

Greetings, Conference Participants!

The Conference Planning Committee joins us in welcoming you to beautiful Charlottesville for the 26<sup>th</sup> Annual Mid-Atlantic Regional Conference! We confer this year for the 26<sup>th</sup> time in anticipation of another year of excellent programming and networking in Region 2. There are many advisors whose accomplishments we'll acknowledge, and so many exceptional concurrent sessions, posters and exhibits here this year that we're certain you'll find many of great interest to you. As we convene in this historic location, we found it fitting to observe and learn from our collective history and bring that knowledge to bear on our discipline moving forward. We're ecstatic you've joined us to "look back" as we plan to "move forward" individually on our respective campuses and collectively as an Association.

We couldn't be happier to have Peter Hagan, from Richard Stockton College, deliver our keynote address for Thursday's Luncheon. His speech, "*Sankofa, or Back to the Future*," will focus our attention on an appreciation of our history as we prepare ourselves to move not only into our region's next quarter-century, but also into NACADA's fourth decade. Peter serves as Director of the Center for Academic Advising at the Richard Stockton College of New Jersey. He was the founding Chair of the NACADA's Theory and Philosophy of Academic Advising Commission, served as Guest Editor of the NACADA Journal for its Fall 2005 issue, and was a member of the task force that wrote "The Concept of Academic Advising," now widely adopted by the NACADA membership. For NACADA, he currently serves on the Journal's Editorial Board, the Publications Review Board, and recently concluded his term as the Chair of the Research Committee. He won the 2007 Virginia Gordon Award for Service to the Field of Advising. He served as lead editor for a monograph, *Scholarly Inquiry in Academic Advising*, published by NACADA in March 2010.

Make sure to peruse the program and highlight sessions you want to attend. You'll be receiving an electronic survey soliciting your "Best of Region" award this year, so be sure to be mindful of the sessions you attend, take notes, and share with us the session you think best to represent our region at the National Conference in Denver this fall. And there is more than simply sessions—don't miss out on the networking opportunities we've programmed, or create your own. Wednesday's welcome session will include light appetizers and a cash bar, there will be shuttles to historic Downtown Charlottesville on Wednesday and Thursday, and our Hospitality Suite will be open for socializing and a little surprise live entertainment on Thursday night. Our Hospitality Co-Chairs have arranged for dinner groups, and eagerly await your request of suggestions of their favorite of Charlottesville's many eateries and well natured "watering holes."

We want to thank the many people who've played a role in making this conference a reality. We don't know about child rearing, but it does take a village to raise a conference, and our sincerest thanks go out to our Conference Planning Committee, proposal readers, and conference volunteers for their time and energy. Our utmost thanks go out to our Region Chair Paula Dollarhide, who unceasingly offered support and guidance. Diane Matteson and all of the staff at the Executive Office have been remarkable and, seemingly daily, proved nothing would happen for NACADA without them. Finally, we thank all of you for choosing to attend this conference and truly make it the experience we're hoping it will be.

So, let's have some fun,  
Your conference co-chairs, Jameela Anderson and Art Esposito



**2011 REGION 2 CONFERENCE PLANNING COMMITTEE**

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***Many thanks to those  
who volunteered their time  
and efforts to make this  
a successful conference!***

## Conference Schedule at-a-Glance

Wednesday, April 6		
Time	Session	Location
11:00-5:00pm	Conference Registration	Registration Desk
1:00-5:00 pm	<b>Pre-Conference Workshops:</b>	
1:00-3:00 pm	<b>PC1.</b> Advising for a Multicultural Campus: Understanding Student Diversity	Giorgio's
1:00-3:00 pm	<b>PC2.</b> Considering Ethical Issues in Advising; Looking Forward is the Only Option	Gallery BC
1:00-5:00 pm	<b>PC3.</b> Applied Technology in Academic Advising: A Conference-long Exploration of Web-based Advising Tools	Promenade
1:00-5:00 pm	<b>PC4.</b> Looking Forward: From Graduate Student to First-Year Advisor	Thomas Jefferson
3:00-5:00 pm	<b>PC5.</b> He Ain't Heavy, He's My Brother: Understanding Family and Home Community Influence on Student Major Choice	Gallery BC
3:00-5:00 pm	<b>PC6.</b> It's in Their Eyes: Using Neuro-linguistic Programming Techniques to Facilitate Student Commitment and Change	Giorgio's
5:30-6:45 pm	Welcome Reception <i>Light Appetizers &amp; Cash Bar (1 complimentary drink ticket)</i>	Rotunda Ballroom
7:00 pm	Dinner On Your Own Shuttles to Historic Downtown Charlottesville Hotel Pick-ups @ 7:00 and 8:00 pm Downtown Pick-ups @ 10:00 and 11:00 pm	
Thursday, April 7		
Time	Session	Location
7:30-5:00 pm	Conference Registration	Registration Desk
7:30-8:30 am	Breakfast Buffet ( <i>included in the conference fee</i> ) First Time Attendees' Breakfast	Rotunda Ballroom BCD Rotunda A
8:30-9:30 am	<b>Concurrent Sessions:</b>	
	<b>C1</b> Podcasting: What's Old Can Be New Again!	Promenade
	<b>C2</b> Using Technology to Prepare Students for Orientation and Beyond	Gallery BC
	<b>C3</b> Providing Respectful Service to Students with Disabilities in the Online Technical College Environment	Montdomaine
	<b>C4</b> Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs	George Washington
	<b>C5</b> Serving the Students Who Serve "U.S.": Improving a Campus Veterans Task Force	Thomas Jefferson
	<b>C6</b> Advising Student Artists in the First Year and Beyond	Giorgio's
	<b>C7</b> Going Beyond Advising: Applying a Student-Athlete Model to the General Student Population	James Madison
	<b>C8</b> Transfer-mation: A Transfer Orientation Program That Works	James Monroe
9:45-10:45am	<b>Concurrent Sessions:</b>	
	<b>C9</b> Beyond "Soft" Skills: Arts Advising for the 21st Century	Promenade
	<b>C10</b> The Myth of the 'Rational Student': Lessons from Behavioral Economics	Gallery BC
	<b>C11</b> The Online Major Fair: Advising for the YouTube Generation	Montdomaine
	<b>C12</b> University Studies Program: A Holistic Approach to Major Decision-making	George Washington
	<b>C13</b> The Calculus Community Program: Combining Academic Support and Community Building Strategies to Foster Student Success	Thomas Jefferson
	<b>C14</b> Narrative, Metaphor, Hermeneutics, and the Education of an Adviser	Giorgio's
	<b>C15</b> Historical Foundations of Current Theoretical Paradigms Within Advising	James Madison
	<b>C16</b> Supporting Academic Success: Programs and Tools	James Monroe
11:00-12:00pm	<b>Concurrent Sessions:</b>	
	<b>C17</b> Your Own "Open Road:" VCU's Discovery Advising Program for Undeclared and Exploratory Students	Promenade
	<b>C18</b> Students in Grief: The Kübler-Ross Model and Academic Advising	Gallery BC
	<b>C19</b> Advising in Context: Academic Advising's Place in the History of Higher Education	Montdomaine
	<b>C20</b> Reflections on Retention: Top Tips for Planning, Implementation, & Assessment	George Washington

