult Students  
Adult students face many challenges which classify them as “high risk” in the classroom. But before your school or department thinks about what to do about these high risk adult learners, take time to reflect on what these risks are and what institutions can do to effect a change in their adult learners. While past GPA offers strong clues in relation to future academic achievement, it is not the only indicator of which students will persist in an academic setting. Join this session to think collectively about what really drives adults to meet their educational goals.

_Mary Walker, Saint Louis University_  
_Presentation based on:_ Models/Applications  
_Target Audience-this session is best suited for:_  
Level of experience in subject matter: minimal needed
Concurrent 256  
Grand C, East Tower, Gold Level

Woulda Coulda Shoulda: Regret and Reflection in Academic Advising

Regret is a powerful emotion, but one that can motivate students to make positive changes necessary for academic and personal success. This session has three goals: 1.) to spend time considering regret, our own and that of our advisees (reflection on personal and academic regret is central to later action), 2.) to help academic advisors identify regretful moments with their students as an opportunity for forward-thinking change, and 3.) coaching participants on academic advising strategies to employ when regret is in the room. Time will be spent equally in the presenter directing participants to consider regret, followed by participants sharing and identifying their experiences with regretful students, and finally the presenter and participants offering strategies that will redirect regret into reassessment, acceptance, change, persistence, and success.

Sarah May Clarkson, Juniata College
Presentation based on: Personal Growth as an Advisor
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 257  
Grand Suite 5, East Tower, Gold Level

Admitting Students to Teacher Preparation Programs

To ensure that future teachers can meet the high standards of the teaching profession, many colleges of education require that students go through a separate admissions process before being allowed to take classes in a teacher preparation program. The University of Arizona’s College of Education recently modified its admissions process to include an on-line application and interviews of applicants. The interview process provides screening for those candidates who might meet minimum admission requirements but who do not possess the personal characteristics of an effective teacher, and involves input from faculty and school administrators in the admissions process.

This session will provide an overview of the UA College of Education’s admissions process, with an opportunity for participants to share Best Practices of teacher program admissions at their campuses.

Ann Parker, Kerith Morriss, Kathleen Humphrey
University of Arizona
Presentation based on: Models/Applications

Panel 258  
Crystal C, West Tower, Green Level

Advising Foster Care Alumni

Only about 2.7% of 25-year-olds formerly in foster care (foster care alumni) receive a bachelor’s degree within a few years of emancipation. Foster Care alumni are largely a diverse population of First Generation College students who encounter many barriers when they attempt to navigate the college system. Many of these students end up in our remedial classes and require extra guidance in the areas of academic advising, college adjustment issues, housing and financial aid. A number of colleges across the country have established “Guardian Scholar” or similar programs to better assist this vulnerable student population. Come learn ways that you can have an impact on this retention issue.

John Emerson, Casey Family Programs
Gene Howard, Orangewood Children's Foundation
Joe Murray, Miami University-Hamilton
Moderator: Chris Kiefeke, Miami University-Hamilton
Presentation based on: Research

Concurrent 259  
Regency A, West Tower, Gold Level

Best Practice in Academic Advising: Transitioning from a Service Model to a Teaching-and-Learning Model of Advising

This session will focus on a case study in the evolution of academic advising at the University of Louisville. The presenters will explore how professional academic advisors are transitioning from a service model of advising to a teaching-and-learning model of advising at their institution. Participants will learn how our comprehensive professional advisor development program, advisor rank program, university-wide advising syllabus and university-wide advising scorecard attempt to reshape the university’s changes in mission over time so that students can be served more effectively under its advising vision and mission.

Dale Billingsley, Nora Allen, Janet Spence
University of Louisville
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Institutional size: over 10,000 students

Concurrent 260  
Regency C, West Tower, Gold Level

Beyond Learning Reconsidered: Lessons Learned to be Shared

In a facilitated, hands-on, problem-solving session, participants will learn of the experiences of one small HSI in California, Woodbury University, in merging its Student and Academic Affairs units. Responding to information from the AAC&U, NASPA, NSSE and the BEAMS project, the Associate Vice President for Student Development and the Dean of Students will present the essential points of this transformation. They will focus on the following question: what is the impact on academic advising when a university decides to merge their units? How do you align the vision, resources and structures within the new unit? How do you enhance support for the teaching and learning mission of an institution that serves an at-risk population? How can you apply these lessons to your own institution?

Phyllis Cremer, Anne Ehrlich, Woodbury University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Institutional size: 1,200 – 5,000 students
Level of experience in subject matter: more needed
Level of advising experience: more experienced
Easily Distracted—Frequently Misunderstood: A Novice’s Personal Guide to Living with AD/HD

Cole Holmes, University of Texas
Presentation based on: Personal Growth as an Advisor

Concurrent 261 4:30–5:30 p.m.
Columbus K/L, East Tower, Gold Level

Explore the basic facts (and myths) of AD/HD including the symptoms, testing and diagnosis, treatment options and methods for managing work, school, relationships and day-to-day life in this informative, candid, and lively discussion.

This honest, intimate, down-to-earth account of one individual’s personal journey through life with AD/HD (officially undiagnosed until only recently) will inform, amuse, and inspire anyone who works with, lives with, teaches, advises, or loves someone living with AD/HD. A plethora of resources for education and assistance exist for those interested in learning more about this ‘difference.’ Join in exploring the world of AD/HD!

Cole Holmes, University of Texas
Presentation based on: Personal Growth as an Advisor

Concurrent 262 4:30–5:30 p.m.
Grand A, East Tower, Gold Level

Enjoy the View: Slow Down and Make Technology Work for You

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

Cheryl Schultz, University of Iowa
Presentation based on: Models/Applications

Concurrent 263 4:30–5:30 p.m.
Columbus I/J, East Tower, Gold Level

Evacuation Plan—Helping Students Find Their Way Out!

For many reasons, students often must change majors, are unhappy with their current major, or simply want out of college in a different way than they first arrived.

“While our students aspire to complete a particular major”; if they cannot meet the requirements, it is our job as advisors and counselors to identify their strengths (and weaknesses), have some tough conversations, and help them investigate the alternative careers and educational adventures.

This interactive presentation will include concrete tips on how to work with students who cannot stay in their particular educational program, how to assist those who just want out of college, and how to work with students who are also “undecided” and in those two situations as well!

Lindsey Fields, Erin Day, University of North Texas
Presentation based on: Personal Growth as an Advisor

Concurrent 264 4:30–5:30 p.m.
Crystal A, West Tower, Green Level

Faculty Role in Managing the Acutely Distressed College Student

Mental illness can have a major negative impact on the learning process, academic success, and persistence of affected students. Students in acute distress may also impact the entire campus community by exhibiting disruptive behavior and may pose a risk of harm to themselves or others. By knowing the factors that influence faculty’s participation in managing the acutely distressed college student, institutions can target the needs of faculty, including dissemination of policies and procedures regarding their expected role, implementation of programs intended to influence faculty’s attitudes towards this role, and design of programs addressing faculty’s areas of concern. The problems of practice and research, as well as the proposal and preliminary findings of a study to explore these factors, will be presented, followed by participant discussion.

Lisa Steinberg, George Washington University
Presentation based on: Research
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

5:45–6:45 p.m.
Grand D, East Tower, Gold Level

NACADA Annual Town Hall Business Meeting

Presiding and Remarks
Jennifer Bloom, University of South Carolina-Columbia
NACADA President

Remarks
By Casey Self, Arizona State University
Incoming President

This year’s Annual Business meeting will be in the form of a Town Hall Meeting; it will be an opportunity to hear a report on the status of the association and its plans for the future. The Board of Directors will be sharing with the membership the Strategic Goals for the Association and gathering ideas, recommendations, and concerns from the membership concerning these goals. Participants will work in teams during the Town Hall to discuss the goals and develop ideas for implementation.
Saturday, October 4

7:00–8:00 a.m.
Riverside Center
Continental Breakfast (included registration fee)

7:00–8:00 a.m.
Riverside Center
Breakfast with New Advisors
Tables will be reserved in the Riverside Center for this group to meet.

7:00–8:00 a.m.
Riverside Center
Breakfast with Emerging Leaders/Mentors
Tables will be reserved in the Riverside Center for this group to meet.

7:00–11:30 a.m.
Foyer, East Tower, Gold Level
Conference Registration

7:00–11:30 a.m.
Riverside Center
Cyber Café

7:00–11:30 a.m.
Foyer, East Tower, Gold Level
Hospitality/Information Desk/Volunteer/
Evaluations Central

8:00–9:00 a.m. Sessions

Concurrent 266 8:00–9:00 a.m.
Crystal B, West Tower, Green Level
Academic Advising from the Student’s Perspective: Significance, Satisfaction, and Challenges
How much do students value academic advising? What aspects of advising do they find the most and least satisfying? This presentation will elaborate on the considerable research that students view advising as an important and needed service, students are receptive to help from day one on campus, and they believe advisors can play a significant role in identifying needs and connecting students to the appropriate resources. Investigate the specific strengths and challenges related to the advising process, as well as the importance students place on academic advising relative to other aspects of their educational experiences. Finally, explore student concerns and attitudes related to academic advising and the perceived challenges students face in college. Time will be reserved for an open discussion of the study findings.

Jim Hundrieser, Jo Hillman, Noel-Levitz
Presentation based on: Research

Concurrent 267 8:00–9:00 a.m.
Grand Suite 5, East Tower, Gold Level
Advising Future Artists: Helping Them Frame Their Future
If you advise students in the visual arts (including art, digital art, and graphic design) and would like to polish your career advising tools, this session is for you. Advisors will gain a thorough knowledge base with regards to career paths, job outlook, and earning potential for students wishing to pursue careers in the visual arts, as well as experiential opportunities they can attain to enhance their marketability in this competitive job market. You will also come away with models of communication that can be used when meeting with students who are not accepted into their chosen majors, learning how to guide them into other areas they will find fulfilling while assuring them that they do not have to give up their dream of creating art.

Ali Graham, Joan Tussing, Bowling Green State University
Presentation based on: Personal Growth as an Advisor
Target Audiences—this session is best suited for:
Level of advising experience: less experienced

Concurrent 268 8:00–9:00 a.m.
Regency B, West Tower, Gold Level
Advising: A Relationship That Matters! Get to Know Your Students—Don’t Just Get Through Them!

