



**NACADA**

THE GLOBAL COMMUNITY  
FOR ACADEMIC ADVISING



*Include  
Innovate  
Inspire*

REGION 8 CONFERENCE



**March 11-13, 2018 | Portland, OR**

*NACADA Region 8 acknowledges that this conference is being held on the traditional lands of the Multnomah, Kathlamet, Clackamas, Bands of Chinook, Tualatin Kalapuya, Molalla People and many other tribes who made their homes along the Columbia River. They have stewarded this land throughout the generations. We pay our respects to them and to their elders, both past and present.*



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# Welcome from the Conference Co-chairs

Inclusion, innovation and inspiration make Region 8 great. The advising work done in this region, across diverse institutions and in the face of limited resources, is incredible. As the largest geographical region, space separates us, making cross-institutional relationships a challenge. But opportunities like this conference, with the highest regional conference attendance on record, provide a space to connect; to break down geographical barriers and collaborate.

This year, the conference planning committee extended a special invitation to our community college advisors. Their tenacity and innovation make these advisors an inspiration and invaluable resource for all of us in Region 8, and we are pleased to announce that we have ten concurrent sessions and one pre-conference session led by community college advisors and/or focusing on community college advising. Additionally, we are holding an inaugural community college networking event. To our community college advisors—your voices matter and are valued. We look forward to your contributions at this conference and beyond.

This year, we have created three focus areas: advising research, diversity/inclusion, and community college advising. Presentations that adhere to one of these focus areas will be noted in your program.

Thank you to the world's best conference planning committee. Seriously, you are the absolute best. An event like this is a group effort. If you see something happening at the conference, the planning committee imagined it, created it, and implemented it. These people deserve a huge thank you, so if you see someone with the "conference planning committee" ribbon on their name badge, congratulate them on all their hard work.



**Miranda Atkinson & Rachel Allen**  
University of Oregon

We have two exciting keynotes this year. The first will be by Chad Brown, Founder and President of Soul River, a 501(c)3 that "merges veterans and inner-city youth to be leaders for environmental justice." Soul River also happens to be this year's service project. Our conference goal is to raise at least \$2000 for Soul River. Our second keynote will be by Kandi Bauman, the Interim Director for First Peoples

Multicultural Advising Services at The Evergreen State College. Before joining Evergreen, Kandi

held leadership and direct service positions at South Puget Sound Community College and Clover Park Technical College. She is passionate about equity in higher education and will speak to us about barriers currently facing students. We are pleased to welcome both speakers and look forward to their inspirational calls to action.

To our first time attendees: be sure to attend the new member orientation. You'll gain an understanding of NACADA, and you're likely to make some new friends. Additionally, you'll see attendees wearing "Ask Me About NACADA" badges. These are people who have been involved with NACADA and will be happy to answer any questions you might have. So don't be afraid to reach out—we're happy you are here.

Our conference this year contains a record 49 concurrent sessions, six pre-conference workshops, a new networking event, and many opportunities to get your professional development on. Go meet people. Share your stories and listen to others'. The diverse wisdom and experience assembled over these few days in Portland is capable of catalyzing change. We encourage you to include, innovate and inspire while you are here and hope you will return home and continue to do the same.

# 2018 Conference Planning Committee

## Jeff Malone

Oregon State University  
Region Chair

## Rachel Allen

University of Oregon  
Conference Co-Chair

## Miranda Atkinson

University of Oregon  
Conference Co-Chair

### Branding & Publicity

Allison Ramsing  
Washington State University  
Vancouver

Ashley Gale  
Washington State University  
Vancouver

### Community College Engagement

Liu Yang  
South Puget Sound  
Community College

Ian Bailey  
Southwestern Oregon  
Community College

Myreene Tobin  
Athabasca University

Mark Ward  
Eastern Washington  
University

### Facilities & Technology

Jesse Poole  
Western Oregon University

Matt Schmidt  
University of Oregon

### Hospitality

Sarah Kylo  
Oregon State University

Nora McLaughlin  
Reed College

Lexi Schaar  
University of Idaho

Ashley Storey  
Portland State University

### Keynote Speakers

Kris Katkus  
University of Oregon

Shannon McDonnell-Bryant  
Oregon State University

### Program

Sally Garner  
University of Oregon

Mary Chuinard  
Oregon State University

### Proposals

Lori Manson  
University of Oregon

Chavah Avraham  
University of British  
Columbia

Angela Dorsey  
Olympic College

Shu-min Huang  
University of Victoria

Lena Krutikov  
University of Alaska  
Fairbanks

Ashleigh Lakas  
University of Victoria

Veratta Pegram-Floyd  
University of Oregon

Trish Price  
Southwestern Oregon  
Community College

### Registration & Volunteer Coordination

Rasha Tawfik  
University of Calgary

Banks Blair  
Oregon State University

Carey Hilbert  
Oregon State University

Kristi Overfelt  
University of Idaho

### Service Project

Michelle White  
Oregon State University

### Sponsorships

Nova Ferguson  
Oregon State University

# Welcome from the Region Chair



On behalf of the Region 8 Steering Committee, it is my pleasure to welcome you to the 2018 NACADA Region 8 Conference. Our conference co-chairs, Rachel Allen and Miranda Atkinson, have brought boundless enthusiasm and attention to detail to the process of developing this event and guiding the efforts of the larger conference planning committee. The planning committee has produced what promises to be a fantastic conference with plenty of room to engage with critical concepts as well as connect with colleagues (both new and existing). Thank you to our planning committee members.