## Thursday, April 7, *continued*

<b>C21</b>	Re-framing "Required": Helping Students Connect Academic Requirements to Their Personal Paths	Thomas Jefferson
<b>C22</b>	Advising with SmarterMeasure: Moving Students Forward in Distance Learning	Giorgio's
<b>C23</b>	Connecting with Students Utilizing a Syllabus and Blog	James Madison
<b>C24</b>	New to the Field: Reflections and Recommendations from First Year Professionals	James Monroe
12:30-2:00pm	Lunch (included in conference fee) <i>NACADA Welcome</i> <i>Keynote Address</i>	Rotunda Ballroom
2:30-3:30pm	<b>Concurrent Sessions:</b>	
<b>C25</b>	How Can Faculty Advisors to Undeclared Majors Use Facebook, YouTube, Banner, and Other Popular Computer Communication Applications to Improve Retention Rates of Undeclared Students?	Promenade
<b>C26</b>	Divide and Conquer: How The Community College of Baltimore County Academic Advising Manages the Enrollment Surge Through Advising Labs and Triage	Gallery BC
<b>C27</b>	Advising to Retain: Best Practices for the First Year Experience	Montdomaine
<b>C28</b>	First Year Students and Strengths Self-efficacy Development	George Washington
<b>C29</b>	Characteristics of Effective Teaching and Advising: One and the Same? Exploring Potential Tools to Improve Total Student Success.	Thomas Jefferson
<b>C30</b>	GPS (Graduate & Professional School) Navigation: A Map to Successful Pre-Professional Advising	Giorgio's
<b>C31</b>	Difficult Dialogues: When High Achieving Students Don't Perform	James Madison
<b>C32</b>	The Positive Employment Program: A Modern Approach To A Classic Model	James Monroe
3:45-4:45pm	<b>Concurrent Sessions:</b>	
<b>C33</b>	Applied Tech: Day 1 Wrap-up	Promenade
<b>C34</b>	Catching Students Before They Fall: Being Proactive Before Probation and Dismissal	Gallery BC
<b>C35</b>	Personalizing Online Advising: Engaging, Informing and Building Community with Online Students	Montdomaine
<b>C36</b>	Integrating the Women's Ways of Knowing Model into the Advisory Relationship	George Washington
<b>C37</b>	"From Graduate Student to First-Year Advisor: Looking Back on Day One"	Thomas Jefferson
<b>C38</b>	Student Advising Mentors (SAMS): Bringing Advising Into the Future	Giorgio's
<b>C39</b>	"Asking the Right Questions: How to Create Effective Assessments of Your Advising Practices"	James Madison
<b>C40</b>	Advising in the Fast-Forward Lane: Working with High-Achieving Students	James Monroe
5:00-5:30pm	State Meetings:	Delaware: Promenade District of Columbia: Gallery BC Maryland: Montdomaine New Jersey: George Washington Pennsylvania: Thomas Jefferson Virginia: Giorgio's
5:30pm	Dinner On Your Own	
5:30-6:30 pm	Mentor Reception ( <i>by invitation</i> )	TJ's Dining Room
7:00-11:00pm	Shuttles to Historic Downtown Charlottesville	
8:00pm	Hospitality Suite: games & light entertainment	Hospitality Suite

## Friday, April 8

Time	Session	Location
7:30-11:00 am	Conference Registration, Evaluations	Registration Desk
7:30-9:00 am	Breakfast Buffet ( <i>included in conference fee</i> )	Rotunda Ballroom BCD
7:45-8:45 am	<b>Poster Sessions:</b>	
<b>PS1</b>	Electronic Catalogs: Impact on Advising	
<b>PS2</b>	Grammar Goofs and you... or Grammar, Goofs, and you?	

## Friday, April 8, *continued*

<b>PS3</b>	Holding up a Mirror to Your Advising Practice: How do Your Words Enhance Your Message?	
<b>PS4</b>	Extending Student Advising to Student Relationships: Using Technology to Get Us There	
<b>PS5</b>	Customer Service in Advising: How to C.R.E.A.T.E. a Stronger Relationship with Your Students	
<b>PS6</b>	Thriving as an Advisor: A Survival Toolkit for Professional Success	
<b>PS7</b>	Moving Forward When You are Starting from Scratch	
<b>PS8</b>	Finding Your Academic Way: A Practical Guide to Help Undecided Students	
<b>PS9</b>	Group Advising: One Question, One Team, One Solution	
<b>PS10</b>	ABCs of College: Academic Bowl Championship	
<b>PS11</b>	The Freshman Common Hour: A New Venue for Academic Advising	
<b>PS12</b>	An Advising Tool for Aiding Attention and Focus in Learning	
<b>PS13</b>	The Questions Behind the Answers: Using Academic Advising Questionnaires	
<b>PS14</b>	Helping high-performing minority pre-medical students excel at the Medical College Admission Test (MCAT)	
<b>PS15</b>	Designing and Assessing a Self-Awareness Portfolio for a First-Year Seminar for Undecided Students	
7:45-8:45 am	Common Reading Discussion: Dr. Janet Schulenberg	Rotunda A
9:00-10:00 am	<b>Concurrent Sessions:</b>	
<b>C41</b>	A Tale of Two Approaches: Major Exploration Advising with Individuals and Groups	Promenade
<b>C42</b>	Mentorship from Scratch: How to start a Peer Mentor Program	Gallery BC
<b>C43</b>	In Search of Those People Who Have Worked the Hardest to Say the Most Profound Things in the Most Beautiful Ways	James Monroe
<b>C44</b>	Advisors moving forward in a multicultural America: Must have "tool kit" to effectively advise Hispanic and Latino students (documented and undocumented)	George Washington
<b>C45</b>	Alternative Approaches for Advising Adults: Roundtable	Thomas Jefferson
<b>C46</b>	Using Adobe Connect for Student Advising	Montdomaine
<b>C47</b>	Clusters and Cohorts and Themes, Oh My!: Making Learning Communities Work	James Madison
<b>C48</b>	Simple Ways to Assist Students in their Personal and Professional Growth	Giorgio's
10:15-11:15 am	<b>Concurrent Sessions:</b>	
<b>C49</b>	Applied Tech: Moving Forward?	Promenade
<b>C50</b>	Looking Back at Traditional Transfer Advising in order to Focus on Advising a New Breed of Student	Gallery BC
<b>C51</b>	The 11th Hour: Transitional Advising at UM Helps Students Change Majors beyond Junior Year	Montdomaine
<b>C52</b>	Old Idea, New Twist: Peer Mentoring Program in a Business Program	George Washington
<b>C53</b>	"From Graduate Student to First-Year Advisor: Moving Forward as a Future Advisor"	Thomas Jefferson
<b>C54</b>	Faculty Advising: a Value Added Approach to Learner-centered Advising	Giorgio's
<b>C55</b>	Recalibrating Advising: Leveraging Technology and Existing Resources for Student Success	James Madison
<b>C56</b>	Basic Counseling & Interpersonal Communication Skills for Advisers	James Monroe
11:30-12:00 pm	Region 2 Business Meeting	Gallery BC



## Wednesday, April 6

11:00-5:00 pm	Conference Registration	Registration Desk
1:00-5:00 pm	Pre-Conference Workshops	
5:30-6:45 pm	Welcome Reception	Rotunda Ballroom
7:00 pm	Dinner On Your Own • Shuttles to Historic Downtown Charlottesville	

### PRE-CONFERENCE WORKSHOPS

**1:00 – 3:00 pm**

**PC1. *Advising for a Multicultural Campus: Understanding Student Diversity***

**Presenters: Sandra Waters and G.W. Thompson**

**Location: Giorgio's**

Understanding a multicultural approach to academic advising is not limited to how one works with non-native speakers or students of color. A multicultural approach forces us to examine our own biases on everything—including socio-economics, gender, ethnicity, cultural heritage, and age. Since academic advising is a teaching opportunity as well as a “helping relationship,” we will examine strategies for making the most out of each encounter you have with a student. How do you engage someone with whom you believe you have little in common? What biases do students have about you? Come prepared for an interactive session using case studies and learn some tried and true methods for engaging students in the advising process.

**PC2. *Considering Ethical Issues in Advising; Looking Forward is the Only Option***

**Presenter: Joanne Damminger**

**Location: Gallery BC**

At times, academic advisors are confronted with ethical issues and the decisions to resolve them are often complex. This session is designed to review the ethical foundations of advising and define and clarify language associated with ethical issues. The workshop will explain general ethical guidelines and review standards provided by NACADA and the Council for the Advancement of Standards (CAS). The session will also offer guiding principles for resolving ethical dilemmas related to advising. This pre-conference session will include a variety of case studies involving ethical dilemmas in academic advising.

**1:00 – 5:00 pm**

**PC3. *Applied Technology in Academic Advising***

**Presenter: Art Esposito, Calley Stevens Taylor, and Allen Taylor**

**Location: Promenade**

The collaborative nature of Web 2.0 environments affords us an opportunity share our experience and expertise, with colleagues and advisees alike, across the country or across the quad. Engaging students with collaborative documents and in on-line networks has shown increased engagement and success. Online collaborations can facilitate departmental communications, training, and professional development. The purpose of these presentations will be to explore Web-based technology, to increase familiarity, understand functionality, and consider applications on your campus. A full day pre-conference workshop and a concurrent session wrap up on each day will unify the conference experience, and free wireless internet will allow for real-time implementation.

**PC4. *From Graduate Student to First-Year Advisor: A Crash Course in Advising***

**Presenters: Lisa Hall, Morgan Morrison, and Catherine Butler**

**Location: Thomas Jefferson**

How can graduate students prepare for their first advising position? In this group discussion-heavy program ideal for graduate students or brand new advisors, a foundation will be provided for understanding advising as a profession and will prepare attendees to make the most of their conference experience. Participants will conclude the session with an individualized action plan with specific tasks and activities to further their development post-conference. Two follow-up sessions during the conference will provide discussion and reflection, guiding participants in developing action plans for future professional growth.