Commission Sponsored: Two-Year Colleges
It’s the small choices we make daily that set the trajectory for our lives. Advisors have the honored position of assisting students daily in making life choices that will affect their future. That alone makes advising a relationship that matters! Buying wholeheartedly into the relationship-building concept, administrators came up with creative funding models to invest in 11 professional advisors while simultane-
Concurrent 269 8:00–9:00 a.m.
Wrigley, West Tower, Bronze Level
Bridging Academics and Athletics: Creating Connections across Campus
Commission Sponsored: Advising Student Athletes
The purpose of this session is to suggest one possible way to create connections between academic advising and student-athlete support services. Working closely with Academic Deans and Athletic Academic Coordinators, Duke University is making strides in connecting the athletic and academic communities. In this session, presenters will provide an overview of the current structure in place to help student-athletes be successful on campus. An Academic Dean from the advising center on Duke’s campus will present with an Academic Coordinator for Athletes and share how these offices work together to ensure student-athlete success. The impact of the collaboration will be discussed along with struggles faced along the way.
Kathryn King, Aaron Todd, Duke University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 270 8:00–9:00 a.m.
Toronto, West Tower, Gold Level
Business Faculty Perspectives on their Role in Enhancing Student Success
Regardless of whether academic advising is delivered through a centralized professional advising center or through a decentralized faculty-only model, students can benefit from formal and informal advising contacts with faculty (Kramer, 2003). Facilitating this type of student-faculty interaction can be challenging when an academic college provides centralized professional advising for its students because faculty may perceive the role of academic advisor as primarily the responsibility of the centralized advising office. To explore Business faculty perspectives on their role in enhancing student success, we conducted interviews with both new and senior faculty. Come hear about our results and discuss innovative ways that faculty without assigned advising loads and professional advisors can work together to take student success and academic advising to new heights.
Jennifer Hodges, Charlene Kemp-Queener
University of Akron
Presentation based on: Research

Concurrent 271 8:00–9:00 a.m.
Grand A, East Tower, Gold Level
Undecided and On Probation: Helping These Students Rise to Heights of Success!
Do you have students who are undecided/exploratory and also find themselves on prohibitions? At Indiana University, Exploratory Student Resources and the Phoenix Program have found that there is a significant correlation for some students. Working together, the exploratory and probation programs at IU have connected their support and resources in ways that have helped students make good decisions about their choice of major while getting back on track academically at the same time. With this complementary support and guidance, we have seen students go from “undecided and on probation” to making the Dean’s List. This session will include a discussion about how this is done at IU, followed by time for ideas and discussion from all attendees.
Tom Kenyon, Indiana University
Presentation based on: Models/Applications

Concurrent 272 8:00–9:00 a.m.
Columbus E/F, East Tower, Gold Level
Creating a Cultural Shift in a Multicultural Setting: Revamping Advising for the 21st Century University
Commission Sponsored: Multicultural Concerns
The University of Texas, El Paso, with a predominantly Mexican American working-class student body of over 20,000, has established an Advising Task Force to assess and recreate its advising system. To generate the cultural shift necessary for this massive undertaking, the Task Force must build broad and sustained communication and interaction between relevant administrators, staff, faculty and, critically, students and their families. Beyond sustained engagement, the task force must directly confront troubling and wide-ranging issues like territorialism, forms of assessment and compensation, transfer students’ travails, including students’ families in the advising process, and sources of misinformation and misunderstanding. The underlying rationale of our efforts is that the cultural shift must begin with, and grow out of, the task force itself.
Donna Ekal, Michael Topp, University of Texas-El Paso
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Institutional size: over 10,000 students

Concurrent 273 8:00–9:00 a.m.
Gold Coast, West Tower, Bronze Level
Creating a More Inclusive Environment: Meeting the Challenge
Barriers to success exist for many students, but especially for those who, for one reason or another, feel marginalized from the mainstream college experience. What can we do to create a more inclusive environment? Principles of Universal Design come to mind, but implementing them is the real challenge. Or is it? Even small changes in how we work with students can make a huge impact on them.
During this session, participants will learn about a capstone project of a year-long faculty seminar exploring cultural diversity. While Jean had worked with deaf students before, this project with Beth’s students further sensitized her to the importance of recognizing what she came to call “micro-cultures” at the college. Details of the project, and resulting new perspectives will be presented for discussion.

*Beth Pincus, Jean Goldstein, Bergen Community College
Presentation based on: Personal Growth as an Advisor

**Concurrent 274** 8:00–9:00 a.m.
**Columbus C/D, East Tower, Gold Level**

**Eight Days A Week: Live-in Advising Professionals in a Residential Setting**
The advising model for first year students at Miami University of Ohio is housed in its Office of Residence Life, where live-in staff serve as the primary academic advisers for on campus students. The advisers serve a dual role of providing academic support to students in their building and handling the daily operations of their residence hall. They are able to build close relationships with their students and collaborate with campus partners in a uniquely developmental way. This presentation will convey the daily experiences of three advising professionals who work in residence life. They will offer suggestions to take back to your institution about how to reach your students and meet their needs based on the practices currently in place at Miami.

*Shannon Foley, Molly Mayer, Tim McCue, Miami University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

**Concurrent 275** 8:00–9:00 a.m.
**Comiskey, West Tower, Bronze Level**

**Engaging Students and Faculty in Student Success: Using the Classroom for Effective Advising**
Research shows that the classroom is the best place to reach students with keys to student success. Many campuses find that a university seminar does not fit into the curriculum due to increased numbers of courses needed in majors and general education requirements. This presentation looks at a model of “over teaching” outcomes related to first-year student success in specifically identified general education courses. The presentation will begin with a brief literature review on classroom-centered student success and then present a model for identifying student outcomes, integrating those outcomes into appropriate courses, conducting faculty development and assessing the program with a national assessment tool.

*Sandra McMakin, Susan Hall, Julie Miller
University of the Incarnate Word
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200 – 5,000 students
Level of experience in subject matter: minimal needed

**Concurrent 276** 8:00–9:00 a.m.
**Grand D, East Tower, Gold Level**

**Evaluating Faculty Advising 360°**
Commission Sponsored: Faculty Advising
Even though faculty advising is a critical component of retention, at many universities it remains a neglected endeavor—poorly measured, managed, and rewarded. By using a 360° management approach with feedback from department heads, deans, students and peers, you can create an advising reward program that will improve faculty advising on your campus.

Learn how to create advisor training that will attract and educate faculty. Develop a student-friendly survey to measure advisor effectiveness. Create an evaluation tool for selecting outstanding advisors. Implement an advisor reward system which features campus and community recognition, as well as monetary rewards. In this interactive session, participants are encouraged to share what works at their university to improve faculty advising.

*Elizabeth (Bette) Harris, University of Louisiana
Presentation based on: Models/Applications

**Concurrent 277** 8:00–9:00 a.m.
**Columbus I/J, East Tower, Gold Level**

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

*Megumi Yamasaki, Kathy Wellington, John Burton
Metropolitan State University
Presentation based on: Theory
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

**Concurrent 278** 8:00–9:00 a.m.
**Grand B, East Tower, Gold Level**

**Laying Foundations for the Advising Syllabus: Intentional Outcomes For Orientation and Advising**
During the fall and spring orientation sessions a university has a little as two hours to morph co-dependent high school students into independent decision-makers who welcome the responsibility of working with an advising syllabus. This presentation will present a series of narrowing frames and
Concurrent 279 8:00–9:00 a.m.  
Acapulco, West Tower, Gold Level  
Laying the Foundation to Build a Cross-Campus Advising Network  
DePaul University’s Advising Network took on many shapes and sizes over the years, crumbling each time due to faulty construction. This time we got it right! Starting with a small but dedicated management team, we took the time necessary to draw up our blueprints for a successful organization. Focusing on building a solid foundation of purpose and attainable goals, we developed a framework that allowed each participating member to play a role in the organization.

This presentation will focus on the steps we took to build the DePaul Academic Advising Network (DAAN). Starting with our own experiences, we will discuss our process for establishing the organization, with particular focus on how DAAN is fostering successful collaborative efforts and helping elevate the status of professional advising across campus. The session will conclude with an exercise designed to give participants a toolbox of ideas and resources they can bring back to their own campuses.

*John Glatz, Joan Wishau, DePaul University*

Panel 280 8:00–9:00 a.m.  
Grand F, East Tower, Gold Level  
Preparing for NCATE Accreditation  
More and more states are requiring teacher preparation programs to be nationally accredited. Preparing for accreditation allows the advisor an opportunity to assess the advising program’s effectiveness, relationship to accreditation standards, and commitment to the mission of the teacher preparation program. In this panel presentation, four advisors with experience in the accreditation process will discuss their roles in preparing for the Board of Examiners Review for the National Council for Accreditation of Teacher Education (NCATE). Presenters are from four different institutions including a small private college as well as a small, medium and large public university. Attendees will learn how advisors can assist in meeting NCATE standards and to use assessment data for continual improvement.

*Amy Eastman, Eastern Michigan University*  
*Rachel Sauer, Edgewood College*  
*Michael Martin, University of Wisconsin-River Falls*  
*Gretchen Fricke, Southern Illinois University*  
*Moderator: Christine Lancaster, Eastern Michigan University*

Concurrent 281 8:00–9:00 a.m.  
Grand Suite 3, East Tower, Gold Level  
Proper Training and Assessment of Graduate Assistant Academic Advisors: Vital Elements of a Meaningful Professional Experience  
Students interested in careers as academic advisors may base their selection of a graduate program based upon, in part, the availability of graduate assistantships that offer meaningful professional experience. As professionals in training, graduate assistants require thorough training in order to provide their advisees with the most accurate information. Due to the relatively short duration of the graduate student's program, however, graduate assistant academic advisors may feel somewhat rushed in their training experience. Additionally, graduate student advisors may not receive standardized evaluations that will help them to hone their advising skills to their greatest potential. This session will present and discuss strategies for effective training, self-assessment, and supervisory evaluation in order to produce the finest new professional advisors.

*Mandy Anderson, Denise Butler, Michelle Limle*  
Kent State University

Concurrent 282 8:00–9:00 a.m.  
Columbus G/H, East Tower, Gold Level  
Putting Academic Advising on the Map in an Australian University  
Academic advising in Australian universities is mostly informal, with the academics that act as program coordinators often having formal responsibility for advising. This is true at Victoria University in Melbourne, a large metropolitan university providing both community college and university programs to a very diverse student body. Recent internal research has identified the need to strengthen advising across the University, but particularly for freshmen and transfer students. This has been taken up in a major University-wide change initiative called Making VU, one project of which focuses on providing customised learning experiences for our students. This paper presents an overview of the research informing this aspect of Making VU, an account of the actions being taken to strengthen advising and a commentary on the initial responses of the University community to this initiative.

*Wendy O’Connor, Roger Gabb, Victoria University*
Concurrent 283 8:00–9:00 a.m.  
Regency A, West Tower, Gold Level  
Retaining Newly Admitted Adult Learners: The First Term Experience Program and Beyond  
You won't want to miss this one. Join us as we discuss Saint Louis University's School for Professional Studies and our commitment to retaining adult learners. We have created and implemented a plan of increased contact with the students before, during, and following the successful completion of their first term. Listen to how we have increased retention rates among the adult student population (and we didn't break the bank to do it!) We hope you will join us.  
Tanya Griffin, Mary Schmelter, Saint Louis University  
Presentation based on: Models/Applications

Concurrent 284 8:00–9:00 a.m.  
Columbus K/L, East Tower, Gold Level  
Reverse Engineering the Major Decision Process for First Year Engineering and Science Students  
Commission Sponsored: Engineering & Science Advising  
The process by which first year students choose majors in engineering and science often seems mysterious and unpredictable. But this process can be analyzed and studied in light of developmental theories concerned with how young adults "make meaning" of their lives. We review the work of Marcia Baxter Magolda to see how it informs the advising process for beginning college students. Understanding the common stages that first year engineering and science students go through when picking majors helps relieve these students of their anxiety about majors; it helps them in knowing themselves better; and it facilitates the process by which students identify programs that are truly good fits for them.  
Ray Sepeta, University of Notre Dame  
Presentation based on: Models/Applications  
Target Audiences—this session is best suited for:  
Institutional size: 5,000 – 10,000 students