Your opportunities to engage throughout the conference are many and varied. In addition to the six pre-conference workshops, we are offering 49 concurrent sessions selected with an eye for richness of content as well as diversity of topic, institutional type, and populations addressed. Any new NACADA members and/or first-time attendees (welcome!) should be sure to attend the New Member Orientation in Salon B/C at 8:30 a.m. on Monday, March 12. I am also very excited to note that the conference includes a specific time block for a Community College Networking event on Monday (Salon B/C, 1:30 p.m.). Additionally, everyone is encouraged to attend the Region 8 Business Meeting on Monday at 4:30 p.m., also in Salon B/C. Clearly, Salon B/C is the place to be!

Keynote addresses typically give us the chance to expand our understanding beyond our institutions and our day-to-day duties, often beyond the formal boundaries of formal higher education. This year's two keynote speakers, Chad Brown & Kandi Bauman (highlighted on p. 14) should be no different. I am excited to listen to their messages.

NACADA is a large and multi-faceted association, providing abundant resources as well as opportunities for contribution and involvement. We are fortunate to welcome some special guests who represent the association. Dr. Charlie Nutt, NACADA Executive Director, Dr. Wendy Troxel, Director of the NACADA Center for Research at Kansas State University, and, from the NACADA Board of Directors, Region 8's own Kerry Kincanon (Oregon State University), will all be in attendance. Amongst the concurrent sessions, you will find a formal opportunity to have "A Conversation with NACADA Leaders," but you should also not hesitate to introduce yourself and engage with these association leaders throughout the conference.

Award and scholarship recipients from around Region 8 are listed in this program (pp. 15-16) and they will be recognized at the conference as well. Personally, I want to applaud their work and their investment in professional excellence and ongoing growth. Way to continue making Region 8 great!

Thank you for taking time away from your campuses, your caseloads, and your project deadlines to spend a few days with your colleagues. I hope that you will leave refreshed, enriched, and ready to tackle what next comes your way. One last request, despite our excellent attendance numbers, many of our campus colleagues were unable to join us for this event. Please reflect on your experience and take the ideas, information, and discussions back to your campuses, so that the conversation can continue and we can expand the reach of this conference's content.

**Jeff Malone**  
Oregon State University  
Northwest Region 8 Chair

## Is this your first NACADA Conference? ATTEND THE NEW MEMBER WELCOME & ORIENTATION

On your campus, you know that orientation for new students is valuable. Getting involved early and building lasting connections to the campus creates a rich college experience. If this is your first time at a NACADA conference, attending the New Member Welcome & Orientation is **highly encouraged**. Come meet other new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part. See more on p. 8.

Monday, March 12,  
8:30-9:15 a.m., Salon B/C.

# Region 8 Steering Committee

The NACADA Northwest Region 8 Steering Committee is responsible for developing strategic goals for the region, overseeing the region budget, administering the regional awards program, and representing membership in each individual state/province. The Region Chair is elected by the region membership through NACADA's annual election process. This is a two-year position. The Region Chair automatically transitions into a two-year Past Region Chair term. All other positions, with the exception of the Conference Chair(s), are two-year elected or appointed terms. Liaisons and coordinators may serve no more than two consecutive two-year terms.

## Region Chair

- Jeff Malone, Oregon State University

## Past Region Chair

- Nicole Kent, Oregon State University

## 2018 Conference Co-Chairs

- Rachel Allen, University of Oregon
- Miranda Atkinson, University of Oregon

## 2019 Conference Co-Chairs

- Shea Ellingham, Mount Royal University
- Rasha Tawfik, University of Calgary

## Communications Coordinator

- Allison Ramsing, Washington State University Vancouver

## Technology Coordinator

- Sara Ackerson, Washington State University (outgoing)
- Jesse Poole, Western Oregon University (incoming)

## Inclusivity & Engagement Coordinator

- Leah Panganiban, University of Washington (outgoing)
- Maria Sefchick-Del Paso, University of Washington (incoming)

## Budget Coordinator

- Nick Fleury, Oregon State University

## Alaska Liaisons

- Ginny Kinne, University of Alaska Fairbanks
- Victoria Smith, University of Alaska Fairbanks

## Alberta Liaisons

- Brianna "Bri" Harvie, Mount Royal University
- Rasha Tawfik, University of Calgary

## British Columbia Liaisons

- Chavah Avraham, University of British Columbia
- Susan Corner, University of Victoria (outgoing)
- Janine Mayers, University of Victoria (incoming)