**Wednesday, April 6, continued**

**PRE-CONFERENCE WORKSHOPS**

**3:00 – 5:00 pm**

**PC5. *He Ain't Heavy, He's My Brother: Understanding Family and Home Community Influence on Student Major Choice***

**Presenter: Julie Traxler**

**Location: Gallery BC**

As our campuses become more diverse, advisors risk failing in our mission as educators if we do not expand our understanding of how students' social contexts affect their academic decision making. This presentation, based on research, will focus on how advisors can engage and understand the influence of students' social contexts, particularly home and family community, to more effectively facilitate major choice. This session will provide a detailed overview of the influence of parents, siblings and the home community, and will offer specific advising strategies for understanding and acknowledging students' family and home communities, including offering peer group advising, including stakeholders in advising, constructing a plan, integrating multiple choices, and identifying allies.

**PC6. *It's in Their Eyes: Using Neuro-linguistic Programming Techniques to Facilitate Student Commitment and Change***

**Presenters: Aggie Harrell and Fabian Drain**

**Location: Giorgio's**

Have you worked with students who say they want to change but can't seem to make it happen; ending up in a perpetual cycle of defeat? Have you sometimes had to struggle to keep from being pulled down into a "black hole" with them, feeling "stuck" and out of ideas? Many NLP techniques can be adapted for use by advisors to accurately "read" students, identify their true level of commitment, and facilitate change. In this highly interactive session participants will learn some basic NLP techniques and practice reading each other's verbal and non-verbal communication. Participants will be given an opportunity to explore their own commitment for a personal change. All participants will receive detailed instructions of the techniques learned.



**Welcome Reception**  
**5:30 – 6:45 pm**

**Light Appetizers**  
**Cash Bar\***  
*\*1 drink ticket included*

**Shuttles to  
Historic Downtown  
Charlottesville**

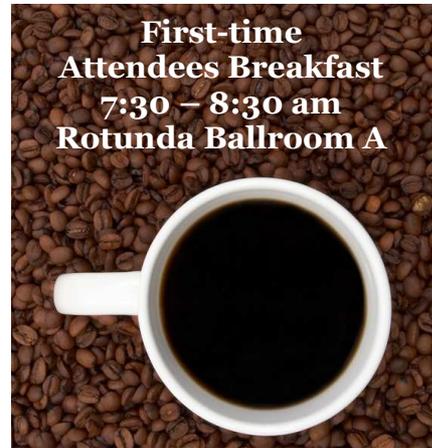
**Hotel Pick-ups at 7:00 and 8:00 pm**  
**Downtown Pick-ups at 10:00 and 11:00 pm**



<http://www.amywebbstuff.com/blogphotos/mall1.jpg>

## Thursday, April 7

7:30-5:00 pm	Conference Registration	Registration Desk
7:30-8:30 am	Breakfast Buffet <i>(included in the conference fee)</i> First Time Attendees' Breakfast	Rotunda Ballroom BCD Rotunda Ballroom A
8:30-9:30 am	Concurrent Sessions	
11:00-12:00pm	Concurrent Sessions	
12:30-2:00pm	Lunch (included in conference fee) NACADA Welcome and Keynote Address	Rotunda Ballroom
2:30-3:30pm	Concurrent Sessions	
3:45-4:45pm	Concurrent Sessions	
5:00-5:30pm	State Meetings	
5:30pm 5:30-6:30 7:00-11:00pm 8:00pm	Dinner On Your Own Mentor Reception (by invitation) Shuttles to Historic Downtown Charlottesville Hospitality Suite: games & light entertainment	TJ's Dining Room  Hospitality Suite



### CONCURRENT SESSIONS 8:30-9:30 am

**C1. Podcasting: What's Old Can Be New Again!**

**Presenters:** Tim Kirkner, Julie Levinson, Joan Hawkins, and Jamin Bartolomeo

**Location:** Promenade

During this workshop, attendees will have the opportunity to roll up their sleeves and produce a brief online workshop/podcast. First, we will review online workshops created at Montgomery College to aid in more efficient new student and transfer advising. We will also present some basic tips for creating effective online workshops/podcasts and share our process of getting the first one done. Most importantly, we will show it doesn't take a technical wizard to get started, while acknowledging the pitfalls that often accompany technology. By the end of the session, participants will see how easy it can be to transform and repackage existing content for online delivery. In the process, they will learn about some free and inexpensive tools for creating and publishing web content.

**Thursday, April 7**

**CONCURRENT SESSIONS  
8:30 – 9:30 am, *continued***

***C2. Using Technology to Prepare Students for Orientation and Beyond***

**Presenters: Stephen Brown and Alissa Carpenter**

**Location: Gallery BC**

How do you provide relevant academic information to incoming students? How often do you spend time reviewing basic procedures when you would prefer to explore your student's interests, skills or career goals? If you find yourself answering elementary questions repeatedly, consider answering them using a different type of technology, screen capture videos. Screen capture videos allow recording of any action on a computer desktop and can be combined with other graphics or videos. Whether you're a technology savvy guru or novice, everyone can find their niche using technology. Learn how the Penn State Abington Advising Center used screen capture videos to train, entertain and inform students while potentially supplementing or reducing over 1000 rote informational appointments in the first year. You could do this too!

***C3. Providing Respectful Service to Students with Disabilities in the Online Technical College Environment***

**Presenters: Crystal Coombes, Jennifer Wells, and Nicole Brown**

**Location: Montdomaine**

Student Advisors from a two-year online technical college discuss their approach for serving students with disabilities in a distance learning environment. Emphasis is placed on building relationships virtually, standardizing services for maximum individual impact, tailoring services to the most frequently occurring situations, and developing fast links to outside resources for referral and follow up.

***C4. Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs***

**Presenters: Peter Hagen and Leigh Shaffer**

**Location: George Washington**

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-dvd-cds, and brochures, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

***C5. Serving the Students who Serve "U.S.": Improving a Campus Veterans Task Force***

**Presenters: Mark Costello and Linda Pohl**

**Location: Thomas Jefferson**

Serving Students who serve "U.S.": Improving a campus Veterans Task Force. Yellow Ribbon Program. Changes in the G.I. bill. Opportunities and challenges continue to emerge on campuses as veterans return to enter or finish college. Drexel's Veterans Task Force, in its 2nd year, uses an integrated approach to meet the Provost's charge of supporting Veterans by: establishing seamless transition to campus & fostering understanding among faculty/staff/students their unique life experiences. How do we recognize actual needs of vets? What services have proven to be beneficial? Why is advising crucial for veterans? Why is advising needed in the admission process? Learn how Drexel implemented their plan, what we've learned after year one and how campuses can best serve the students that serve "U.S."

**Thursday, April 7**

**CONCURRENT SESSIONS  
8:30 – 9:30 am, *continued***

***C6. Advising Student Artists in the First Year and Beyond***

**Presenters: Richard Barber and Trudi Ludwig**

**Location: Giorgio's**

Student artists are a unique quantity in Advising, and providing support to them can require Advisors to consider the lived experience of these creative thinkers. Assessing their needs and effectively communicating with student artists begins in the first year as they are establishing their identities as Artists. This presentation--led by two Academic Advisors (who are also both working artists and adjunct faculty) at one of the nation's pre-eminent visual arts colleges--seeks to provide fellow Advisors with a primer on the values and experiences of student artists. We will address issues ranging from identity development and attitudes toward the institution to the impact of mental health issues and learning disabilities, with an eye on the transitional nature of the first year.

***C7. Going Beyond Advising: Applying a Student-Athlete Model to the General Student Population***

**Presenters: Rebekah Gingras and Allison Vendt**

**Location: James Madison**

What is a proactive approach that goes beyond advising and why is it important? How can this approach assist students in achieving their educational goals? This presentation will demonstrate an academic support model used for student-athletes that alters the traditional role of academic advisors, and allows them to engage with students in a capacity that goes beyond course selection. The benefits and challenges of applying this approach to the larger student population will be explored. Topics will include current research (as it relates to the importance of a proactive approach), the significance of building relationships between advising and other academic support offices, how to link students with existing campus resources, and the impact of tutoring on academic success.

***C8. Transfer-mation: A Transfer Orientation Program that Works***

**Presenters: Corri Pfister, K.C. Mendez, and Liz Kane**

**Location: James Monroe**

Data indicates that transfers are less successful than native students. Can a transfer orientation program give transfers what they need to transform into successfully engaged students? Lynchburg College developed a successful transfer orientation program. Since its adoption, transfer retention increased from 78% to 89%. This presentation introduces participants to steps Lynchburg College took to elements of this program's success. The presenters, including the program coordinator, a former transfer peer mentor and a present transfer peer mentor, discuss orientation mission, goals and activities, the role of peer advising in transfer orientations and data supporting program success providing time for questions and participant input. Participants will receive peer mentor job descriptions and expectations and concrete examples of successful transfer orientation activities with supporting handouts along with a bibliography of resources.