Concurrent 285 8:00–9:00 a.m.  
Regency C, West Tower, Gold Level  
The Breakthrough: Motivating Towards Success  
Why are our first year students not succeeding? In this session, we will present our Motivating Towards Success workshop by describing our transition from academic instruction to motivational counseling. In the past, we have provided programs that focus on study skills, time management, and classroom success. After research, we found that our formula for student success was inaccurate. We discovered that students performed poorly due to motivation, not lack of skills. We revamped our program to focus on what motivates students and how they can transfer their personal motivation to the classroom. This workshop is an early intervention tool that is part of our effort to retain first year students. Our materials and survey statistics will be made available.  
John Thompson, Patavia Whaley, University of North Texas  
Presentation based on: Models/Applications

Concurrent 286 8:00–9:00 a.m.  
Regency D, West Tower, Gold Level  
The Organized Advisor: Taming the Information Beast  
Academic advisors need to stay on top of change and need a way to keep track of up-to-date information so that they can focus more on the student in front of them rather than trying to find some important piece of information "someplace out there." However, in this digital age, this task can be overwhelming. It is easy for email boxes to fill up, have papers piled all over the desk, and let outdated information stagnate in file drawers. These issues can also make finding the information that advisors need extremely difficult. This can lead to feelings of inefficiency and stress and can make advisors look incompetent in front of students. The presenter will share strategies for taming the information beast, and participants will be asked to share their tips and organization strategies.  
Kimberly Keck, Arizona State University  
Presentation based on: Personal Growth as an Advisor

Concurrent 287 8:00–9:00 a.m.  
Crystal A, West Tower, Green Level  
Under Whose Umbrella? Who Should Be Responsible for the Advising of the Undeclared?  
In 2006 a campus committee at the University of Illinois' recommended that advising center for the exploring students be repositioned under the provost's purview. The center was part of the College of LAS. Fall 2007 saw the center physically and administratively repositioned under the provost's aegis as the Division of General Studies.  
The motivation behind the move was simple: a belief that central campus was better able to support undeclared advising, strengthen its core mission, and promote access, retention, and success.  
The session will introduce insights, issues, and themes that have been critical to DGS' formation and encourage comments on what has amounted to a paradigm shift in the campus culture of advising.  
Julian Parrott, Meghan Hazen, University of Illinois  
Presentation based on: Models/Applications  
Target Audiences—this session is best suited for:  
Institutional size: over 10,000 students  
Level of experience in subject matter: more needed  
Level of advising experience: more experienced

Concurrent 288 8:00–9:00 a.m.  
Water Tower, West Tower, Bronze Level  
Unmasking the Secrets to the Medical School Application Process  
In recent years, the number of applicants to every medical field have increased significantly. As a result, medical programs have created a new paradigm for which they use to evaluate applicants. The number of seats or schools have not kept pace with the increase in demand for these professionals, making the application process more competitive.
The goal of this information session is to discuss the current trends in the application process. The application process and procedure will be revealed step by step to gain a better understanding of how applicants are selected for interviews and evaluated for acceptance. National data and trends will be provided and data from the University of Florida applicants will be used to illustrate trends at individual schools.

Robert Kwong, University of Florida
Presentation based on: Models/Applications

Concurrent 289 8:00–9:00 a.m.
Columbus A/B, East Tower, Gold Level
Up, Up and Away: Launching an Effective 1:1 Peer Mentor Program
The Senpai Kohai (Senior/Junior) relationship, a hallmark of the Japanese corporate world, provides an innovative model for a 1:1 peer mentor program in a University environment. This session will share the successes of one institution’s application of the model, as well as discuss its impact on student engagement and persistence. Attendees will be provided with a practical, step-by-step guide for use at their home institutions.

Jennifer Fletcher, Arizona State University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 290 8:00–9:00 a.m.
Grand C, East Tower, Gold Level
Voices from the Field: Building a Research Agenda for Academic Advising
This session is grounded in the belief that every academic advisor is a potential researcher in the field. Participants will gain an understanding of the state of current academic advising research inquiry as well as the importance of building a sound, comprehensive research foundation for the academic advising profession. They will engage in interactive discussion about researchable topics in academic advising and share research questions from their discussions.

Terry Kuhn, Gary Padak, Kent State University
Jennifer Bloom, University of South Carolina-Columbia
Jeffrey McClellan, Utah Valley University
Sarah Naylor, University of North Carolina
Joshua Smith, Indiana Univ Purdue Univ-Indianapolis
Presentation based on: Research

Concurrent 291 8:00–9:00 a.m.
Crystal C, West Tower, Green Level
Unmasking Osmosis: Establishing Healthy Boundaries within Advising
How can you establish healthy boundaries with your advisees? What is your boundary threshold when working with advisees? What type of advisor are you? In this presentation, we look at how the biological process of osmosis can be applied to the advisor/advisee relationship. During the process of osmosis, molecules moving across the cell membrane (boundary) can cause a cell to stay healthy, become drained, or even burst! So what moves across your boundary when working with advisees? At the end of the day, do you feel relaxed, and balanced, overwhelmed and stressed, or isolated and disconnected? Come and participate in this interactive presentation to find out if you are a Hypotonic, Hypertonic, or Isotonic advisor.

Ovuke’ Emonina, University of Alabama-Birmingham
Presentation based on: Theory
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 292 9:15–10:15 a.m.
Columbus E/F, East Tower, Gold Level
Advising Theory and the Big Moral Picture
Commission Sponsored: Theory & Philosophy of Advising
I find myself sympathetic to the view that the best theory of academic advising will not be one that makes necessary connections between advising and other professions and activities (e.g. teaching). Advising is not, at its fundamental core, anything other than advising. The previous sentence may appear to be a rather boring tautology, but worth uttering nonetheless. With this in mind, I attempt to flesh out a view of academic advising that is informed by the moral obligation we engender as we take on the task of advising. That is, our moral obligation to assist and benefit students’ experiences in educational endeavors yields a plausible, and refreshingly simple, look at what academic advising is.

Peter Hanowell, Florida State University
Presentation based on: Theory
Can Advisors Help Prevent Future Teacher Dropout?

According to the National Education Association, about half of America’s teachers leave the profession within five years of graduation. The main issues seem to be lack of content knowledge, teacher dispositions, goodness of fit for the profession, and unrealistic expectations about the realities of the classroom. All of these can lead to disappointment with the career choice and to burnout resulting in the dropout rate for teachers. What can advisors do to make a differ-

ence? This presentation will address the four areas of concern and offer suggestions about how the utilization of assessments and a reality check can be used to help students make better decisions in college and in the choice of a major and future career.

Lee Kem, Murray State University
Presentation based on: Models/Applications

Panel 296 9:15–10:15 a.m. Columbus K/L, East Tower, Gold Level

Can I Climb THAT Ladder Instead?: Student Transitions From Major to Major

“But I’ve ALWAYS wanted to be a . . .!” Advisors nationwide are hearing statements like this from students. This session explores the ups and downs of advising students who find themselves in transition from one major to another. Whether not accepted into their first-choice major or finding themselves not engaged, often students find themselves lost in seeking other alternatives.

Using an “Advising as Teaching and Learning” approach, this session will focus on first-hand experiences with students who’ve chosen or been forced to chose an alternate major as well actual research results. Discussion will include positive practices to support students through their transition, how “ah-ha” moments are processed and how to challenge students to embrace exploring other academic areas.

Lindy Briggette, Peter Palumbo, Suffolk University
Nicole Harris, Rachael Cobb, University of Missouri
Moderator: Teri Farr, Illinois State University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 297 9:15–10:15 a.m. Grand D, East Tower, Gold Level

Contemplation and the First Year Educational Experience

This presentation will propose an outline for a three-credit course that has, as its primary learning objective, enabling students in their first year of college to incorporate a range of contemplative practices into academic life. It utilizes three educational modalities: (1) classroom and experiential exposure to a selection of those activities noted in the Center for Contemplative Mind in Society’s “Tree of Contemplative Practices”; (2) an introduction to select disciplines that stimulate embodied contemplation and promote awareness of the natural, social, and academic environment into which undergraduates are embedded—e.g., wandering the library “stacks”; contemplative reading; poetry writing; photography; and martial arts that encourage hard, soft, and spontaneous movement; and (3) guided reflection on nine specific educational maxims that seek to promote integrated learning during the initial year of post-secondary education.

Hugh Page, University of Notre Dame
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed
Developing an ePortfolio for Graduate Student Advising
Commission Sponsored: Advising Graduate and Professional Students
In this session, the panel members will describe how they are developing ePortfolios to facilitate graduate student advising. Poor graduate student advising has been shown to be a leading cause of student dropping out, lengthy time-to-completion. Faculty Learning Communities members investigated graduate advising and conducted a survey of graduate students and graduate faculty members. They selected an ePortfolio system to facilitate graduate student progress. Currently, they are working with individual academic programs and students to develop Learning Matrices to create graduate student ePortfolios using Sakai. Presentation activities include small group interaction about graduate student needs and advising, handouts about ePortfolios for graduate student advising, and PowerPoint and Internet demonstrations of sample ePortfolios for graduate students.

Laurie Richlin, Mandy Bennett, Susan Roig
Claremont Graduate University
Presentation based on: Research
Target Audiences—this session is best suited for:
- Level of experience in subject matter: minimal needed

Concurrent 299
9:15–10:15 a.m.
Water Tower, West Tower, Bronze Level
From Academic Probation to Academic Success—Helping Students Soar
Benjamin Franklin is credited with defining insanity as doing the same thing over and over and expecting a different result. This definition could definitely apply to many students who find themselves on academic probation. Generally very little help is offered at a time when students need direct guidance and intrusive advising.

The Academic Advisors of Prairie View A&M University’s University College have developed and implemented a Probation Packet along with the “UC Academy” program to address this issue.

Conference attendees will have the opportunity to discuss the Mandate behind this program as well as the strategy for its success. Presenters will be distributing samples of the packet and we invite participants to bring along examples of their academic probation interventions to share and discuss.

Ila Schauer, Jocelyn Whiting, Prairie View A&M University
Presentation based on: Models/Applications

Concurrent 300
9:15–10:15 a.m.
Regency B, West Tower, Gold Level
Helping Transfer Students Reach New Heights: Creating Academic Connections in Their First Quarter
Commission Sponsored: Advising Transfer Students
Transfer students are a population that are sometimes at risk for attrition because of the disparity between their academic profile and that of the incoming freshmen, particularly at institutions that continually increase their standards each year. How do we challenge and support these students so they do not get “lost”? This session will introduce advisors to our online course for our transfer students that connects them to academically to the University and results in the formulation of a degree plan and curriculum projection. We will discuss the process of advising our transfer students and the evolution of the course. Attendees at this session will leave with a copy of our syllabus and workable ideas for implementing a similar course at their institution.

Jennifer Klosterman-Lando, Amanda Koch-Turner
Ohio State University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
- Institutional size: over 10,000 students
- Level of experience in subject matter: minimal needed

Concurrent 301
9:15–10:15 a.m.
Regency D, West Tower, Gold Level
Improving Community College Graduation Rates: A New Model
CUNY has earmarked 18 million dollars for the Accelerated Study in Associate Programs (ASAP) with the goal of graduating students within a three year period. Borough of Manhattan Community College’s target cohort of 200 students attend classes together in a block schedule & benefit from personal advisement and counseling, tuition assistance, a job developer, free monthly metrocards and in-class supplemental instruction. ASAP faculty receive special training and are encouraged to teach collaboratively. Participants will learn which specific efforts promoted persistence and which might be successfully replicated at their own institutions.