## Idaho Liaisons

- Cathlene "Cat" McGraw, Boise State University
- Kristi Overfelt, University of Idaho

## Montana Liaisons

- Becky Lyons, Montana State University Billings
- Brenda Truman, Montana State University

## Oregon Liaisons

- Miranda Atkinson, University of Oregon
- Jim Fasulo, Portland Community College

## Washington Liaisons

- Angela Dorsey, Olympic College
- Kate Elias, Seattle University

## Yukon Territory/Canada-At-Large Liaisons

- Currently vacant

## State/Province Liaison Duties

- Represent province/state/territory interests at the regional level.
- Promote NACADA membership amongst academic advisors in the province/state/territory.
- Participate in setting goals, strategy and budget for the region.
- Encourage and facilitate awards nomination process amongst schools in their province/state/territory.
- Encourage local professional development through province/state/territory-level conferences.

# Conference Logistics

## Conference Etiquette

Please observe these courtesies to ensure that everyone has a positive experience:

- Please give the session speakers your full attention.
- Please be mindful: some attendees may be sensitive to strong perfume/deodorant/cologne.
- Silence cellphones during sessions. Do not answer the phone while in a session. Quietly leave the room if you must take a call.
- Sit in the back if you plan to leave early.
- As you enter the room, sit as close to the front as you can so the back seats are available to those who arrive after you.
- Introduce yourself to the people sitting around you. This is an excellent opportunity to meet your colleagues.

## Hospitality & Registration Tables

The conference registration and hospitality tables are located on the Lower Level of the hotel.

Sunday, March 11	10:00 a.m. - 8:00 p.m.
Monday, March 12	7:30 a.m. - 6:00 p.m.
Tuesday, March 13	7:00 a.m. - 2:30 p.m.

- Conference check-in
- On-site registration for pre-conference workshops
- Presenters: Pick up your session evaluations
- Best of Region ballot box (see p. 9)
- Volunteer check-in
- Lost and found
- Sign up for the Monday night dinner groups
- Donate to the service project (see p. 10)
- Get information about local recreation and dining options

## Gender-Neutral Restrooms

Gender-neutral restrooms are available on the Lower Level on Monday and Tuesday.

## Meals Provided by the Conference

- Monday, March 12: Continental Breakfast and Opening Keynote Luncheon
- Tuesday, March 13: Continental Breakfast and Closing Keynote Luncheon

No plans yet for dinner on Monday, March 12? The Hospitality Committee has made group dinner reservations at a few local restaurants. Sign up at the Hospitality Table to have dinner with your NACADA colleagues.



New to NACADA? Look for someone wearing a Ask Me About NACADA

badge for more information on the conference and organization.

## New Member Welcome & Orientation

**Monday, March 12, 8:30-9:15 a.m., Salon B/C**

As a new member, you most likely have many questions you want answered about this new organization you just joined. In this session, you will be introduced to NACADA The Global Community for Academic Advising. Learn how membership benefits you and how you can make the most of your “first-year experience” in NACADA.

During this session, you will have the opportunity to: 1) learn about the structure



## Conference Logistics

and opportunities of the association; 2) develop ideas for resources and networking to help you both personally and professionally in academic advising; and 3) listen to colleagues share their stories and connect with other new members. Bring your questions as well as an open and reflective attitude. Your participation in this session can be the beginning of the first chapter in your NACADA story!

### Nursing Mothers

A lactation room is available in the Salem room (Lower Level).



New to Portland (PDX)? Look for someone wearing a PDXpert badge for

recommendations on where to eat and what to do. Also stop by the Hospitality Table for the "Things To Do in Portland" handout.

### Wellness Activity

Join other conference attendees in a fun walk/run on Monday morning on the waterfront. Meet in the lobby of the hotel at 6:30 a.m.

### WiFi Password

Complimentary wifi is available on Monday and Tuesday.

**Login:** Marriott\_CONFERENCE

**Password:** 8isGreat

Wireless connection is also available in your hotel room and lobby spaces, if you are a Marriott Rewards Member. Signing up is free and can be done upon check-in or on the Marriott Rewards website: <http://www.marriott.com/rewards>.

## Your Feedback Matters

### Session Evaluations

Presenters appreciate your feedback on every session you attend. A conference volunteer will distribute and collect evaluation forms at each session. Presenters may collect their completed evaluations at the Registration Table.

### Vote for "Best of Region 8"

Be on the lookout for a session you think qualifies as the "Best of Region." All concurrent sessions given by Region 8 presenters are eligible. A ballot is included in your conference materials. Vote for the one concurrent session you felt deserved this honor. The winning presenter(s) will receive a stipend to repeat the presentation at the 2018 annual NACADA conference in Phoenix, Arizona. Ballots must be handed in at the Registration Table by noon on Tuesday, March 13, just before the closing luncheon. The winner will be announced during the luncheon.