**9:45 – 10:45 am**

***C9. Beyond "Soft" Skills: Arts Advising for the 21st Century***

**Presenter: Shaun McCracken**

**Location: Promenade**

Students often face pressure from parents to find a "practical" degree and are often guided away from their true passion--leading to decreased academic performance. The Arts Advising Program at VCU encourages students to look at the skills they are learning in their Arts classes in new ways, enabling them to transfer their "artistic" skills into the business world and beyond. This presentation will highlight the "soft" skills that students learn in the Visual/Performing Arts employers are looking for. Participants will learn new ways of viewing artistic skills so they may help the student-artist become more forward-thinking in regard to their career skills.

**Thursday, April 7**

**CONCURRENT SESSIONS**  
**9:45 – 10:45 am, *continued***

***C10. Actuating a Transformation: The Reinvigoration of an Academic Support Program***

**Presenters: Linda Bradbury and Jennifer Daro**

**Location: Gallery BC**

Amid administrative reorganization and funding changes, the forty-three year old Kean University EEO/EOF academic support program underwent restructuring and streamlining, with matched efforts to increase student academic achievement, along with retention and graduation rates. This panel presentation will address key aspects targeted at improving recruitment efforts, admission processing, academic advising services, and tutoring assistance, all with a student-centered approach. We will address the impact of these changes on our pre-freshman summer program and academic year programming. Participants will be invited to share their efforts at improving student success and to brainstorm additional possibilities for re-tooling their services.

***C11. The Online Major Fair: Advising for the YouTube Generation***

**Presenter: Richard Sigal**

**Location: Montdomaine**

Choosing a major can be a daunting process for a college student. With many majors to choose among, students be confused by all of their options. While major fairs and individual advising appointments are effective for student information gathering, they are constrained by time and location issues. As our students become more attuned to using technology, we must find new ways to reach students in places and at times that are convenient for them. This session will demonstrate how one institution is using an online streaming video database of interviews with the faculty of various majors to assist students in major decision-making. The presentation will provide detailed information about the project, including insights into the effectiveness of using this technology to assist student major selection.

***C12. University Studies Program: A Holistic Approach to Major Decision-making***

**Presenter: Courtney Yount McGinnis**

**Location: George Washington**

“I’ll know it when I see it.” As advisors, we hear this statement often from undeclared students who believe the key to choosing a major is “waiting it out” rather than asking the hard questions and investigating their available options. Many of these students are convinced that one morning they will wake and know what they are destined to do. The UST Program provides several unique approaches to helping these students both in and out of the classroom. This presentation will discuss several new initiatives that go beyond traditional one-on-one advising sessions to offer students a methodology for major selection including a 1-credit pass/fail course and a new online tutorial that provide students with a step-by-step approach to choosing a major.

***C13. The Calculus Community Program: Combining Academic Support and Community Building Strategies to Foster Student Success***

**Presenter: Nicolette Hall**

**Location: Thomas Jefferson**

The Calculus Community program strives to create community, foster academic success, and educate students about their academic risk factors. Presentation attendees will discover the successes and challenges of the program, and be encouraged to share personal insights on the creation and implementation of support programs. This session will review the Calculus Community learning outcomes and quantitative and qualitative data. The importance of interpersonal relationships and student leadership development in the context of academic success will also be discussed. Attend this session to discover how to add a new twist to current programs or identify and meet a need by creating a new program. This session is appropriate for individuals with a wide range of advising and programming experience.

**Thursday, April 7**

**CONCURRENT SESSIONS  
9:45 – 10:45 am, *continued***

**C14. *Narrative, Metaphor, Hermeneutics, and the Education of an Adviser***

**Presenter: Peter Hagen**

**Location: Giorgio's**

Regardless of your educational background, theoretical approach to advising, style of practicing advising, and the modality in which that advising takes place, you are always doing what you do through discourse. As advisers, our home is in the realm of language. We use language to enhance, acculturate, develop, educate, or inform the identity—the self—who sits before us. Thus, the more we can come to know about language and identity, the better we will be as advisers. This presentation will center on some of the anchoring concepts of language and identity: narrative, metaphor, and interpretation. I will argue that these concepts should be thought of as necessary parts of the education of any adviser.

**C15. *Historical Foundations of Current Theoretical Paradigms within Advising***

**Presenter: Hilleary Himes**

**Location: James Madison**

Academic advising has traditionally been dominated by the developmental paradigm first introduced by Crookston in 1972. More recently, the number of theoretical paradigms has exploded within academic advising scholarship and practice to include learning-centered, postmodern, hermeneutics, and self-authorship. To understand and appreciate this theoretical diversity within advising, it is important to examine the historical foundations of each theory and the connections between seemingly opposing views. This presentation will include a survey of theorists (Dewey, Vygotsky, Piaget, Kegan, and Aristotle) who have been integral to the development of popular theories applied to advising and outline how our theoretical history can influence the future of advising theory.

**C16. *Supporting Academic Success: Programs and Tools***

**Presenters: Rachel Most, Karlin Luedtke, and Sandra Siedel**

**Location: James Monroe**

Recent institutional data indicate that 94% of University of Virginia College of Arts & Sciences undergraduate students graduate in 6 years, and 87% graduate in four years. This panel presentation, led by three academic deans from the College of Arts & Sciences, will discuss key factors that contribute to our successful retention and graduation rates. These programs include a summer transition program for freshman in need of additional academic support, a summer transition program for low-income freshman, and an advising program for student athletes. We will also discuss our technology tool, the Academic Audit, which tracks student academic progress by semester and toward degree completion by examining a range of academic variables.

**11:00 am – 12:00 pm**

**C17. *Your Own “Open Road:” VCU’s Discovery Advising Program for Undeclared and Exploratory Students***

**Presenters: E. Ashlyn Howell, Dwight Williams, and Nicolette Zbell**

**Location: Promenade**

As undeclared advisors, our primary goal is to help students decide on a major. Many students fail to grasp the necessity for participating in exploration of their own ‘major’ choices. Even when students understand the process, they seem to struggle with accepting responsibility. The Discovery Program at VCU encourages students to actively engage in achieving educational goals by enhancing their understanding of themselves through a student-centered program that prides itself on building student/advisor relationships. This presentation highlights VCU’s Discovery Program that utilizes a varied approach including an Education and Career Planning course, “Major Discoveries Lecture Series,” Discovery Workshop, and Discovery Workbook. Participants will review VCU’s Undeclared Program, discuss its value and benefits, and share implementation strategies for their own institutions.

**Thursday, April 7**

**CONCURRENT SESSIONS**  
**11:00 am – 12:00 pm, *continued***

***C18. Students in Grief: The Kübler-Ross Model and Academic Advising***

**Presenters: Jennifer Herst and William Bisese**

**Location: Gallery BC**

Dr. Kübler-Ross's "Five Stages of Grief" outlines five stages through which an individual typically progresses when experiencing a significant loss: denial, anger, bargaining, depression, and acceptance. This session will examine the Kübler-Ross model in relationship to college students' "grief" reactions as they encounter bureaucratic obstacles and academic difficulties. We will discuss how academic advisors can consider this model in providing a more understanding response while giving assistance in the advising setting.

***C19. Advising in Context: Academic Advising's Place in the History of Higher Education***

**Presenter: Janet Schulenberg**

**Location: Montdomaine**

Academic advisers work in a system that emerged at the turn of the 20th century, but are expected to resolve contemporary systemic issues (e.g. retention, success of underprepared students). The expansion of higher education's mission, curriculum, and student body has affected academic advising, both in spurring its creation and in shaping and constraining its practice. In this presentation, participants will examine the history of academic advising through the lens of structuration theory. According to this perspective, human action takes place within a pre-existing social structure, which is governed by a set of norms that shape subsequent actions. Participants will consider how their own advising practice is shaped and constrained by their institution's history and the American higher educational system.

***C20. Reflections on Retention: Top Tips for Planning, Implementation & Assessment***

**Presenter: Rashidah Andrews**

**Location: George Washington**

This session will focus on Project 2013, a proactive retention initiative carried out during the 2009-2010 academic year in the College of Liberal Arts (CLA) at Temple University. Through sustained, personalized interventions with first-year students deemed "at-risk," of attrition, the CLA advising team was able to improve retention rates for this population by nearly 7% over the University's average for at-risk students, and met overall retention rates for the University's general student population. The goal of this presentation is to share the planning, implementation and most importantly, assessment processes undertaken to produce these results. The objective is not to guarantee similar results at all schools, but to provide practical tools for colleges and universities to develop strategic approaches to retention at their own institutions.