Lesley Leppert, Sandra Rumayor
Borough of Manhattan Community College
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
- Level of experience in subject matter: more needed
- Level of advising experience: more experienced

Concurrent 302
9:15–10:15 a.m.
Grand Suite 3, East Tower, Gold Level
Integrating Peer Advisors into Major Exploration Advisement
Peer Advisors provide assistance in major exploration to students at Georgia Southern University through the Major Exploration (Pre-advisement) program initiated in January 2007. A staff of Peer Academic Advisors was recruited and trained to implement these services provided by First-Year Experience. This session will explain the structure, practice and assessment of the program, including the use of Peer Advisors in the absence of additional funding for full-time staff positions.

Assessment methods for this program are both qualitative and quantitative. An online survey instrument collected student feedback on the experience, including the student’s self-assessment of major interest both before and after the pre-advisement session. This session will explore the benefits to students of their involvement with Peer Advisors during the major exploration process.

Ellen Murkison, Georgia Southern University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
- Institutional size: over 10,000 students
- Level of advising experience: less experienced
It Takes a University: Designing and Implementing a System of Academic Probation and Intervention in Support of Student Success and Retention

The University of North Carolina at Chapel Hill recently made two monumental changes to its academic policies to support Student Success and Retention: creating a system of Academic Probation and raising standards for Good Academic Standing. UNC-Chapel Hill, the nation’s first state university, was authorized by the N.C. Constitution in 1776 and chartered by the N.C. General Assembly in 1789 (the same year George Washington became president). In spring 2008, the first students in the history of University will be on Academic Probation. This presentation will examine the research, development and implementation of these significant changes. It will provide participants with a model of Academic Probation and Intervention at a large, research university.

Cynthia Demetriou, Alice Dawson, Amy Schmitz-Sciborski
University of North Carolina

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

- Level of experience in subject matter: minimal needed
- Level of advising experience: less experienced

Life Line or the End of the Line? Is the Exception Semester an Effective Retention Tool?

Appalachian State University offers one and two-year forgiveness policies to give suspended students a chance to re-enroll with GPA forgiven. Another option, the exception semester, gives qualified students one more probation semester before suspension. Is the exception semester a compassionate option? Is it best for students? Is it too little, too late; can it make the situation worse? We’ll examine how long these students are retained and whether they eventually graduate. We’ll compare that data with data from a method of dealing intrusively with students via a class in their last semester of probation and discuss whether an exception semester is good developmental advising practice. Participants will be invited to share similar policies and findings at their own institutions.

Marc McCachren, Kathy Henson, April Graham
Appalachian State University

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

- Level of experience in subject matter: minimal needed
- Level of advising experience: less experienced

Motivational Factors Affecting Adult Student Persistence at Commuter Colleges—A Case Study

Based on this research, environmental factors are the most likely to influence an adult commuter student’s motivation and cause him or her to drop or stop out from college. In contrast, psychological factors appear to be powerful motivators influencing an adult student’s desire and motivation for returning to college and staying enrolled until the degree is completed.

Most respondents reported that their personal life affected their ability to stay in school. The careful balance of family, work, life, school, social life, and faith-based activities do in fact compete for adult students’ time, energy, and commitment in persisting in college until graduation. Nearly half of the adult students participating in my study felt that they were overwhelmed with commitments as they continued to concentrate on their studies.

Tim Hunt, Kathy Wenthold, Upper Iowa University

Presentation based on:

Target Audiences—this session is best suited for:

- Level of experience in subject matter: minimal needed
- Level of advising experience: less experienced
Unprecedented challenge. This presentation will focus on the role that the College of Humanities, Arts and Social Sciences will play in professionalizing the College's academic advising staff. A brief overview of the new academic advisor job series will be followed by a detailed description of the College office's strategy in creating a culture of professional academic advising.

José Beruvides, University of California-Riverside
Presentation based on: Models/Applications

**Concurrent 309** 9:15–10:15 a.m.
Columbus A/B, East Tower, Gold Level

**Reaching Them Where They Live: The Creation of a Residential Academic Advising Program**

As academic advising makes strides reaching first-year, first-generation, and students of color to help with university retention and holistic student development; residential academic advising is growing rapidly. Come learn how a team of three professional academic advisors were given the task of creating, marketing, and implementing a program of academic advising in the Residential Learning Communities at Santa Clara University. We will provide a how-to for you, including the unique needs of programs in students' living spaces along with the opportunities and challenges our program faced in its first year. Find out why advising is no longer confined to an office!

Garrison Dyer, Jeremy Wang, Monica Parikh
Santa Clara University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for: Level of experience in subject matter: minimal needed

**Concurrent 310** 9:15–10:15 a.m.
Gold Coast, West Tower, Bronze Level

**Scenes for Learning and Reflection: An Academic Advising Professional Development DVD**

Join us for a preview of NACADA's newest training video. Mrs. Willimas wants to make sure her daughter gets off to a good start in college and accompanies Rachel to her first advising appointment.

Sean is upset that two courses cannot be accepted in transfer for his major. His advisor discusses why these courses cannot count and helps Sean consider majors that better fit his interests.

These are two "vignettes" from the new NACADA Professional Development DVD based upon advising scenarios suggested by NACADA Commission and Interest Groups. Scenes feature real students with professional and faculty advisors dealing with advising issues faced on today's campuses. Session participants will view and discuss several scenes used in this new program. Participants will also learn to use this important tool on their campuses.

Jayne Drake, Temple University
Concurrent 311 9:15–10:15 a.m.  
Grand E, East Tower, Gold Level  

**Students Who Soar: First Generation College Students Ascend To New Heights**  
Discussing what works! In this application based session presenters will present a successful First Generation College Student transition program in its sixth year at Texas Tech University. Several models have been tested in an effort to create a program that reaches out to the largest population of students without taking away from the elements that celebrate academic success and retention. This session will describe the PEGASUS Program from creation to its current form and provide attendees with useful strategies and resources to take back to their own institutions.  
Come and explore with us as we discuss the successful components of a program that addresses diversity, what constitutes “at-risk”, and the challenges of today’s First Generation College Students.  

**Jodi Gonzalez, Jamie Hansard, Texas Tech University**  
**Presentation based on:** Models/Applications  
**Target Audience:** This session is best suited for:  
- **Institutional size:** over 10,000 students  
- **Level of experience in subject matter:** minimal needed

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Concurrent 312 9:15–10:15 a.m.  
Grand F, East Tower, Gold Level  

**Taking Advising Across Borders: Connecting the Global Experience to Local Advising**  
The term “internationalization” is becoming the buzz word of higher education across the nation. This session will provide participants with a foundational understanding of internationalizing a college campus and how it impacts advisors. While examining study abroad participation as a common strategy for internationalization, presenters will discuss the role of academic advisors as meaningful disseminators of knowledge and active encouragers for students. Participants will be introduced to a learning outcomes methodology that integrates study abroad with institutional goals to internationalize. Attendees will walk away with practical knowledge to develop collaborative partnerships with their respective study abroad offices and advising departments and gain a greater understanding of their role in their institution’s efforts to internationalize.  

**Kelly O’Sullivan, University of California-San Diego**  
**Erika Thompson, University of Utah**  
**Presentation based on:** Models/Applications  
**Target Audience:** This session is best suited for:  
- **Institutional size:** minimal needed

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Concurrent 313 9:15–10:15 a.m.  
Grand C, East Tower, Gold Level  

**Taking Advising to New Heights: Using NACADA Resources for Professional Development**  
Professional development need not be once a year; it can be a daily event over a cup of tea in your office or during an informal meeting with a group of your colleagues! This session will demonstrate how advisors can navigate NACADA resources to aid in ongoing professional development. The Web-based NACADA Clearinghouse of Academic Advising Resources will be featured with its tools for advising stu- 

dents and professional development. NACADA Services, including position postings and electronic lists, will be discussed. Advisor training opportunities via Webinars (online seminars) and CDs will be explained. The NACADA New Advisor Guidebook and the newly published second edition of Academic Advising: A Comprehensive Handbook will be examined. NACADA members will come away from this session with a clear understanding of readily available NACADA resources.  

**Kristin Losey, Jamie Reynolds, Kent State University**  
**Presentation based on:** Research

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Concurrent 314 9:15–10:15 a.m.  
Columbus I/J, East Tower, Gold Level  

**The Changing View: Advising across Generations**  
When you were in college did you dance the foxtrot, the hop, the hustle, the electric slide, the Macarena, or to the game “Dance Dance Revolution”? Why does this matter? Come find out how much your generation, age and life experience can affect your relationships with students, coworkers, and supervisors. This will be an interactive presentation. Information and bibliography about the four key generations will be provided.  

**Megan Larabell, Jamie Robida, Emily Jasinski, Jennifer Alvarez**  
University of Kentucky  
**Presentation based on:** Personal Growth as an Advisor

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Concurrent 315 9:15–10:15 a.m.  
Grand B, East Tower, Gold Level  

**The Great Generational Divide: When X and Y Are Your Co-Workers**  
This session will address one of the greatest odysseys in any workplace—the generation gap. As a new generation of advisors enters the workplace, many advising units have become multigenerational work environments. As members of Generations X and Y transition from the role of student into the role of colleague, many departments experience difficulties in merging the varying work patterns of staff members. To foster cooperative and effective staff dynamics, it is imperative to understand the values, needs, and work patterns of Generations X and Y. During this presentation, participants will assess their personal needs within the workplace. Participants will discover innovative techniques in motivating, training, and managing the new generation of advisors and will develop practical applications for overcoming the great generational divide.  

**Kristin Losey, Jamie Reynolds, Kent State University**  
**Presentation based on:** Research

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Concurrent 316 9:15–10:15 a.m.  
Regency A, West Tower, Gold Level  

**Turn on Your Creativity for Extraordinary Advisor Teambuilding: Listening Beyond Words**  
Advisors often find the process of listening attentively and teaching students can be one of the most rewarding aspects of our profession. It is a key element of developmental advising and essential for getting a full picture of a student's
needs. However, when we are caught up in our numerous roles, projects, and committees, it is easy to forget that as professionals, we need to feel we are listened and attended to. Listening is not simply hearing the other person speaking. Listening is also opening our minds to what the other person is saying beyond their words. In this group exercise, participants will be presented with an opportunity to engage in a creative process that enhances attentiveness with each other as colleagues.

Vickie Morgan, University of Utah
Presentation based on: Personal Growth as an Advisor

Concurrent 317  9:15–10:15 a.m.
Crystal B, West Tower, Green Level
Using Research to Support Advising
What criteria do we use to describe the relationship between success in certain courses and success in a major? Students are often confused about which major to choose and want to know which major relates best to their abilities and interests. Advisers often advise students based on assumptions that arise from anecdotal situations and not empirical data.

This study was conducted to determine if there are correlations between grades students received in designated prerequisite courses and the grades achieved in required major courses. Data was collected on over 1000 students who graduated in eight different majors from the College of Business at Penn State University. This research is an attempt to provide empirical evidence to support the information advisers give to students when assisting them in making informed educational plans.

Ruth Hussey, Penn State University
Presentation based on: Research

Concurrent 318  9:15–10:15 a.m.
Toronto, West Tower, Gold Level
Utilizing the College Student Inventory to Enhance the First-Year Experience
The College Student Inventory is an assessment tool used to assist faculty and staff advisors make a connection to their advisees early in the semester. This presentation will show how the College Student Inventory was first implemented to a pilot group of students in 2005 and then expanded to all freshmen in fall 2007. Also being discussed throughout the presentation is how to create buy-in and participation with key figures on campus, so you will maximize the data provided. Examples of how to utilize the data in different forms and within different departments across campus will also be explored. Lastly, there will be discussion on how to enhance what has already been started within this process and where improvements could be made.