### Rate the Overall Conference

An overall conference evaluation will be emailed to all attendees a few weeks after the conference. Please take a few minutes back at your office to share your thoughts and impressions of the 2018 NACADA Region 8 conference. Your responses are helpful in planning future conferences.

# Service Project

Region 8 performs an act of service in every conference host community. The 2018 Conference Planning Committee has selected Soul River Inc. as the local non-profit organization to benefit from donations this year.

Soul River Inc. connects inner city youth and U.S. military veterans to the outdoors through incredible educational transformation experiences. By engaging U.S. veterans as mentors for inner city youth, they believe that rich, powerful opportunities of healing authentically happen in the midst of Mother Nature. They believe that by connecting youth and veterans to our public lands, wild rivers and fresh waters, and beyond through genuine community, they will ultimately establish and inspire a new generation of environmental leaders that will advocate for Mother Nature and conservation.

Soul River Inc. sends underserved youth and military veteran mentors on outdoor educational experiences called "Deployments."

In 2018, deployments are planned for Oregon (Willamette River, Owyhee Canyonlands, Ochoco Mountains), Utah (Bears Ears) and Alaska (Arctic Village). Find out more at [www.soulriverinc.org](http://www.soulriverinc.org).

Region 8's goal is to raise \$2,000 or more for Soul River Inc. Where do our donations go? Some examples:

- \$15: food for a day for one participant
- \$15: Arctic-appropriate wool socks
- \$50: backpack or dry bag
- \$100: a set of outdoor clothing for a youth participant
- \$500: travel costs for one person in the Arctic deployment



Monetary donations can be made using the donation link at **[www.soulriverinc.org](http://www.soulriverinc.org)** or by contributing cash at the Soul River Inc. table at the Lower Level. Note that the online donation link will connect to a PayPal site. Every donor receives a raffle ticket to win a gift basket donated by local businesses. If you donated online, stop by the Soul River, Inc. table to fill out your raffle ticket information.

# Conference at a Glance

Sunday, March 11

## Pre-Conference Workshops

Each pre-conference workshop is US\$25.00. If you did not register and pre-pay for these as part of your regular conference registration, you may register and pay on-site at the registration table (space-permitting). Pre-conference workshop abstracts are on pp. 18-19.

MT. HOOD (Second Level)		SALON A/C (Lower Level)
<b>P1 &amp; P2</b> 12:00–1:45 p.m.	<b>P1</b> The Activated Advisor: Cultivating a Life-Giving Advising Practice [2017 Best of Region winner]	<b>P2</b> Implementing and Improving Effective Peer Advising Program Using The Appreciative Advising Model
<b>P3 &amp; P4</b> 2:00–3:45 p.m.	<b>AR</b> <b>P3</b> Faculty, Professional Advisor, and Student Perspectives on Advising: Implications of Findings from a Multi-Institutional study	<b>P4</b> The Pillars of Mindful Advising: Creating Peace in the Age of Anxiety
<b>P5 &amp; P6</b> 4:00–5:45 p.m.	<b>CC</b> <b>P5</b> Be Brave! Courage and Bravery may be the Dynamic Ingredients Needed as Advising Redesign Begins at Two Community Colleges	<b>P6</b> Advisor Training: Stocking your Toolkit

## Welcome Reception

**AR** Academic Research **DI** Diversity & Inclusion **CC** Community College

Mt. Hood (Second Level), 7:30-9:30 p.m.

Come meet your colleagues from around the region and kick off the conference at the no-host bar reception. Show your school spirit; wear something that represents your institution. All manner of school spirit wear welcome: school tees, sweatshirts & polos, pins, hats, scarves, etc.

## Community College Networking Event

Monday, 1:30-2:00 p.m., Salon B/C

Come to the inaugural community college networking event! It's an opportunity for community college advisors to connect and discuss salient topics in their advising communities. The event is also open to other advisors and can provide an opportunity for four-year institution advisors to learn more about community college advising.

# Conference at a Glance

Monday, March 12

8:00–9:00 a.m.: Continental Breakfast in Salon E/F.

8:30–9:15 a.m.: New Member Welcome & Orientation in Salon B/C. See p. 8 for session information.

9:30–11:45 a.m. & 2:00–4:15 p.m.: Concurrent sessions. See pp. 20-27 for session information.