***C21. Re-framing "Required": Helping Students Connect Academic Requirements to Their Personal Paths***

**Presenter: Edna Renée Macbeth**

**Location: Thomas Jefferson**

When presenting curriculum or assisting advisees with course selection, academic advisors often describe courses as "general education" or as "foundational". These terms may sound like neutral descriptions of courses, but advisees do not "hear" these words as neutral. Student perception of the meaning of these terms can hamper their learning and increase their resentment. In our role, advisors can assist advisees in understanding not only the reasoning behind the requirement, but also the benefit of all parts of their education. This session explores how advisees perceive our "neutral" descriptions and starts a dialogue about ways to help advisees see the benefits of general education courses.

**Thursday, April 7**

**CONCURRENT SESSIONS**  
**11:00 am – 12:00 pm, continued**

**C22. Advising with SmarterMeasure: Moving Students Forward in Distance Learning**

**Presenters: Meg Buchanan and Ghazala Hashmi**

**Location: Giorgio's**

As advisers how can we assist our students to be successful in online learning? As part of its Quality Enhancement Plan (QEP), J. Sargeant Reynolds Community College (JSRCC) is using the SmarterMeasure assessment to help determine student readiness to succeed in learning at a distance. In this session, we will share our experience using this assessment and discuss both the successes and the challenges that we have experienced in the implementation process. In addition, we will detail various ways to incorporate SmarterMeasure into a meaningful advising session about the online learning experience. The session will also provide participants with the results of student and faculty satisfaction surveys and the feedback that we have received about SmarterMeasure.

**C23. Connecting with Students Utilizing a Syllabus and Blog**

**Presenter: Heather Patterson**

**Location: James Madison**

Utilizing an advising syllabus and blog can improve the effectiveness of your advising throughout the year! These tools can create a structure for more intentional interactions with advisees and a year-long developmental advising plan, particularly for first-year students. During this presentation, learn the benefits of these tools, the necessary steps to creating them, and how they can help you manage your advising load better. This presentation is appropriate for all comfort levels with technology.

**C24. New to the Field: Reflections and Recommendations from First Year Professionals**

**Presenters: John Butt, Caroline Bear, and Ashley Racine**

**Location: James Monroe**

"New to the Field: Reflections and Recommendations from First Year Professionals" examines the field of Academic and Career Advising from the perspective of three professionals who came to advising from another position, namely Residence Life, Student Activities, and the Non-Profit sector. The speakers will discuss information that is helpful to know when considering a career in advising, the importance of policies (FERPA and Disability Services), and the challenges and benefits associated with working as an advisor. All of these aspects will be contrasted with the presenters' experience in other positions in higher education and other industries. Through a presentation that showcases statistics and policies related to advising and by the sharing of personal anecdotes and experiences, this session will evaluate and explore the field from the eyes of new academic and career advisors. Audience members will be invited to share their advising-related experiences and to participate in a Q&A to offer advice to those interested in pursuing or continuing a career in advising.

**Lunch • 12:30 – 2:00 pm • Rotunda Ballroom**

**NACADA Welcome and  
Keynote Speaker, Peter Hagen**

**Peter L. Hagen** serves as Director of the Center for Academic Advising at the Richard Stockton College of New Jersey. He was the founding Chair of the National Academic Advising Association's Theory and Philosophy of Academic Advising Commission, served as Guest Editor of the NACADA *Journal* for its Fall 2005 issue, and was a member of the task force that wrote "The Concept of Academic Advising," now widely adopted by the NACADA membership. For NACADA he currently serves on the *Journal's* Editorial Board, the Publications Review Board, and recently concluded his term as the Chair of the Research Committee. He won the 2007 Virginia Gordon Award for Service to the Field of Advising. He served as lead editor for a monograph, *Scholarly Inquiry in Academic Advising*, published by NACADA in March 2010.



**Thursday, April 7**

**CONCURRENT SESSIONS**

**2:30 – 3:30 pm**

***C25. How Can Faculty Advisors to Undeclared Majors Use Facebook, Youtube, Banner, and Other Popular Computer Communication Applications to Improve Retention Rates of Undeclared Students?***

**Presenter: Kelly McKenzie**

**Location: Promenade**

How can academic advisors for undeclared students continue to work effectively with millennial-generation students during this time of economic downturn when resources are dwindling while expectations for programs to meet specific outcomes are increasing? This roundtable presentation will focus on how computer communication applications are currently being used in Academic Advising Programs and how they can be used in the future to better serve the millennial generation. Specifically, the discussion will concentrate on improving retention rates by improving how we facilitate social interactions in cyberspace, teach students about academic policies and keep them up-to-date on curriculum and policy changes. Come share how your university is currently using communication applications to reach students, listen to what other universities are doing, and synthesize best practices to draw conclusions about what can be done in the future!

***C26. Divide and Conquer: How The Community College of Baltimore County Academic Advising Manages the Enrollment Surge Through Advising Labs and Triage***

**Presenter: Kathryn Lilley**

**Location: Gallery BC**

Community colleges nationwide are encountering unprecedented surges in enrollment due to the economy and workforce development demands. Most colleges are coping with dramatically increasing numbers of students without receiving commensurate increases in staffing and resources, particularly in service-related areas. The Community College of Baltimore County has experienced an enrollment increase of 40% since 2008. Participants will learn how Academic Advising at CCBC has coped with student demand through the use of our new advising labs and triage program which incorporate the assistance of other departments within Student Services. These innovative actions not only help manage the enrollment surge but also direct students toward greater independence in building their educational programs.

***C27. Advising to Retain: Best Practices for the First Year Experience***

**Presenters: Antony Grangel, Margaret Savidge, Caitlin McCormick, and Sherriann Steadman**

**Location: Montdomaine**

This presentation will describe how Drexel University's LeBow College of Business has achieved a high retention rate of our first year students by applying best practices of advising. Our goal when advising freshmen is to begin to foster advisor-student relationships, build community among first year students, and encourage our students to become actively involved with their new college. Our presentation will incorporate audience feedback as we demonstrate our best practices of advising freshmen: New student orientation and block scheduling A three day program during which advisors help students to move in, make new friends, and learn key information by presenting workshops Advisors co-teaching Fall term course Developmental advising Innovative technology Encourage student engagement

***C28. First Year Students and Strengths Self-efficacy Development***

**Presenter: Joanne Conlon**

**Location: George Washington**

Are you curious about the use of Gallup's StrengthQuest™ within a first year seminar? Do you want to know if it makes a difference in student development? This presentation covers research conducted with first year seminar students on the utilization of strengths exercises and techniques and the subsequent effect on those students' self-efficacy. Learn how this approach can be beneficial to your students and your campus.

**Thursday, April 7**

**CONCURRENT SESSIONS**

**2:30 – 3:30 pm, *continued***

***C29. Characteristics of Effective Teaching and Advising: One and the same? Exploring Potential Tools to Improve Total Student Success***

**Presenters: Daniel Foster and Terry Musser**

**Location: Thomas Jefferson**

In the belief that at the intersection of teaching and advising total student success exists, attendees will engage in productive reflection in the similarities between great teaching and great advising. Research identified characteristics of effective teaching will be described and application of those characteristics to effective advising will be discussed. Concepts maps will be explored as a tool to operationalize those characteristics in effective advising leading to identification and measurement of specific learning outcomes from advising.

***C30. GPS (Graduate & Professional School) Navigation: A Map to Successful Pre-Professional Advising***

**Presenters: Stephanie Bailey and Elizabeth McAllister**

**Location: Giorgio's**

Are you new to pre-professional (pre-med, pre-health, pre-law, etc) advising and not sure how to get started? Do you have limited resources but need ideas for quality programming? Pre-professional advising encompasses several types of students and a variety of issues. This presentation will share our center's experience from orientation to graduation. Presenters will address everything from capturing students at orientation, programming, shadowing opportunities, pre-health professions interview committee, guiding students through the application process, and having the tough "back-up plan" conversation. Presenters will provide programming and networking ideas, as well as online resources to assist in pre-professional advising.