Michelle Wiley, Gannon University
Presentation based on: Models/Applications
Concurrent 321  10:30–11:30 a.m.
Columbus I/J, East Tower, Gold Level
Advising Students With Low Math Ability
Who Aspire to Majors Requiring High Math Competency
Often students who enter college aspire to careers in areas in which their preparation does not match the requirements of their chosen major.

This research began with the observation that advisers could not recall promoting students to the College of Engineering who started in developmental math. The study reviewed the records of 252 applicants who successfully qualified for acceptance to the College of Engineering from 2002–2006. The students’ initial math course and grade, withdrawal history and retention rate was examined.

The study raises important questions regarding how and when advisors should use research results. Although our study focused on the advising of engineering students, the authors will contend that the results apply to advising in other S.T.E.M. disciplines. Participants will discuss advising strategies for students who enter college with low math ability who aspire to majors requiring high math competency.

John Lanshe, Don Canary, University of Akron
Presentation based on: Research
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 322  10:30–11:30 a.m.
Comiskey, West Tower, Bronze Level
Career Development in the 21st Century
There is no doubt that the world is changing. We need look no further than the disappearing manufacturing sector in the US Economy, confirmed science on global climate change, or the rise of China as an international economic powerhouse to see that things are not going to stay the same. Since the world is changing, those of us who are concerned with Career Development must determine how best to assist students as they look ahead. This session will involve a wide ranging discussion on what we know, what we don’t know and how to best prepare students for a changing world.

John Luther, University of Michigan
Presentation based on: Research
Target Audiences—this session is best suited for:
Level of experience in subject matter: more needed

Concurrent 323  10:30–11:30 a.m.
Crystal B, West Tower, Green Level
Constructional Student Mentoring: Building Student Success
Student persistence and success in college is greatly impacted by connecting to his or her university. Ideally connects with and is encouraged by a faculty member. We advisors know our contact with students also provides a powerful means of support. We are limited by time from building the kind of relationships at-risk students need. This presentation will review the intervention program used by one of the academic colleges at the University of North Texas, constructional student mentoring. Mentors empower students by helping them become aware of their own environment and assist them in developing a program to reach their goals by utilizing new skills. Through a solution building approach in a conversational format, mentors provide mentees with opportunities to talk about their concerns, goals, and solutions.

Lynne Brister-Cox, Timothy Liden, University of North Texas
Presentation based on: Models/Applications

Concurrent 324  10:30–11:30 a.m.
Toronto, West Tower, Gold Level
Crossing Borders, Opening Minds with Study Abroad: Practical Advice for Academic Advisors
Many advisors encounter the student who wants to be “anywhere but here.” As a trusted resource, academic advisors are often the first point of contact for students inquiring about study abroad. With the popularity of study abroad growing, advisors are called upon more frequently to educate about study abroad options. Gain some practical advice on how to help students work study abroad into their current academic program, distinguish between different models and begin planning for this life-changing experience. Learn how to address challenges that may arise during study abroad and re-entry. We hope that you will walk away from this session as a supporter of study abroad as a personal growth and career-building experience (and want to go abroad yourself!).

Gail Gilbert, Tracy Buss, University of Wisconsin-Milwaukee
Presentation based on: Models/Applications

Concurrent 325  10:30–11:30 a.m.
Columbus K/L, East Tower, Gold Level
DirectConnect to UCF—An Unmasked Initiative Re-Defining the Community College to University Preadmission Advising Relationship
DirectConnect to UCF is a University of Central Florida initiative that gives guaranteed admission to all AA/AS graduates from our four community college partners. In addition to guaranteed admission, UCF has placed a general preadmission advisor at each community college for students completing associate degrees. With each unique community college environment, ranging from the smallest in Florida to one of the largest in the country, each advising relationship/model is different. The four advisors will discuss how they work to meet the needs of their students, and which models work best at their perspective campus. With DirectConnect to UCF pioneering partnership models for Universities and community colleges, the advisors will demonstrate how this program benefits the students of Central Florida.

Scott Larson, Michele Camden, Shakira Guice
University of Central Florida
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: more experienced
Concurrent 326 10:30–11:30 a.m.  
Acapulco, West Tower, Gold Level  
From a Distance: An Advising Team Model  
Empire State College is known for its leadership in mentoring of students, adult pedagogy and online learning. In the Center for Distance Learning we want to maintain the individualized nature of working with students, while also seeking to provide increased efficiency in working with large numbers of students, especially in times of increasing enrollment. We also want to maintain our effectiveness in the mentor/student relationship of communicating with distance learning students. Hence, the equation becomes Individualism + Teamwork = Student Retention.

We will present and invite discussion at this presentation on issues regarding: 1) how a policy of student retention initiated the team model of advising; 2) why an advising team model is appropriate; 3) our online First Term Community Group and 4) our online Team approach to advising and teaching.

Shelley Dixon, Linzi Kemp, SUNY-Empire State College  
Presentation based on: Models/Applications  
Target Audiences—this session is best suited for:  
Level of experience in subject matter: minimal needed

Concurrent 327 10:30–11:30 a.m.  
Columbus G/H, East Tower, Gold Level  
Group Advising: A Partnership between Academic and Peer Advisors  
At IUPUI we have a unique advising experience at our one day new student orientation program. In a partnership between the University College Academic and Career Development Center and Orientation Services, we combine our resources to create an effective and efficient group advising workshop for new students. Come learn about our program and why we utilize peer advisors in our group advising workshop. During our presentation, we will explain how we use advising as teaching and capitalize on the strengths of our peer advisors (OTEAM) to meet the needs of our students. Hear from both advisors and the Orientation Team Leaders to gain insights and perspectives from both sides.

Amanda Buck, Kyle McCool, Jennifer Schott, Rebecca Wald Stoker  
Indiana Indiana University Purdue University-Indianapolis  
Presentation based on: Models/Applications  
Target Audiences—this session is best suited for:  
Level of experience in subject matter: minimal needed

Concurrent 328 10:30–11:30 a.m.  
Crystal A, West Tower, Green Level  
Improving Student Advisement by Considering Student and Course Profiles  
This talk focuses on a new means of characterizing both courses and students to improve the student advisement process. Building upon the foundation of Bloom's Taxonomy, we develop course profiles from the student perspective using traditional student course evaluation surveys. These profiles incorporate elements prior research has shown impacts learning. Student profiles can then be systematically inferred by using student's prior academic performance in these profiled classes. The result is an individualized report of how each student learns best, and provides an indication of how well they will do in future classes. We report on a large test of this approach involving a diverse group of 2,700 undergraduates from four majors from a large southeastern university. This work was supported by a NACADA grant.

Blaine Harding, Colorado State University  
Presentation based on: Personal Growth as an Advisor

Concurrent 329 10:30–11:30 a.m.  
Regency D, West Tower, Gold Level  
Integrating CAS Student Learning and Development Outcomes into the 4-Year Plan  
Students entering college will experience some degree of exposure to all the CAS (Council for the Advancement of Standards in Higher Education) learning outcomes. However, they may not develop their full potential in each area unless there is a mechanism to introduce, and means to nurture each of the outcomes. Measuring what and how much students learn is challenging since learning occurs through a variety of sources. This presentation will offer a strategic approach to integrate the CAS learning and development outcomes into a four-year plan. The goals of this approach are to enhance student learning and development throughout the college experience; establish consistency in learning opportunities for students; and assist students in achieving the most of their academic careers. Participants will learn strategies to introduce the CAS learning outcomes during advising and other activities such as orientation, first-year seminars, etc., and suggestions on how to measure the outcomes.

Antoinette Stanley-Hart, University of Texas  
Presentation based on: Theory

Concurrent 330 10:30–11:30 a.m.  
Regency C, West Tower, Gold Level  
Vital Signs: Bi-racial Students in Higher Education  
The demographics of society are changing at a rapid pace and discussions on college campuses focus around race, ethnicity, and immigration. They include Blacks, Latino(a)s, Natives, and Asians. However, one of the fastest growing groups of students are bi-racial students and they are often left out of the conversation. This presentation will focus on the growth of bi-racial students and the many challenges and difficulties they encounter. These include factors related to their identity development, challenges to bi-racial identity formation, and the realities that shape their identities. We also will discuss the advantages of being bi-racial and bicultural in today's society, what factors contribute to choosing their racial identity(ies), and how we supply equality of opportunity for these students.

John Gerdes, University of South Carolina  
Presentation based on: Research  
Target Audiences—this session is best suited for:  
Level of experience in subject matter: minimal needed

John Gerdes, University of South Carolina  
Presentation based on: Research  
Target Audiences—this session is best suited for:  
Level of experience in subject matter: minimal needed
Issues in campus politics come and go. Academic advising was recently a hot topic at UNC-CH, addressed by the student newspaper and featured in student elections. These, in turn, brought increased scrutiny from parents, senior administrators, and university trustees. We share our experiences responding to student criticism and effectively incorporating student feedback to build stronger relationships with student government and other members of the university community. This necessitated gaining trust and consent from both advisors and students for a survey designed to identify areas of concern. Preliminary data indicate that a vocal minority of students had significant issues with advising, while the majority expressed satisfaction with the overall experience. We have used the results to constructively address student issues while clarifying the role of advisors on the campus.

*Elizabeth Shuster, Carolyn Cannon*
University of North Carolina

**Presentation based on:** Models/Applications

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**Concurrent 334  10:30–11:30 a.m.**
**Regency A, West Tower, Gold Level**
**HOT TOPIC: Advising the Veteran with Disabilities**
Currently a large number of military are serving in Afghanistan and Iraq. In both areas, many members of the armed forces are being injured. Once they recover from their injuries, many of these men and women will turn to the nation’s colleges to help prepare for civilian life. They bring with them a range of disabilities ranging from the physical such as limited mobility to various mental illnesses including post-traumatic stress. This session will explore ways that colleges and universities can work with these veterans to help them succeed in higher education and in their civilian careers.

*Joyce Howland, SUNY Empire State College*

**Presentation based on:** Models/Applications

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**Concurrent 335  10:30–11:30 a.m.**
**Regency B, West Tower, Gold Level**
**HOT TOPIC: Advisors and The Technology Tools of The Future**
Grassroots video, collaborative Webs, mobile broadband, and data mashups - are all emerging technologies that are being used now or will be soon according the Horizon Report, 2008, a source that focuses on use of technology in higher education. Join us in this HOT TOPIC session as we discuss how we are adapting and using technology in our work. We will focus on how we use these tools as well as discuss frustrations and best practices. So bring your questions and share your experiences. Be prepared to discuss everything from degree audits, course management systems, interactive communication tools, podcasting, and social networking.

*George Steele, Ohio Learning Network*
*Karen Thurmond, University of Memphis*
*Art Esposito, Virginia Commonwealth University*

**Presentation based on:** Models/Applications

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**Concurrent 322  10:30–11:30 a.m.**
**Grand Suite 5, East Tower, Gold Level**
**HOT TOPIC Transgender 101: What Advisors and Administrators Should Know**
Interested in learning more about the critical issues for the transgender student population? Come to this Hot Topic session sponsored by the LGBTA Concerns Commission and learn about the transgender movement, the key issues that affect our students, and how to bring these issues back to your campus. This discussion-oriented session will be facilitated by the LGBTA Concerns Commission Chair and members of the LGBTA Concerns Commission. Participants will learn about and discuss key issues, receive a transgender resource hand-out, and determine at least one thing they can do to further transgender education when they return to their home institution. This presentation is for all professional and faculty advisors and advising administrators regardless of advising experience and institutional size.