	SALON A	SALON B/C	COLUMBIA/ WILLAMETTE (MAIN LOBBY)	HAWTHORNE (2ND LEVEL)	PORTLAND	SALON D	SALON G/I
9:30–10:30 a.m.	Small but powerful: Using mobile devices to supercharge your advising documentation system	<b>DI</b> Do I Know You? Understanding Advisor Implicit Biases That Help or Hurt Student Academic Success	Believing in Student Learning Outcomes – An Exploration of Theory and Practice	<b>CC</b> Oregon State University & Portland Community College Partnership for Greater Transfer Success	Leading Your Advising Team with Intention	Efficient, Ethical and Effective Advising Notes	Early College Advising: Dual Enrollment and the Secondary to Postsecondary Transition
10:45–11:45 a.m.	<b>CC</b> Wrap Around Services: Building Effective Buy-in for Guided Pathways Implementation	Reframing Academic Mindsets to Improve Student Success	Coaching as an Advising Strategy: Increasing Motivation, Responsibility and Trust	Welcome to MRU: A Cross Campus Approach to Getting New Students Connected	<b>DI</b> My Pronouns Are...	Journaling and Mind-Mapping Your Way Into Better Advising Practice	<b>CC</b> What the Tech? Supporting Student Development & Learning Using Technology in a Student Success Pathway

Noon–1:30 p.m.: Keynote & Awards Luncheon in the Salon Ballroom. Keynote speaker: Chad Brown (see p. 14).

1:30–2:00 p.m.: Community College Networking Event in Salon B/C (see p. 11).

	SALON A	SALON B/C	COLUMBIA/ WILLAMETTE (MAIN LOBBY)	HAWTHORNE (2ND LEVEL)	PORTLAND	SALON D	SALON G/I
2:00–3:00 p.m.	<b>AR</b> Action Research to Improve Academic Advising and Understand Retention and Attrition	<b>CC</b> Evaluating the Persistence of College Students on Academic Probation	<b>CC</b> You're the Peanut Butter to My Jelly: Integrating Career & Academic Advising	The Importance of Financial Conversations in Academic Advising	<b>DI</b> Diversity in NACADA Leadership	Initiating an Innovative Advising Internship Program	Office Yoga to Promote Self Care
3:15–4:15 p.m.	<b>CC</b> The New Oregon Trail: Supporting Transfer Students (HB2998)	Normalizing the Exploring Process: Let's Talk!	<b>DI</b> Advising as Activism: Standing with Students in a Turbulent Political Climate	From Hope to Nope to Hope: Inspiring First-Year Students Who Are Not Accepted Into Pre-Professional Programs	A Conversation with NACADA Leaders	Advising Student-Athletes: An MRU Case Study	How It's Made: Manufacturing a Successful and Engaging Workshop

4:30–5:30 p.m.: Region Business Meeting in Salon B/C. All members are encouraged to attend. Meet your region leaders, learn about regional initiatives, and get a sneak peek of the 2019 conference.

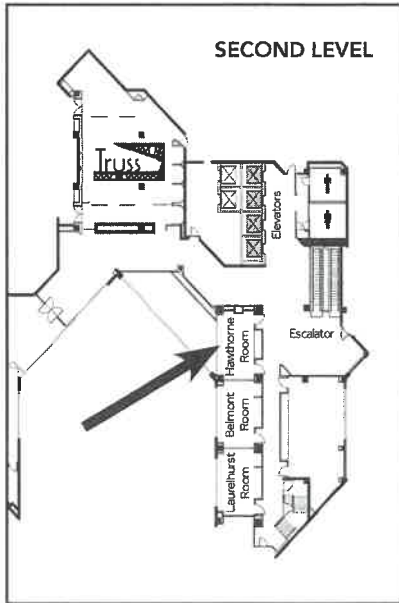
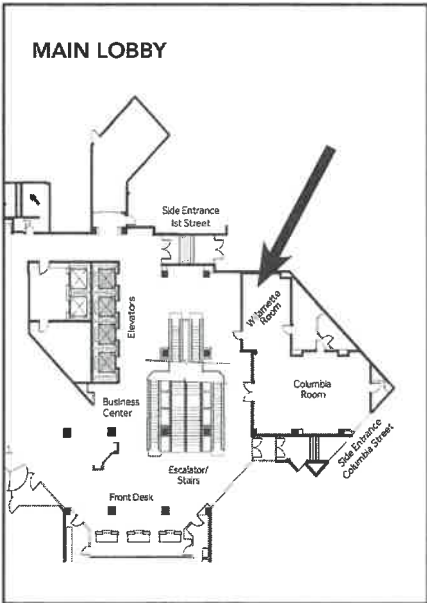
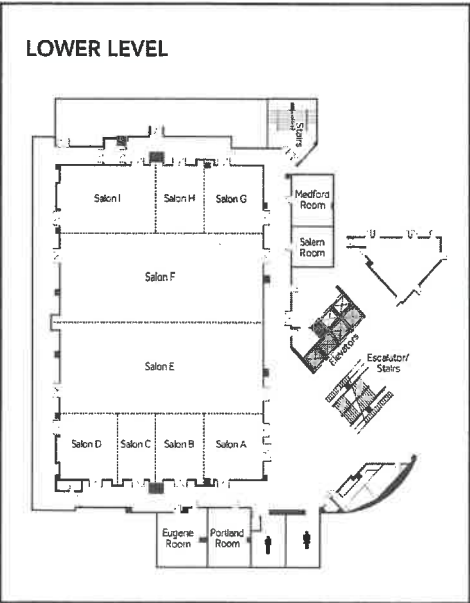
# Conference at a Glance

Tuesday, March 13

7:00–8:00 a.m.: Continental Breakfast in Salon E/F.  
 8:15–11:45 a.m.: Concurrent sessions. See pp. 28-33 for session information.