***C31. Difficult Dialogues: When High Achieving Students Don't Perform***

**Presenters: Rachel Switalski and Terri Baker**

**Location: James Madison**

There are two distinct types of high achieving students who fail to perform when they reach the college level: students who won't admit to themselves that they are failing and students who realize they are failing. Both must come to grips that their dreams are failing. The advisor's role is to have this difficult discussion to help them change paths without losing faith in themselves. We will use topical literature and case studies to discuss today's millennial college student. It is often difficult to have this conversation with a very driven student who has never failed at anything previously. We will have an open discussion about how to help the student explore a new path while keeping their dignity intact.

***C32. The Positive Employment Program: A Modern Approach To A Classic Model***

**Presenters: Adam Hanson, Crystal Coombes, and Joshua Miller**

**Location: James Monroe**

The Positive Employment Program (PEP), soundly based in Appreciative Inquiry theory, utilizes strategic partnerships to pass the tools of social and career success onto the student while building the skill sets of the career advisor. This presentation focuses on the fusion of a classic model with a modern implementation, its process, and the outcomes of PEP at Centura College Online.

**Thursday, April 7**

**CONCURRENT SESSIONS**

**3:45 – 4:45 pm**

**C33. *Applied Tech: Day 1 Wrap-up***

**Presenter: Art Esposito**

**Location: Promenade**

This Follow-up Session to the Pre-Conference Workshop on technology will consist of conversations with attendees to identify beneficial approaches or theories overheard on day 1 of the conference. Attendees will also be able to take this time to venture into on-line environments on personal computing devices, as the hotel and conference center has readily available and free wireless Internet connectivity. Attendees need not have participated in the pre-conference workshop in order to participate in this session.

**C34. *Catching Students Before They Fall: Being Proactive Before Probation and Dismissal***

**Presenter: Naomi Parker**

**Location: Gallery BC**

Have you ever met with a student on probation or dismissal and thought, “this situation could have been prevented”? As advisors we have experienced meeting with students on probation or dismissal and knowing the situation could have been prevented, if only he/she sought help earlier in the semester. In this session, I will explain why this is a relevant issue, define probation and dismissal according to the standards at the University of Maryland, College Park, and offer recommendations for working with students in academic jeopardy. During the presentation I will discuss the process when we target students who have a 2.3 cumulative GPA. Session participants will be given a handout of the PowerPoint and the opportunity to ask questions.

**C35. *Personalizing Online Advising: Engaging, Informing and Building Community with Online Students***

**Presenters: Samantha Mercanti-Anthony and Maria Lanza-Gladney**

**Location: Montdomaine**

In the last five years online student populations have surged. As advisers, we have been tasked with handling increasing workloads while attempting to personalize each student’s experience. When online degree program students feel cut off from an institutions they are more prone to stop out. As an adviser you are a main source of university interaction outside of class. However, today’s technology can often make interactions feel cold and detached. As 21st century adviser's it is our responsibility to effectively utilize technology in advising practices to build relationships, making students feel connected to the institution. Learn some tools and best practices to increase retention by successfully providing a personal electronic touch, being proactive, and creating a collaborative environment for online students.

**C36. *Integrating the Women's Ways of Knowing Model into the Advisory Relationship***

**Presenter: Christina Washington**

**Location: George Washington**

Even though there has been substantial growth in enrollment of women in higher education over the past decade, women report having lower overall confidence in their academic ability, math skills, and intellectual self-confidence as compared to their male peers. Academic advisors should be at the forefront of engaging learners in examining the role that gender plays in their belief systems, and helping the student to challenge these beliefs. Come and see how we as advisors can best facilitate the personal development of women, and examine the role that gender can play in the academic, social and personal aspects of their lives. We will examine the complex ways that gender effects the way students view themselves and their world, and will offer tangible ways that this knowledge can be integrated into the advisory relationship.

Thursday, April 7

**CONCURRENT SESSIONS**  
**3:45 – 4:45 pm, continued**

**C37. *From Graduate Student to First-Year Advisor: Looking Back on Day One***

**Presenters:** Lisa Hall, Morgan Morrison, and Catherine Butler

**Location:** Thomas Jefferson

How can graduate students prepare for their first advising position? This session is a continuation from the pre-conference workshop, designed as an end of day activity, and open to new participants. Attendees will reflect on their experiences during the first day of the conference and bridge the information learned with practical application. Discussion will focus on topics covered in conference sessions and give participants an opportunity to refine their advising philosophy/syllabus and begin developing their post-conference action plans.

**C38. *Student Advising Mentors (SAMS): Bringing Advising Into the Future***

**Presenters:** Deborah Kavourias, Danielle Schrama, and Felicia Norott

**Location:** Giorgio's

A successful faculty advising program relies heavily on the support of knowledgeable and well-trained student workers. Monmouth University's Student Advising Mentor (SAM) Program has evolved from a program that only included summer student help into a comprehensive year long student leadership program where SAMs have actually influenced our faculty-based model of advising for first year students. Through SAM evaluations and feedback we have made improvements to our program, such as the implementation of new technological resources to enhance the advisor-advisee relationship. This session will offer successful strategies on developing an advising mentorship program at your college or university and will feature our head-SAM who will share experiences over the past four years.

**C39. *"Asking the Right Questions: How to Create Effective Assessments of Your Advising Practices"***

**Presenter:** Rachael Switalski

**Location:** James Madison

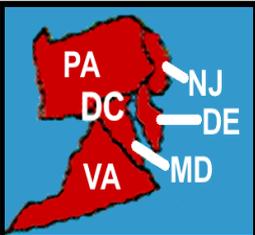
It is necessary to assess our advising practices so that we can confirm what does work and identify what doesn't. Unfortunately, we're often left with too little time and not enough knowledge to execute effective assessments that measure our practices instead of just student satisfaction. We will introduce you to low-cost, web based survey tools and walk you through the steps to begin to think critically about your learning outcomes, as well as how to structure internal assessments to capture that data. We encourage you to share your assessment practices too as we all continue to develop better methods for serving our institutions and encouraging the development of our students.

**C40. *Advising in the Fast-Forward Lane: Working with High-Achieving Students***

**Presenters:** Chuck Allen, Lori Roseman, and Amanda Neuber

**Location:** James Monroe

Working with a specialized population, in our case honors students, presents unique challenges for an advisor. How are the expectations different? Where do you draw the line between attention and hand-holding? How do you balance dreams and reality with students that want to take over the world? We will look at relevant literature on high-achieving students, look at some issues surrounding them, talk about how we effectively interact with them, utilize group activities to examine some advising scenarios and provide attendees with a chance to share their stories. Audience participation will be strongly encouraged throughout. Participants will leave the workshop with at least one new strategy to implement in their advising sessions.

State Meetings • 5:00 – 5:30 pm		
	Delaware	Location: Promenade
	District of Columbia	Location: Gallery BC
	Maryland	Location: Montdomaine
	New Jersey	Location: George Washington
	Pennsylvania	Location: Thomas Jefferson
	Virginia	Location: Giorgio's

Thursday, April 7

☞ **Mentor Reception** ☜  
*by invitation*

**5:30 – 6:30 pm**  
**TJ's Dining Room**



**Shuttles to  
Historic Downtown  
Charlottesville**

**Hotel Pick-ups at 7:00 and 8:00 pm**  
**Downtown Pick-ups at 10:00 and 11:00 pm**



<http://www.amywebbstuff.com/blogphotos/mall1.jpg>



**Hospitality Suite**  
**8:00 pm**  
**Games and *light* Entertainment**  
**Prizes! FUN!**



## Friday, April 8

7:30-11:00 am	Conference Registration, Evaluations	Registration Desk
7:30-9:00 am	Breakfast Buffet ( <i>included in conference fee</i> )	Rotunda Ballroom BCD
7:45-8:45 am	Poster Sessions	Rotunda Ballroom BCD
7:45-8:45 am	Common Reading Discussion: Dr. Janet Schulenberg	Rotunda A
9:00-10:00 am	Concurrent Sessions	
10:15-11:15 am	Concurrent Sessions	
11:30-12:00 pm	Region 2 Business Meeting	