*Jennifer Joslin, University of Iowa*

**Presentation based on:** Models/Applications

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**Concurrent 333  10:30–11:30 a.m.**
**Columbus C/D, East Tower, Gold Level**
**HOT TOPIC: (PDR Issues Interest Group): How Will You Know What’s Working? Assessment of Intervention Programs for Students in Academic Difficulty**
Have you developed a program for students in academic difficulty and want to know how to assess its effectiveness? Do you want to find out how other PDR intervention programs measure effectiveness? Or are you just looking for new ideas to improve an existing program? This session will provide an exchange of ideas from around the country about PDR interventions and effective assessment tools being used to measure success. Topics to be explored will include measuring voluntary vs. mandatory interventions, what research literature tells us about assessment, and how to improve the assessment process for your program.

*Chris Maroldo*
Indiana University Purdue University-Indianapolis
*Andrea Harris, Pepperdine University*

**Presentation based on:** Models/Applications

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**Concurrent 336  10:30–11:30 a.m.**
**Water Tower, West Tower, Bronze Level**
**HOT TOPIC: Appreciative Advising from Theory to Practice**
Appreciative Advising is a relatively new philosophy that provides advisors with a thought-provoking approach to bringing out the best in their students. This panel presentation will focus on the practical uses of Appreciative Advising and the power of the positive question. Appreciative Advising practitioners from a wide range of institutions will discuss the use...
Experience sharing from the audience is expected and of the world use body parts to convey social meanings. Body language and how differently people in different parts of the globe. This PowerPoint presentation will demonstrate the importance of effectively with people from different parts of the globe. This skill in nonverbal communication to communicate more that advisors expand their knowledge and enhance their are in nonverbal communication. Therefore, it is imperative when dealing with people from other cultural backgrounds programs and in increasing the number of international study abroad universities across the nation are competing in study abroad. HOT TOPIC: Common Mistakes that Advisors Make: Nonverbal Communication

Panel 337 10:30–11:30 a.m. Grand Suite 3, East Tower, Gold Level
HOT TOPIC: Best Practices for Two-Year Colleges
Are you from a two-year college or university and are wondering what other two-year institutions are doing to handle issues and concerns like you are having? Well, you are not alone! Come to this session to hear about BEST PRACTICES of Appropriate Advising and with an array of practical and refreshing activities to engage their students, campus, and co-workers in strength and asset-based thinking. Come join us for an interactive, entertaining, and stimulating discussion.

Scott Amundsen, University of North Carolina Wilmington
Lori Block, Rowan University
Kaye Woodward, Eastern Illinois University
Presentation based on: Theory
Target Audiences—this session is best suited for:
Institutional size: over 10,000 students
Level of experience in subject matter: minimal needed

Panel 338 10:30–11:30 a.m. Columbus A/B, East Tower, Gold Level
HOT TOPIC: Helping Adult Learners Reach New Heights (or Helping Adult Learners Keep All the Balls in the Air!)
Commission Sponsored: Advising Adult Learners
Balancing academia with work, family, and other life commitments is an ongoing “hot” issue for adult learners. How, as advisors to this population, can we best assist the adult learner with the challenges they face? For this panel, five advisors from various universities and colleges will offer insights into how they help this population of students “keep all the balls in the air.” Not only will the panel members offer their experiences, but they will encourage lively discussion and participation with attendees to this session.

Moderator: Jennifer Varney
Southern New Hampshire University
Ann Sukalac, Linfield College
Laura Harrison, Saint Ambrose University
Diana Churchill, Whitworth University
Gerise Guy, University of Memphis
Lisa Peck, Western Connecticut State University
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

Panel 339 10:30–11:30 a.m. Columbus A/B, East Tower, Gold Level
HOT TOPIC: How Do We Bring a Learning-Centered Approach to Academic Advising?
This session, sponsored by the Small Colleges and Universities Commission, will encourage discussion of current and critical issues facing faculty advisors and advising administrators on smaller campuses. With a focus on bringing a learning-centered advising paradigm to practice, the facilitator will guide an initial discussion and then allow time for small groups to discuss ideas for implementation. We will reconvene for large group discussion of the information and insights gained in the small groups. This session will address both theory and approaches to academic advising, as well as “nuts and bolts” solutions. Particular emphasis will be on small colleges with faculty-based advising systems.

Julie Stockenberg, Colorado College
Presentation based on: Models/Applications
Target Audiences—this session is best suited for:
Institutional size: 1,200–5,000 students
Level of experience in subject matter: minimal needed
Concurrent 341 10:30–11:30 a.m.  
Grand C, East Tower, Gold Level  
HOT TOPIC: Undecided/Exploratory Students  
This Hot Topic session will discuss issues and concerns identified at the Commission on Undecided/Exploratory Students commission meeting in Baltimore, as well as from the hot topic session last year. Participants will split into smaller groups to discuss a variety of the identified issues and/or topics and questions of most concern to those who are in attendance. Participants will also be expected to share their own ideas, techniques, and best practices.  

David Spight, University of Texas  
Presentation based on: Personal Growth as an Advisor

Concurrent 342 10:30–11:30 a.m.  
Grand E, East Tower, Gold Level  
HOT TOPIC: Your Philosophy of Academic Advising  
Come to this hot topic session and discuss your philosophy of education. When you work with your advisees, what ideas guide your practice? What beliefs about students and higher education and its purposes do you use in all your encounters with students and colleagues? The session will provide sample statements of advising philosophies from winners of advising awards, and it will use the NACADA concept statement as a basis for discussion. The session is designed as guided discussion, with the emphasis on participants having time to think at a level broader than the day-to-day concerns of advising sessions. Participants will be able to consider why they behave as they do in their role as advisors and to learn how others are informed as well.  

Joyce Buck  
Jeffrey McClellan, Utah Valley University  
Presentation based on: Personal Growth as an Advisor

Concurrent 343 10:30–11:30 a.m.  
Grand A, East Tower, Gold Level  
HOT TOPICS For Advising High Achieving Students  
What distinctive resources should advisors have available for high-achieving students as opposed to their other students? Where do we find information about fellowships, developing a professional identity, leadership opportunities, research? How do we make such information available to students? How do we teach them to use it? Join us for a lively discussion of the ways can help enrich the education of our eager learners.  

Marion Schwartz, Penn State University  
Iona Black, Yale University  
Presentation based on: Models/Applications

Concurrent 344 10:30–11:30 a.m.  
Grand B, East Tower, Gold Level  
HOT! HOT! HOT Topics in Advising Administration  
Are you an advising administrator fumbling to deal with the new issues constantly appearing on your desk? Searching for new solutions to old problems? Faced with implementing an ‘early alert’ system, looking for new twists in creative budgeting, or trying to communicate with students on their terms? Wondering how the Spellings Commission Report will affect your campus accountability? Stop by our commission table at the Commission Fair and let us know other topics of interest to you then join your colleagues for a lively conversation at the last session of the conference, sharing issues and creative ideas for a fresh approach to advising administration. Your suitcase is also welcome!  

Cindy Iten, University of Kentucky  
Michael “Brody” Broshears, University of Southern Indiana  
Sarah Ann Hones, Washington State University  
Presentation based on: Models/Applications

11:30 a.m.  
Conference Ends
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### (SD) Advising Students with Disabilities

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  - P17 Aiming for New Heights from Community College to University with Two Courses for Transfer Students
  - C57 Proactive Integrated Advising: Collaborative Advising from Community College to Graduate School
  - C100 Taking Transfer Students to New Heights: The Transfer Seminar
  - C155 Helping Transfer Students Reach the Summit of Academic Success
  - C199 Bringing Transfer Students into the Fold: The Interim Advising Program Responds to Transfer Student Issues at the University of Maryland
  - C215 Promoting Successful Transition through Teaching: Mandatory Transfer Student Group Advising
  - CM238 Commission Meeting: Advising Transfer Students
  - C300 Helping Transfer Students Reach New Heights: Creating Academic Connections in Their First Quarter (Commission Sponsored)
  - C325 DirectConnect to UCF - An Unmasked Initiative Re-Defining the Community College to University Preadmission Advising Relationship
  - PO527 S.O.A.R.: Successfully Outlining Auburn Requirements
  - PO529 Teacher Recruitment: From Theory to Practice

### (TD) Advisor Training & Development

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- **P8** Academic Advising to Support the Achievement and Success of At-Risk Students
- **C10** Paula, Randy or Simon: What Advising Style Takes Your Students to the Top?
- **P11** Developing a Career Vision: An Investment in Your Future in Advising
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- **P23** Conducting Research in Academic Advising
- **P24** Appreciative Advising Microskills: An Introduction
- **P27** Developing an Advisor Training Program and Taking it to New Heights
### (EN) Engineering and Science Advising
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- C174 Advising to Increase STEM Opportunities for Undecided Students
- C284 Reverse Engineering the Major Decision Process for First Year Engineering and Science Students (Commission Sponsored)
- C321 Advising Students With Low Math Ability Who Aspire to Majors Requiring High Math Competency
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- PO528 Serving Multicultural High Achievers: Diversity Programs in Engineering

### (ES) ESL/International Student Advising
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- C95 Personal and Social Advising in Study Abroad: Strategies for Developing Intercultural Competence
- C235 Life in Another Country: Introducing International Peer Advising (Commission Sponsored)
- C338 HOT TOPIC: Common Mistakes that Advisors Make: Nonverbal Communication (Commission Sponsored)

### (EL) Ethics and Legal Issues in Advising
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- C245 Reaching New Heights in Ethical Advising
- C291 Unmasking Osmosis: Establishing Healthy Boundaries within Advising
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### (FC) Facilitating Change in Advising
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- C9 Motivational Interviewing In Advising: Working With Students to Change
- C46 Building a Peer Advising Program that Soars!
- C50 If I Could Do It Again: When Things Don’t Go the Way You Planned
- C116 Academic Advising in Crisis - Virginia Tech after April 16, 2007
- C137 Managing the Trek: Implications of Prescribed Programs
- C139 Reality Check: Advising Students OUT of a Major (Best of Region 8)
- C161 Is Email Jeopardizing the Art of Advising?
- C169 A Mile Wide AND a Mile Deep: Advisor Training That Works
- C191 Scattered to Structured: Reorganizing Academic Advising Services
- C224 Advising is like...Advising: The Dangers of an Analogy Free Zone
- C241 Laying the Foundations for Academic Advising Across the Disciplines
- C247 Remodeling Advising: Moving from Centralized to Decentralized Advising
- C253 Turning Low-Liers into High-Flyers: Motivating Academic Advisors