	SALON A	SALON B/C	COLUMBIA/ WILLAMETTE (MAIN LOBBY)	HAWTHORNE (2ND LEVEL)	PORTLAND	SALON D	SALON G/I
<b>8:15-9:15 a.m.</b>	Analyzing the Andragogical Advisor: The Intersection of Advising and Teaching in Higher Education	Advising in Honors: High Achievement, High Need, High Reward	<b>CC</b> The Power of the Polymath: Advising Generalists in a Specialist World	<b>DI</b> OSU MAAPS: Proactive Advising Tips for Low-Income and First-Generation Students	Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing	<b>DI</b> Thinking about Academic Advising on a Global Scale: Exploring the Concepts of Inclusion and Engagement in Region 8	Motivational Interviewing and Academic Advising: Building a Stronger Connection
<b>9:30-10:30 a.m.</b>	It Takes a Village: Advisors, Faculty and Peer Facilitators	Dollars and Sense: Advising with Financial (Aid) Awareness in Mind	<b>DI</b> All Hands On Deck: Helping First-Generation College Students Navigate Their Education	<b>DI</b> A Process Not an Endpoint: Professional Development for Enhanced Equity in an Advising Office	Advising Administration: Lessons Learned in the Field	Pedagogy and the Advising Puzzle	<b>CC</b> Advising For Retention: Tipping The Scale Through A 5R Advising Model
<b>10:45-11:45 a.m.</b>	<b>CC</b> On Any Given Day: Understanding Community College Advising Roles, Our Titan Experience	Maintaining Advisor Wellbeing through Tumultuous Times	The Checklist Approach to Better Advising	<b>DI</b> It's Not Just in My Head: Talking about Mental Health in Cross-Cultural Situations	<b>CC</b> Advising International Students at Community Colleges	Inspired Management: Supervising as Advising	<b>DI</b> Basic Needs: An Overview of Food and Housing Insecurity Among College Students

Noon–2:00 p.m.: Closing Keynote Luncheon in the Salon Ballroom. Keynote speaker: Kandi Bauman (see p. 14).



## Keynote Speakers



### Chad Brown

Chad Brown is a decorated US Navy veteran who struggles today with PTSD. The illness nearly drove him to suicide before he found solace in fly fishing. Chad's discovery of nature as medicine inspired him to launch Soul

River, Inc., a nonprofit that aims to share the healing power of rivers with veterans and inner-city youth.

Chad's work has taken him across the country to speak about connecting people, particularly youth of color, to the outdoors. Additionally, he has presented to key city leaders, state representatives, and officials about diversity, conservation, and building collaborative relationships between non-profit and for-profit businesses. He also sits on the National Wildlife Refuge Association's Board of Directors.

Chad and Soul River Inc. have been recognized and featured on international radio BBC, National Wildlife Refuge, in national publications such as Outside Magazine and The Drake, and in various Pacific Northwest publications. Additionally, Chad was the first recipient of the Breaking Barriers Award Presented by Orvis, as well as the Bending Toward Justice Award from Oregon Senator Jeff Merkley.

Chad holds a Master of Science in Communication Design from Pratt Institute.

### Kandi Bauman



Kandi Bauman's work as a student affairs practitioner and educator centers on creating equitable systems and developing institutional leaders. From community college Pathways preparation to redefining student support delivery, her accomplishments have included innovative approaches to program development, spearheading complex process management, and preparing students and professional staff to serve as leaders and agents of change in campus wide initiatives concerning access, success, and retention. Kandi has provided presentations and trainings throughout Washington state on peer-to-peer mentorship, leadership development, group communication, and consensus decision making.

Kandi currently serves as the Interim Director for First Peoples Multicultural Advising Services at The Evergreen State College. Before joining Evergreen, she held leadership and direct service positions at South Puget Sound Community College and Clover Park Technical College. A native of Southwest Washington, Kandi is a former Gates Millennium Scholar and first generation college student. She holds a Bachelor of Science degree and Master of Public Administration degree from The Evergreen State College.

## 2018 Region 8 Excellence in Advising Awards

The Region 8 Steering Committee coordinates an awards program to recognize excellence in advising and advising administration at institutions in the region. Award winners in each category receive a one year membership to NACADA. Both award winners and certificate of merit recipients are recognized at the Region 8 conference. The 2018 recipients are:

### Excellence in Advising

#### New Advisor Award

Chantelle Hug  
Alexander College

### Excellence in Advising

#### Professional Advisor Award

Ethan Mapes  
University of Oregon

### Excellence in Advising

#### New Advisor Award

Julia Morrill  
University of Oregon

### Excellence in Advising

#### Faculty Advisor Award

Kacy Pula  
University of Idaho

### Excellence in Advising

#### New Advisor Certificate of Merit

Courtney Bilodeaux  
Eastern Washington University

### Excellence in Advising

#### Advising Administrator Award

Lisa Hill  
University of Idaho

## Interested in nominating yourself or a colleague for a 2019 Region 8 Excellence in Advising Award?

Our online submission portal will be available in this summer:  
[www.nacada.ksu.edu/Community/Regions/Region-8/Apply-for-Awards.aspx](http://www.nacada.ksu.edu/Community/Regions/Region-8/Apply-for-Awards.aspx)

Complete nomination packets are due November 1, 2018.