**Common Reading Discussion**  
*featuring*  
**Dr. Janet Schulenberg**  
**7:45 – 8:45 am**



### POSTER SESSIONS

**7:45 – 8:45 am • Location: Rotunda Ballroom BCD**

<b>PS1</b>	<i>Electronic Catalogs: Impact on Advising</i> Presenters: Jane Aycock, Nancy Lilley, and Kelli Maynard
<b>PS2</b>	<i>Grammar Goofs and you... or Grammar, Goofs, and you?</i> Presenter: Anna Hawthorne
<b>PS3</b>	<i>Holding up a Mirror to Your Advising Practice: How do Your Words Enhance Your Message?</i> Presenter: Janine Warnas
<b>PS4</b>	<i>Extending Student Advising to Student Relationships: Using Technology to Get Us There</i> Presenter: Subhasish Dasgupta
<b>PS5</b>	<i>Customer Service in Advising: How to C.R.E.A.T.E. a Stronger Relationship with Your Students</i> Presenter: Holli Bennet and Amanda Riggs
<b>PS6</b>	<i>Thriving as an Advisor: A Survival Toolkit for Professional Success</i> Presenter: Adrienne Giles and Kim Herbert
<b>PS7</b>	<i>Moving Forward When You are Starting from Scratch</i> Presenter: Mary Coller
<b>PS8</b>	<i>Finding Your Academic Way: A Practical Guide to Help Undecided Students</i> Presenter: Alissa Carpenter, Lynne Lazor, and Stephen Brown
<b>PS9</b>	<i>Group Advising: One Question, One Team, One Solution</i> Presenter: Rose King, Alex Torber, and John Morton
<b>PS10</b>	<i>ABCs of College: Academic Bowl Championship</i> Presenter: Lisa Burns
<b>PS11</b>	<i>The Freshman Common Hour: A New Venue for Academic Advising</i> Presenter: Carol Gleischner
<b>PS12</b>	<i>An Advising Tool for Aiding Attention and Focus in Learning</i> Presenter: Ruth Arrow
<b>PS13</b>	<i>The Questions Behind the Answers: Using Academic Advising Questionnaires</i> Presenter: Sarah May Clarkson
<b>PS14</b>	<i>Helping high-performing minority pre-medical students excel at the Medical College Admission Test (MCAT)</i> Presenter: Julie Andrist
<b>PS15</b>	<i>Designing and Assessing a Self-Awareness Portfolio for a First-Year Seminar for Undecided Students</i> Presenter: Vera Brancato

**Friday, April 8**

**CONCURRENT SESSIONS**

**9:00 – 10:00 am**

***C41. A Tale of Two Approaches: Major Exploration Advising with Individuals and Groups***  
**Presenters: Francis Atuahene and Amy Crowell**

**Location: Promenade**

Research shows that students who have short- and long-term academic and career goals have higher retention and graduation rates than students who do not have these goals. While deciding on the “right” major is difficult for most exploratory students, the problem is compounded by current economic conditions. We are always looking for the best, most efficient ways to help our students choose majors that are a “good fit” for them. This includes various approaches of working with students individually and in groups. This study examines the similarities and differences between our individual and group approaches to major exploration, as well as the short- and long-term results of each approach.

***C42. Mentorship from Scratch: How to start a Peer Mentor Program***

**Presenters: Jennifer Matthews, Jeffrey Birou, and Erin Huver**

**Location: Gallery BC**

As advising professionals, we strive for ways to better educate ourselves and increase the services we offer to our students. After assessing our resources, we felt that we were lacking in one crucial area: peer-to-peer interaction. We hoped to fill this gap by creating a mentor program that recruited high-achieving students to assist us with student engagement. Aimed primarily at incoming freshmen adjusting to college life, our Peer Mentor Program is designed to help by providing students with additional resources, support and information. In this presentation, we will discuss how we started our Peer Mentor Program and the steps we have taken to reach our goals. Challenges and best practices to starting a mentorship program will also be discussed in an open forum environment.

***C43. In Search of Those People Who Have Worked the Hardest to Say the Most Profound Things in the Most Beautiful Ways***

**Lead Presenter: Dwight Williams**

**Location: James Monroe**

This presentation will demonstrate a pedagogical technique useful in guiding students in conceptualizing how to undertake the major-discovery process. This technique is grounded in the scholarship of Joseph Campbell in comparative mythology. Specific examples of both ancient mythology and contemporary popular culture will be interpreted to demonstrate how the deepest insights of the traditional cultures are brought forth anew by various artists in contemporary society. As Campbell asks “can mythology have sprung from any minds but the minds of artists?” And so, this pedagogical technique encourages our students to seek out “those people who have worked the hardest to say the most profound things in the most beautiful ways.”

***C44. Advisors Moving Forward in a Multicultural America: Must Have “tool kit” to Effectively Advise Hispanic and Latino Students (documented and undocumented).***

**Presenters: Tania Alvarez and Jose Ramos**

**Location: George Washington**

Our objective is to provide statistics that reflect the increase of the Hispanic and Latino population nationwide and its impact on higher education institutions, and to equip advisors with resources and best practices to work with this growing student population. We will begin by presenting statistics taken from various sources in order to provide advisors with background information on the growth of the Hispanic and Latino population in general, and especially Hispanic and Latino students enrolled in higher education institutions within the past decade. We will then provide a list of resources available for support (professional, financial, and academic) for advisors, students and their families. Finally, we will share best practices when advising Hispanic and Latino students, and how to motivate undocumented students to get a degree in spite of their immigration status.

**Friday, April 8**

**CONCURRENT SESSIONS**  
**9:00 – 10:00 am, *continued***

***C45. Alternative Approaches for Advising Adults: Roundtable***

**Presenter: Todd Siben**

**Location: Thomas Jefferson**

What are the components of a successful advising program for adult students? Acknowledging the experiential knowledge adults bring to the classroom, sometimes it makes more sense to allow broader flexibility when developing a degree plan, rather than follow the list of pre-determined credits in your college catalog. For too long, too many institutions have been reluctant to recognize the significant differences between adult and traditional-aged students. This presentation is an alternative approach to advising adult students. It allows for advising by academic interest rather than degree requirements. It focuses on student preferences by asking “What do you want to learn” instead of “what do you want to major in?”

***C46. Using Adobe Connect for Student Advising***

**Presenters: Kirk Dewyea, Sharon Martin, and Terri Wheaton**

**Location: Montdomaine**

Adobe Connect is an online application where academic advisors and students can engage in synchronous meetings using text, audio, and video. Participants may also share applications to show degree plans, degree progress, course schedules, and advising forms. This meeting tool is ideal to meet the needs of non-traditional distance learning students who have work and school schedules and demanding lifestyles. The goal of this session is to demonstrate the adaptability and utility of Adobe Connect to conduct student advising. This session will achieve this goal by examining purposes for online advising meetings; demonstrating the online meeting interface; exploring techniques for managing advising meetings and participants; showing the sharing of various forms and documents; and demonstrating the unique versatility of Adobe Connect for advising.

***C47. Clusters and Cohorts and Themes, Oh My!: Making Learning Communities Work***

**Presenters: Terri Baker and Emily Bogunovich**

**Location: James Madison**

It is the goal of any higher education professional to retain students and ensure that they graduate from the institution well adjusted, fully engaged, and academically competent. By creating an environment where socializing, living, and learning come together, learning communities are an effective means to these ends. Whether the focus of these communities is theme-based living, linked courses, or first-year experience, research has shown that students who participate emerge with a higher sense of belonging and an increased desire for higher achievement. In this presentation, we will briefly cover the history of learning communities and explore existing models. We will focus on methods and processes, cross-campus partnerships, and assessment. We will encourage the audience to share their own experiences with establishing solid learning communities.

***C48. Simple Ways to Assist Students in their Personal and Professional Growth***

**Presenters: Courtney Orr and Katelyn Perry**

**Location: Giorgio's**

Empowering our students to think and act like emerging, responsible adults is an important, and sometimes difficult, role for an advisor. However, advisors are in an excellent position to facilitate student learning on how to behave and communicate in respectful and professional ways. In this session we will discuss how we can best use our language, listening skills, and presenting teachable moments to help our students gain confidence and grow in vital ways outside of the classroom as they make their way into the professional world.

**Friday, April 8**

**CONCURRENT SESSIONS**

**10:15 – 11:15 am**

***C49. Applied Tech: Moving Forward?***

**Presenter: Art Esposito**

**Location: Promenade**

This Follow-up Session to the Pre-Conference Workshop on technology will consist of conversations with attendees to identify beneficial approaches or theories overheard on throughout the conference. Further, a conversation will ensue to discuss approaches attendees have identify to bring back to their campuses, “moving forward” applying technology in the personal practice or office advising models. Attendees will also be able to take this time to venture into on-line environments on personal computing devices, as the hotel and conference center has readily available and free wireless Internet connectivity. Attendees need not have participated in the pre-conference workshop in order to participate in this session.

***C50. Looking Back at Traditional Transfer Advising in order to Focus on Advising a New Breed of Student***

**Presenters: Karen Watson and Bobbie Potter**

**Location: Gallery BC**

Many high school graduates now enter college with transfer credits granting them sophomore or junior academic status. Some simultaneously earn their high school diploma and an associate degree. Participants in this session will explore the advising issues and needs of this special student population. Should we advise these students utilizing a traditional entering freshmen student model? Should they be advised as transfer students? Do they need unique academic support services? These questions and more will be addressed by a panel and conference attendees. This session is designed for new as well as seasoned academic advisors and administrators.