### (FA) Faculty Advising
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- C49 Faculty Advising: Creating a Culture of Energetic Engagement
- C56 Orienting New Faculty Advisors: Making the Most of a One-Hour Workshop (Commission Sponsored)
- C87 Doing It All: Integrating Advising into Faculty Loads
- C118 Advanced Warning System
- C136 Making the Pages Count: Creating a Useable Faculty Advising Manual (Commission Sponsored)
- CM156 Commission Meeting: Faculty Advising
- C187 Preparing Students to Reach New Heights of Success
- C228 Creating a Network of Master Advisors: A Training Program for Academic Advising
- C252 True Adventures in the Life of a Master Faculty Advisor: A Model for Enhancing Student Retention, Transfer and Graduation Rates
- C264 Faculty Role in Managing the Acutely Distressed College Student
- C276 Evaluating Faculty Advising 360° (Commission Sponsored)
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### (FG) First-Generation College Student Advising
- IG6 Interest Group Meeting: First-Generation College Student Advising
- C55 Meet the Parents: A Qualitative Analysis of Latino Parents’ Perceptions of Institutional Support Following a Spanish-Language Orientation
- C114 The T in “T-Group” Stands for Transition: An Experience of Support for First Generation Students
- PAN258 Advising Foster Care Alumni
- C311 Students Who Soar: First Generation College Students Ascend To New Heights
- C319 “But Does it Stick?” Assessing Long-term Impacts of First-generation Student Support Interventions

### (GL) Graduate-Level Courses in Academic Advising
- IG107 Potential Interest Group Meeting: Graduate-Level Courses in Academic Advising

### (HP) Health Professions Advising
- IG54 Interest Group Meeting: Health Professions Advising
- C93 M.D., P.A., P.T., O.T., Oh My! Which Pre Health Options are Right for Your Students?
- PAN176 By Leaps and Bounds: Using Podcasts as Advising Tools for Health Professions Students
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### (HI) History of Academic Advising

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### (LG) Lesbian, Gay, Bisexual, Transgendered & Allied Concerns

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### (LA) Liberal Arts Advisers

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C96 Plotting the Course to Academic Success: It’s Not Rocket Science
C111 Students Teaching Students: A Peer Advising Path to Success
C129 Peer Advisors Rise to the Challenge of Academic Advising
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C155 Helping Transfer Students Reach the Summit of Academic Success
C165 Take Your Training, Teaching and Group Advising to New Heights with Interactive Techniques
C198 A Successful Transition: Peer Mentors Guiding First-Year Students
C229 Developmental Advocates: a Strengths-based, Course-anchored Peer Mentor Program for Appealed Suspension Students
C235 Life in Another Country: Introducing International Peer Advising
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C302 Integrating Peer Advisors into Major Exploration Advisement
C305 Motivational Factors Affecting Adult Student Persistence at Commuter Colleges - A Case Study
C311 Students Who Soar: First Generation College Students Ascend To New Heights
C323 Constructional Student Mentoring: Building Student Success
C327 Group Advising: A Partnership Between Academic and Peer Advisors

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C14 The Probation Process – a Student-Focused Responsibility
C15 Up the Down Staircase: A Mandatory Intervention Program for Students on Probation
P16 Advising Neuropsych: Raising the Bar: Utilizing Assessment to Spark Meaningful Advising Sessions Leading to Successful Learning Outcomes
C21 Butterflies that Falter or Fail to Fly: When Highly Prepared New Freshmen Fail
C36 Students At Risk or On Probation: Success/Retention Initiatives with Impact

(RT) Retention
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P8 Academic Advising to Support the Achievement and Success of At-Risk Students
C9 Motivational Interviewing In Advising: Working With Students to Change
C15 Up the Down Staircase: A Mandatory Intervention Program for Students on Probation
C31 Keeping the Marriage Alive: Strategies to Enhance the Sophomore Experience
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**SC Small Colleges & Universities**

| CM4 Commission Meeting: Small Colleges & Universities                   |                                                                                                                                |
| P7 Strengthening the Sophomore Connection Through Intentional Academic Advising and Program Development |                                                                                                                                |
| C50 If I Could Do It Again: When Things Don't Go the Way You Planned     |                                                                                                                                |
| C62 Using Second Life to Build Community for Distance Education Students *(Commission Sponsored)* |                                                                                                                                |
| C56 Orienting New Faculty Advisors: Making the Most of a One-Hour Workshop *(Commission Sponsored)* |                                                                                                                                |
| PAN094 Partnering for Student Success *(Commission Sponsored)*           |                                                                                                                                |
| C173 Advising Through the Slump: Meeting the Needs of Second-Year Students *(Commission Sponsored)* |                                                                                                                                |
| C237 Nurtured Advising: Taking Advising Students at Historically Black Colleges and Universities to New Heights |                                                                                                                                |
| C256 Woulda Coulda Shoulda: Regret and Reflection in Academic Advising   |                                                                                                                                |
| C340 HOT TOPIC: How Do We Bring a Learning-Centered Approach to Academic Advising? |                                                                                                                                |
| PO521 Multiple Uses of the At-Risk Database: A Best Practices Discussion  |                                                                                                                                |

**ST Study Abroad Advising**

| C95 Personal and Social Advising in Study Abroad: Strategies for Developing Intercultural Competence |                                                                                                                                |
| C125 Graduate Study Abroad-Crossing Cultures and Countries                |                                                                                                                                |
| IG185 Interest Group Meeting: Study Abroad Advising                      |                                                                                                                                |
| C312 Taking Advising Across Borders: Connecting the Global Experience to Local Advising |                                                                                                                                |
| C324 Crossing Borders, Opening Minds with Study Abroad: Practical Advice for Academic Advisors |                                                                                                                                |

**TA Technology in Advising**

| P13 Hitting Them 'Where They Live': An Introduction to On-Line Applications as Advising Tools |                                                                                                                                |
| P15 Holding Up the Dam: Advising on a Large Scale                           |                                                                                                                                |
| P26 E-Mail is for Old People: Wikis, Blogs, and Social Networking Oh My    |                                                                                                                                |
| P30 STOMP: On-Line “Edu-tainment” Modules Focused on Student Learning Outcomes for Campus-Wide Advising Practice |                                                                                                                                |
| C37 The State of Web-based Academic Advising Services in the Age of the Portal |                                                                                                                                |
| C62 Using Second Life to Build Community for Distance Education Students *(Commission Sponsored)* |                                                                                                                                |
| C82 Advising 2.0: Engaging Students with Collaborative Online Tools         |                                                                                                                                |
C246 Reinventing the Group Advising Model: Fly High(Tech) in the Windy City
CM131 Commission Meeting: Technology in Advising
C168 Up, Up and Away: Adapting Course Content Delivery Technology as an Advising Tool
C203 Decentralized, not Disorganized: How an On-line Advising Folder Enhances a Decentralized or Shared Advising Model
C208 Lean, Mean, and Green: Making Advising Resources More Effective (and Paperless!) through an Internal Website
C218 Using E-Learning Technology to Connect with Students
C232 Global Advising: Electronic Advising for Incoming Freshmen (Commission Sponsored)
C246 Reinventing the Group Advising Model: Montgomery College's eMAP Project
C262 Enjoy the View: Slow Down and Make Technology Work for You
C286 The Organized Advisor: Taming the Information Beast
C294 Blogs, Blackboard, IM-ing, Facebook; as Advisors, What are We to do with All of This Technology?
C313 Taking Advising to New Heights: Using NACADA Resources for Professional Development
C335 HOT TOPIC: Advisors and the Technology Tools of the Future
POS25 Raising the Bar of Advisor Effectiveness by Utilizing Everyday Technology
POS34 Why Won’t Our Students Reply to Email? Take Your Communication Plan to “New Heights”

(TP) Theory & Philosophy of Advising
PAN24 Expanding Research In Academic Advising: A Roundtable Presentation/Discussion
C45 Appreciative Advising: Translating Theory into Practice
C66 Holistic Advising: Understanding and Responding to Students’ Religious Beliefs
C90 From Advocate to Enforcer: Balancing Competing Roles in Advising
C102 Understanding Web 2.0: an Approach for Students to Use Technology to Actively Engage in Learning
CM104 Commission Meeting: Theory & Philosophy of Advising
C145 Theories You Didn’t Know You Already Use (Commission Sponsored)
C180 I’m Talking, But...They’re NOT Listening: Moving Beyond That Point
C201 Confessions of Nigrescence: It’s Not All Black & White!
C209 Narrative and the Art of Advising
C219 What Should Harry Do? Student Development Theory in the World of Hogwarts (Best of Region 6)
C224 Advising is Like...Advising: The Dangers of an Analogy Free Zone
C227 Creating a Centralized Advising Center from Scratch Takes a Mixture of Guts, Horse Sense and Get-Up-and-Go!
C250 Teaching Students How to Fish: Infusing Critical Thinking Strategies to Help Students Advise Themselves (Best of Region 2)
C277 FYE: Another Way to Do It
C292 Advising Theory and the Big Moral Picture (Commission Sponsored)

C321 Advising Students With Low Math Ability Who Aspire to Majors Requiring High Math Competency
C342 HOT TOPIC: Your Philosophy of Academic Advising
POS04 “Zen” Advising: Finding Zen on the Mountaintop...or In Between Appointments

(2Y) Two-Year Colleges
C8 Linking Community College Transfer Students with Their Chosen University
P17 Aiming for New Heights from Community College to University with Two Courses for Transfer Students
CM52 Commission Meeting: Two-Year Colleges
C91 From Coach to Colleague: The Need for Adapting Roles in Supervision
C100 Taking Transfer Students to New Heights: The Transfer Seminar
C120 Community Colleges, The Open Door Policy, and Underprepared Students: How are We Advising Them?
C144 The Ties That Bind: Key Findings from the Community College Survey of Student Engagement (CCSSE) (Commission Sponsored)
C178 Climbing to New Diversity Awareness
C230 Developmental Education Students: Advising, Self-Concept, and Sense of Belonging
C241 Laying the Foundations for Academic Advising Across the Disciplines
C246 Reinventing the Group Advising Model: Montgomery College’s eMAP Project (Commission Sponsored)
C268 Advising: A Relationship That Matters! Get to Know Your Students—Don’t Just Get through Them! (Commission Sponsored)
C301 Improving Community College Graduation Rates: A New Model
PAN337 HOT TOPIC: Best Practices for Two-Year Colleges

(UN) Undecided/Exploratory Students
P7 Strengthening the Sophomore Connection Through Intentional Academic Advising and Program Development
P9 Assisting Career Choices: Advising Students to Make the Most of an Education
C17 Why Am I Here? Real Strategies for Helping Undecided Students (Best of Region 4)
C18 “Bueller?... Bueller?... Bueller?...” Helping Disinterested Students Discover Their Passions
P19 Guiding Exploratory Students to their Major: One Easy and Effective Step at a Time
P31 ASPIRE to New Heights: Achieving Success Through Purpose Inspired Real-world Excellence
C35 Orienting Exploratory Freshmen for Retention and Major Selection
C42 A World of Possibilities: Business Options for Non-business Majors
C43 From Dreams Deferred to New Horizons: Using Strengths-Based Methods in Alternatives Advising
C58 Reaching New Heights: An Advising Model for the 21st Century
C63 Developing and Implementing a Successful Major Exploration Course
C73 Being Undeclared May Be the Best Choice of a Major
C86 Concentric Circles: Exploring the Shared and Unique Roles of the Academic and Career Advisor to Better Serve Our Students
C88  Dudes! What's My Major?!
C109  Reconsidering the "Undecided" Student: A Sociological Perspective on Academic Exploration
C124  Goal Setting for Liberal Arts Students
C151  Advising IS Teaching
C163  Online Career Resources for Advisors (Best of Region 1)
C167  To Teach or Not to Teach: What Students Say about Teaching as a Career Choice
C170  A Team Approach to Advising Exploratory First-Year Students: Using Faculty, Professional & Peer Advisors
C174  Advising to Increase STEM Opportunities for Undecided Students
C177  Career Exploration: Doctor, Lawyer, Indian Chief...and the Decision Path to Pursue the Dream
CM183  Commission Meeting: Undecided & Exploratory Students
C199  Bringing Transfer Students into the Fold: The Interim Advising Program Responds to Transfer Student Issues at the University of Maryland (Commission Sponsored)
C222  Action Plans Speak Louder Than Words: Developing a Successful Major Exploration Course and Materials
C244  Putting "Story" into Career (Commission Sponsored)