## Future Region 8 Conferences



### 2019: Calgary, Alberta, Canada [March 7-9]

Are you interested in serving on the conference planning committee for our 2019 conference? Be sure to attend the Calgary 2019 kick off during the Region Business Meeting on Monday, March 12, 4:30 p.m. in Salon B/C.

**2020:** British Columbia, Canada

**2021:** Alaska

**2022:** Washington

# 2018 Region 8 Scholarships

Scholarships to defray the cost of attending the Region 8 conference are made available annually. Any Region 8 member not currently serving on the region steering committee is eligible to apply. Scholarship amounts can vary from year to year. Recipients of scholarships for the 2018 conference are:

Chin Yi Chen  
University of Oregon

Tina Krauss  
Washington State University

Stanley Choi  
University of Washington

Veronica Mendez-Liaina

Jackie Ferry  
Whatcom Community College

Veratta Pegram-Floyd  
University of Oregon

Kristy Gutierrez  
Lower Columbia College

Maria Sefchick-Del Paso  
University of Washington

Jessica King  
Oregon State University

Liu Yang  
South Puget Sound Community College

## Congratulations to the 2018 scholarship recipients!

The scholarship application submission portal for the 2019 conference in Calgary, Alberta, Canada, will be available this summer. Application deadline: November 1, 2018.

[www.nacada.ksu.edu/Community/Regions/Region-8/Apply-for-Awards.aspx](http://www.nacada.ksu.edu/Community/Regions/Region-8/Apply-for-Awards.aspx)



## Upcoming association-level NACADA Events

- Summer Institute: Albuquerque, NM—June 24-29, 2018 & July 22-27, 2018
- International Conference: Dublin, Ireland—July 16-19, 2018
- 2018 Annual Conference: Phoenix, AZ—September 30-October 3
- 2019 Annual Conference: Louisville, KY— October 20-23
- 2020 Annual Conference: San Juan, Puerto Rico—October 4-7
- 2021 Annual Conference: Cincinnati, OH—October 6-9



# 2017 NACADA Association Awards Region 8 Winners

The following individuals from Region 8 were recognized last October at the 2017 Annual Conference as recipients of association-level NACADA awards:

**Bobbie Flaherty Service to NACADA Award Winner:**

Karen Sullivan-Vance  
Western Oregon University

**Outstanding Advising Administrator Award Winner:**

Sally Garner  
University of Oregon

**Outstanding Advising Award - Faculty Academic Advising Winner:**

Robin Bond  
Washington State University

**Outstanding New Advisor Award - Faculty Academic Advising Winner:**

Kacy Pula  
University of Idaho

**Outstanding Institutional Advising Program Award - Certificate of Merit:**

First-Year Advising at Spokane Falls Community College

**Outstanding Advising Award-Primary Advising Role - Certificate of Merit:**

Raven Avery  
University of Washington

## **Congratulations to the 2017 association award recipients!**

The 2018 award winners will be announced this summer and recognized at the 2018 annual conference in Phoenix, Arizona. If you would like to nominate yourself or a colleague, the association-level award deadlines are in early March every year.

[www.nacada.ksu.edu/events-programs/awards.aspx](http://www.nacada.ksu.edu/events-programs/awards.aspx)

# Pre-Conference Workshops

Sunday, March 11

## **P1 The Activated Advisor: Cultivating a Life-Giving Advising Practice** (2017 Best of Region Winner)

**12:00-1:45 p.m. | Mt. Hood (Second Level)**

**Shawna Bertlin, University of Idaho**

Through rich discussion and reflective activities, you will uncover the powerful synergy between your unique purpose and your professional advising practice. We will explore together the components of the Model of Activated Identity and how the application of this framework can cultivate a life-giving experience for the advisor and student alike. This session will equip and empower you to advise from a place of natural overflow, combat burnout and experience rich meaning in your daily responsibilities. You will leave with renewed passion and practical tools to sustainably walk out your purpose driven practice.

## **P2 Implementing and Improving Effective Peer Advising Programs Using the Appreciate Advising Model**

**12:00-1:45 p.m. | Salon A/C (Lower Level)**

**Paige Jackson, University of Oregon**

Using the six steps of the Appreciative Advising Model as a framework, participants in this workshop will work through the nuts and bolts of implementing a new peer academic advising program, or strengthening an existing one. Participants will have the opportunity to consider the different elements of an effective peer advising program as well as steps they can take to promote program success. Topics addressed will include establishing or revising program goals and objectives; recruitment and hiring strategies; and effectively training and retaining peer advisors. Ample time will be reserved for small group discussion of peer advising challenges and solutions and participants will leave with tools, strategies, and resources for creating or improving peer advising programs.