***C51. The 11th Hour: Transitional Advising at UM Helps Students Change Majors beyond Junior Year***

**Presenters: Evelyn Cooper and Jabari Bodrick**

**Location: Montdomaine**

The Transitional Advising Program (TAP) is a retention initiative that provides comprehensive academic advising and academic support services to currently enrolled high credit students moving between majors due to change in interest, inability to meet benchmarks or lack of sufficient GPA. TAP advisors help students identify other major options through career exploration and transcript analysis. Presenters will discuss the implementation of this new initiative and how it empowers students to overcome issues such as expulsion from a student’s current major and/ or changing a major at or beyond junior status. Session participants will learn how the initiative promotes the academic success and retention of students by connecting them to various programs, services, and University faculty and staff enabling students to improve their academic performance and transition to a new major.

***C52. Old Idea, New Twist: Peer Mentoring Program in a Business Program***

**Presenter: Jennifer Clevenger**

**Location: George Washington**

Discussion of the usefulness of creating a peer mentoring program to enhance the freshmen experience and service more students with fewer resources. Mentoring is a universal design tool for academic support, persistence, and retention. While peer mentoring programs are not a new, we have chosen to utilize peer mentoring in a modernized fashion. This presentation will outline ways to create a peer mentoring program using “out of the box” thinking. Peer mentoring is a great method to allow more help to be available to the vulnerable freshmen population. In addition, the discussion will highlight the benefits after our first semester of conducting the program, as well as the incorporation of student suggestions to better the program. The presentation will leave time for discussion.

**Friday, April 8**

**CONCURRENT SESSIONS  
10:15 – 11:15 am, *continued***

***C53. From Graduate Student to First-Year Advisor: Moving Forward as a Future Advisor***

**Presenters: Lisa Hall, Morgan Morrison, and Catherine Butler**

**Location: Thomas Jefferson**

How can graduate students prepare for their first advising position? This session is a continuation from both the pre-conference workshop and Thursday follow up session, designed as an end of conference activity, and open to new participants. This final session will conclude the conference activities and provide participants with the opportunity to share action plans and receive feedback from peers and facilitators. Participants may also use this time to address any unanswered questions from sessions attended and network with each other.

***C54. Faculty Advising: A Value Added Approach to Learner-centered Advising***

**Presenter: Heidi Koring, Richard Burke, Richard Pumphrey, Maria Kummetz, and Candace Todd**

**Location: Giorgio's**

If advising is teaching, do faculty advisors bring value-added to their advising practice from experience of discipline-based teaching and learning practices? During this roundtable, four faculty members from visual arts, communication studies, English, and Spanish will give brief presentations showing how teaching and learning practices within their disciplines add value to advising. Participants will be encouraged to share how discipline based practices contribute to a learning paradigm for advising based on the Concept of Academic Advising adopted by NACADA in 2006. Participants will have the opportunity to share insights and to learn from experienced faculty advisors. Those present will receive a summary of the discussion which will show which good teaching and learning practices across academic disciplines lend added value to a learning paradigm for advising.

***C55. Recalibrating Advising: Leveraging Technology and Existing Resources for Student Success***

**Presenters: Brian Yates and Dwayne Melton**

**Location: James Madison**

In today's economic climate, schools are faced with increasing financial challenges. As a result, effective retention strategies are ever more important. In this presentation, participants will learn how one university adjusted to necessary change by utilizing technology and existing campus resources. In this instance, special attention was provided to freshmen and sophomores while faculty mentors were added to the existing model of professional advisors. Each step of the process will be outlined from completion of a needs analysis to overcoming both the expected and unexpected challenges encountered in any change related process. Data will be analyzed in a variety of formats to highlight the effectiveness of the program.

***C56. Basic Counseling & Interpersonal Communication Skills for Advisers***

**Presenters: Allison Torres and Kara Gruszewski**

**Location: James Monroe**

As advisers, we participate in interpersonal communication practices on a daily basis – with students, colleagues, and administrators – often without consciously taking into account our interpersonal communication techniques and tendencies. This session will provide an overview of the role interpersonal communication plays in the daily activities of advisers. Participants will learn more about active listening, how students might perceive messages, and the self-disclosure process. In addition, participants will share their personal experiences and reflect on their interpersonal communication techniques and tendencies.





In 2010, as part of our membership diversity measures, Region 2 awarded the following Faculty Advisors a complimentary NACADA membership. If you see any of them throughout the course of the conference, or upon your return to your home campuses, please be sure to make them feel welcome to the NACADA Community.

<b>First name</b>	<b>Last name</b>	<b>Title</b>	<b>Institution</b>
Vicky	Patton	Assistant Professor Department of Early and Middle Grades Education	West Chester University
Kristi	Kneas	Associate Professor and Chair Department of Chemistry and Biochemistry	Elizabethtown College
Richard	Burke	Professor of English	Lynchburg College
Sarah	Ewing	Assistant Professor of Biology and Director of Professional Programs Institution	Gannon University
Maria	Kummetz	Instructor of Spanish and German Institution	Lynchburg College
Barry	Paige Neville	Assistant Professor History	Eastern Shore Community College
Michael	Burbine	Associate Professor Education Faculty Representative Academic Advising Committee	Salem Community College
Kathy	Yorkshire	Adjunct Faculty and On-call Academic Advisor	Prince George's Community College
Irene	Ferrara	Senior Instructor Electro-Mechanical Technology Program Coordinator Engineering	Penn State Altoona College
Ed	Miseta	Lecturer in Economics	Penn State-Erie
Christine	Brown	Coordinator of Brandywine Learning Institution	Penn State Brandywine
Sandra	Baker	Assistant Chair and Instructor Dept. Behavioral Health and Nutrition	University of Delaware
Joan	Smeltzer	Instructor of Mathematics	The Pennsylvania State University/York Campus
Marlin	Killen	Assistant Teaching Professor Faculty Coordinator of Psychology	Drexel University
Theodore	Lai	Mathematics Professor Phi Theta Kappa International Honor Society	Hudson County Community College
Kenza	Glass	ESL Instructor	Cedar Crest College
Jennifer	Younkin	Senior Lecturer of Psychology Chief Departmental Advisor	Old Dominion University
Joan	Kowalski	Senior Instructor Engineering	Penn State University New Kensington Campus
Cynthia	Belliveau	Professor: Applied Communications	Temple University
Andrea	Pent	Assistant Professor of Sport Management Division of Business	Neumann University
Jennifer	Zosh	Assistant Professor of Human Development and Family Studies	Pennsylvania State University Brandywine
Phillip	Mooney	Associate Professor of Wellness/ student Athlete Academic Coordinator	Community College of Baltimore County
Michael	Nugent	Coordinator of PRAXIS Advising and Special Projects	University of Maryland Eastern Shore
Leslie	Fay	Instructor History	Penn State Worthington Scranton
Kalina	White	Assistant Professor of Biology	Community College of Allegheny County
Karen	Eppley	Assistant Professor of Education	Penn State Altoona
Mark J.	Lewis	Willis Young Jr. Professor and Chair	University of Maryland
Todd	Lidh	Clinical Assistant Professor of English	The Catholic University of America
Joanna	Patane Scholz	Instructor Department of Theology and Religious Studies	Villanova University
Jay	Steele	Adjunct Health and Physical Education	CCAC-Allegheny Campus

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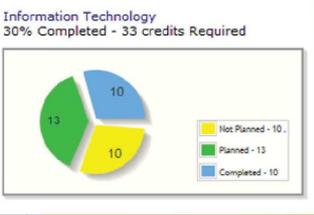
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<b>MTH 163</b> Precalculus I Mall - Day	10
<b>PSY 200</b> Principles Of Psychology Distance Education	3
<b>Marketing Web Design Internship</b> <sup>xp3</sup>	17
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Total Cumulative Credits	
17	
49	

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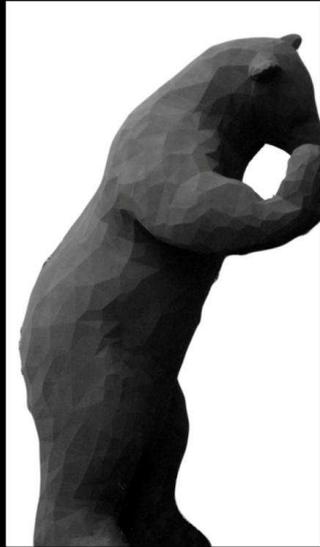
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