C254  Unlocking the Possibilities of General Education Courses: Activities for Exploring Learning and Teaching Styles, College Success Strategies, and Majors and Careers
C263  Evacuation Plan - Helping Students Find Their Way Out!
C269  Bridging Academics and Athletics: Creating Connections across Campus
C271  Undecided and On Probation: Helping These Students Rise to Heights of Success!
C287  Under Whose Umbrella? Who Should Be Responsible for the Advising of the Undeclared?
CM296  Can I Climb THAT Ladder Instead?: Student Transitions From Major to Major
C302  Integrating Peer Advisors into Major Exploration Advisement
C311  HOT TOPIC: Undecided/Exploratory Students
PO502  An Exploratory Program--23 Years and Rising to New Heights
PO532  Through the Looking Glass: Using Students' Stories to Provide Insight into Their World
PO533  Utilizing the Lens of Spirituality in a Career Exploration Course

Other
C1  Orientation for First-Time Attendees & New Members
P22  Orientation for First-Time Attendees & New Members
C307  Past Presidents' Forum; Academic Advising Leadership in the new Global Century
Each session is approved for one hour of NBCC credit unless otherwise noted.
Certification forms may be picked up at the Conference Registration Desk during the conference. Bring the completed form to the Conference Registration Desk so it can be signed by a member of the Executive Office staff.

**Plenary Session:**
B. Joseph White (.5 hr)

### Pre-conference Workshops:

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Visit www.nacada.ksu.edu/Events/Conferences/Regional/upcoming.htm for specific information on each Regional Conference.
NATIONAL ACADEMIC ADVISING ASSOCIATION LEADERSHIP RECOMMENDATION
Nomination Deadline: October 31, 2008

NACADA conducts an election each spring for various leadership positions. Please complete the form below if you are interested in being considered for a position. Also, if you know someone you believe would be a good candidate, you may submit his or her name on this form, and the NACADA Executive Office will follow up to determine if he or she is interested and meets the eligibility criteria. Position descriptions and eligibility requirements are on the back of this form.

All nominees will be required to complete a brief personal information form detailing past NACADA involvement, specific accomplishments, and other relevant activities in support of advising. Each final candidate must submit a photo that will be posted to the web with his/her platform information. Based on nominations and acceptances received, the NACADA Board of Directors and Executive Office may solicit additional nominees to assure at least two candidates for each position. The final slate of candidates will be available in late fall 2008 and the election will be conducted online in February 2009. Newly elected leaders take office in October 2009 after the annual conference. Nominations are due no later than October 31, 2008 to the Executive Office.

BOARD OF DIRECTORS:
• Board of Directors — 3 positions available, three-year term each (October 2009-October 2012)
• President* (one-year term, October 2009-October 2010)—The only eligible nominees for this position in the 2009 election are: Sharon Aiken-Wisniewski, Jayne Drake, Kazi Mamun, Rob Mossack, Celeste Pardee, and Kathy Stockwell.
• Vice President* (one-year term, October 2009-October 2010)—The only eligible nominees for this position in the 2009 election are: Sharon Aiken-Wisniewski, Kazi Mamun, Rob Mossack, Celeste Pardee, and Kathy Stockwell.
• NOTE: Per NACADA by-laws, the positions of President and Vice President will be elected by the membership from a slate of eligible Board of Directors members continuing their current terms. Additional nominees will not be solicited nor accepted.

DIVISION REPRESENTATIVES:
• Commission & Interest Group Division Representative (elected, term—October 2009-October 2011)

REGION CHAIRS (term—October 2009-October 2011):
• Region 1 — Northeast [CT, MA, ME, NH, NY, RI, VT, Quebec, Atlantic Provinces]
• Region 3 — Mid-South [KY, NC, SC, TN, WV]
• Region 5 — Great Lakes [IL, IN, MI, OH, WI, Ontario]
• Region 7 — South Central [AR, KS, LA, MO, OK, TX]
• Region 9 — Pacific [CA, HI, NV]

COMMISSION CHAIRS (term—October 2009-October 2011):
• Advising Adult Learners
• Advising Business Majors
• Advising Education Majors
• Advising Graduate & Professional Students
• Advising Student Athletes
• Advisor Training & Development
• ESL and International Student Advising
• Liberal Arts Advisors
• Technology in Advising
• Theory & Philosophy of Advising
• Two-Year Colleges

Pending approval of applications for commission status from current Interest Groups, the following Commission Chair positions may be added to the ballot in October for which nominees may also be sought:
• Distance Education Advising
• Peer Advising & Mentoring

STANDING COMMITTEE CHAIRS (term—October 2009-October 2011):
• Awards
• Diversity
• Member Career Services
• Professional Development

Complete this form on-line at: www.nacada.ksu.edu/Election/index.htm

NACADA Leadership Position: ________________________________________________________________

Nominee Information: ________________________________________________________________
Name: ________________________________________________________________
Title: ________________________________________________________________
Institution: ________________________________________________________________
Address: ________________________________________________________________
City/ST/Zip: ________________________________________________________________
E-mail: ________________________________________________________________

Nominator Information (optional): ________________________________________________________________
Name: ________________________________________________________________
Phone: ________________________________________________________________
E-mail: ________________________________________________________________

Return this completed form to the NACADA Conference Registration desk OR fax to (785) 532-7732 OR mail to arrive by Friday, October 31, 2008 to:
NACADA Executive Office
Kansas State University
2323 Anderson Avenue, Suite 225
Manhattan, KS 66502–2912

* Please print or type all information. Thank you.
Position Descriptions

NOTE: Prior experience means “has completed a full term prior to taking office.” All candidates must be current General Members of NACADA. Please note that Associate Members (employed outside of nonprofit higher education institutions) are not eligible for elected positions of leadership within the Association.

BOARD OF DIRECTORS—Board members are elected by the general membership and serve to direct the association through development and implementation of the strategic plan and the management of association resources. Board members must have prior experience as a Chair of a Division level sub-unit (region, committee, commission). Board members serve staggered three-year terms. Obligations include attendance at mid-year and Fall Board Meetings and participation in other Board meetings and teleconferences as called by the President.

DIVISION REPRESENTATIVES—Elected Division Representatives direct and lead the sub-units of their Division, and are elected by the Chairs whom they will represent within the Division. They are supported by an additional Division Rep who is appointed by the President, and serves an alternate 2-year term (overlapping vs. concurrent). All Division Reps serve on the NACADA Council. Division Reps must have prior experience as a Chair of a sub-unit within the respective Division. Division Reps attend the meetings of the Division and the Council scheduled around the NACADA Annual Conference, a mid-year Council meeting, and teleconferences. The Regional Division Rep must have previously served a full term as a Region Chair. The Administrative Division Rep must have previously served a full term as a Committee Chair. The Commission & Interest Group Division Rep must have previously served a full term as a Commission Chair.

REGION CHAIRS—Region Chairs are elected by their regional members and represent members of their specific region by bringing concerns of the region to the Division, informing the region of initiatives of the Association, facilitating communication within the region, and coordinating regional activities. Region Chairs attend Division meetings scheduled with the NACADA Annual Conference and lead regional meetings during regional conferences and during the annual conference. Region Chairs must be members of their region for at least one year prior to taking office.

COMMISSION CHAIRS—Commission Chairs are elected by their Commission members and provide leadership for Commission activities in support of the profession by representing the members of that group and their needs and concerns through the Division Reps and communicating with the members throughout the year. Commission Chairs coordinate commission activities and lead Commission meetings during the annual Conference. Candidates must have completed the previous year as a member in the Commission prior to taking office and be a current member in that group.

STANDING COMMITTEE CHAIRS—Standing Committee Chairs are elected by their respective Committee members and provide leadership for Committee activities that focus on Association operations and are advisory to the Board of Directors. Committee Chairs represent the needs and concerns of that committee through the Administrative Division Reps. Committee Chairs coordinate committee activities and lead Committee meetings during the annual Conference. Candidates must have completed a full term as a member of the Committee prior to taking office.

Continuing NACADA Leaders for 2009-2010:

BOARD OF DIRECTORS:
• Sharon Aiken-Wisniewski, University of Utah, Salt Lake City, UT; Jayne Drake, Temple University, Philadelphia, PA; Rob Mossack, Lipscomb University, Nashville, TN—(terms ending October 2010)
• Kazi Mamun, University of California-Riverside, Riverside, CA; Celeste Pardee, University of Arizona, Tucson, AZ; Kathy Stockwell, Fox Valley Technical College, Appleton, WI—(terms ending October 2011)

DIVISION REPRESENTATIVES:
Jennifer Joslin, University of Oregon, Eugene, OR—Commission & Interest Group Division (appointed, term 2008–2010)
Kyle Ellis, University of Mississippi, University, MS—Regional Division (elected, term 2008–2010)

REGION CHAIRS (term October 2008–October 2010):
Region 2—Kathie Sindt, Johns Hopkins University, Baltimore, MD
Region 4—Doug Waddell, Florida State University, Tallahassee, FL
Region 6—Pat Mason-Browne, University of Iowa, Iowa City, IA
Region 8—Brett McFarlane, Oregon State University, Corvallis, OR
Region 10—Dawn Fettig, University of Colorado, Boulder, CO

COMMISSION CHAIRS (term October 2008–October 2010):
Advising Administration—Janet Spence, University of Louisville, Louisville, KY
Advising Students with Disabilities—LaDonna Bridges, Framingham State College, Framingham, MA
Advising Transfer Students—Amanda Hatton, University of Utah, Salt Lake City, UT
Assessment of Advising—Richard Ribb, University of Texas at Austin, Austin, TX
Engineering and Science Advising—Dan King, Michigan State University, East Lansing, MI
Faculty Advising—Vicki McGillin, Linfield College, McMinnville, OR
Lesbian, Gay, Bisexual, Transgendered & Allies Concerns—Mark Vegter, Illinois State University, Normal, IL
Multicultural Concerns—Cornelius Gilbert, University of Wisconsin, Madison, WI
Small Colleges and Universities—Kristi Quiros, Texas Lutheran University, Seguin, TX
Undecided and Exploratory Students—Kathleen Smith, Florida State University, Tallahassee, FL

STANDING COMMITTEE CHAIRS (term October 2008–October 2010):
Finance—Joanne Damminger, Rowan University, Glassboro, NJ
Membership—Rodney Mondor, University of Southern Maine, Portland, ME
Research—Peter Hagen, Richard Stockton College of New Jersey, Pomona, NJ
Crossing Between Towers
Cross between towers on the B levels (Blue and Bronze). You may also cross using the crosswalk on Statton Ave (Green Level).
Hyatt Regency Chicago
Silver, Blue, Green, & Bronze Levels

Only levels & towers with conference sessions are shown on the map.

Crossing Between Towers
Cross between towers on the B levels (Blue and Bronze). You may also cross using the crosswalk on Stetson Ave (Green Level).

Skyway access to East Tower