## **P3 Faculty, Professional Advisor, and Student Perspectives on Advising: Implications of Findings from a Multi-Institutional Study**

**2:00-3:45 p.m. | Mt. Hood (Second Level)**

**Janine Allen & Cathleen Smith, Portland State University**

The academic advising landscape is changing. The exclusive use of teaching faculty to provide advising has decreased while the use of professional advisors has increased. Most institutions now rely on both professional advisors and faculty to provide advising, but there is little research to guide us in how to take advantage of each group's contributions. We present survey results from a multi-institutional study where we compare the advising perspectives and experiences of professional and faculty advisors with each other and with the students they advise. We also examine whether faculty characteristics (e.g. tenure status) are associated with advising perspectives and experience. Participants will examine the implications of the findings for advising delivery models and practice.

# Pre-Conference Workshops

Sunday, March 11

## P4 The Pillars of Mindful Advising: Creating Peace in the Age of Anxiety

**2:00-3:45 p.m. | Salon A/C (Lower Level)**

**Maria Sefchick-Del Paso, University of Washington**

In 2015 the American College Health Association reported that one in six college students had been treated or diagnosed with anxiety. My need to help students and my own personal growth led me to study Buddhism psychology, mindfulness, and other practices and therapies. I started applying mindfulness to my work and experienced improved connections and satisfaction. This session will explain the strategies I have used and provide tips on how to incorporate them into advising. Starting with the why of mindful advising, we will review the pillars of mindful advising and practice each one. We will discuss how mindful advising can lead to deeper connections between advisor and student, create a sense of flow and satisfaction in our work, and help control and diminish anxiety and stress.

**P5 Be Brave! Courage and Bravery May be the Dynamic Ingredients Needed as Advising Redesigns Begin at Two Community Colleges Influenced by FYE and Guided Pathways**

**4:00-5:45 p.m. | Mt. Hood (Second Level)**

**Shawna Elsberry, Central Oregon Community College**

**Christina Cox, North Idaho College**

First-Year Experience (FYE) programming continues to develop within the community college scene. The Guided Pathways framework has set fire to the community college student success agenda. Given these two topics, session participants will examine advising-related key points from FYE programming and the Guided Pathways model. After exploring the differences and similarities of these two strategies, presenters from an Idaho community college and an Oregon community college will discuss the implementation of upcoming redesign directives within their own respective community colleges. The session concludes with participants identifying and applying key concepts that could (or should) inspire and innovate their own college's advising redesign work.

## P6 Advisor Training: Stocking your Toolkit

**4:00-5:45 p.m. | Salon A/C (Lower Level)**

**Cathlene McGraw, Bree Mead & Erin Nance, Boise State University**

Your office onboards new advisors. Your institution implements a new advising infrastructure. What are the next steps for advising training practice? In response to combined campus advising models, we developed a staff-training model combining principles of diversity and inclusion via an equity lens model with measurable advisor learning outcomes via Fink's Taxonomy of Significant Learning. We will share our model for newer professional advisors doubling as a quality checkpoint for mid-level advisors. You will leave with scaffolding to audit or create your advisor-training model. Boise State University is Idaho's metropolitan research university, located in the state's population center and capital city, a hub of government, business, the arts, health care, industry and technology.

# Concurrent Sessions

Monday, March 12

9:30–10:30 a.m.

## Session #1A [SALON A]

### **Small, But Powerful: Using Mobile Devices to Supercharge Your Advising Documentation System**

Andrew Wahlstrom, University of Oregon

Paper advising documents, such as checklists and graduation plans, while key to advising, pose challenges for advising record-keeping. A lone copy with the student, if lost or misplaced, causes frustration, duplication of effort, and leaves no record for future reference. With the ability to transform paper into electronic documents, mobile devices offer a powerful solution providing enhanced documentation of advising interactions. The session will demonstrate iOS-based workflows for creating, managing, and adding electronic documents into existing advising documentation systems, including shared note taking platforms. The workflows can be readily adapted to various mobile platforms and participants of any level of technology experience will learn helpful tips, tools, and techniques to supercharge advising documentation on their campuses.

## **DI** Session #1B [SALON B/C]

### **Do I Know You? Understanding Advisor Implicit Biases That Help or Hurt Student Academic Success**

Chioma Heim, Washington State University, & Veronica Mendez-Liaina

It is human nature to subconsciously judge a person based on personal experiences, beliefs, education, and/or social background. This may lead some to stereotype or make assumptions towards others. This bias is implicit and may contribute to how we relate to our students, as well as play a role in the outcome of our interactions with the students we serve. As advisors, it is important to cultivate strategies to manage personal biases and create “safe places” for students to help support university goals while encouraging academic success. This presentation is designed to create a safe place

for advisors to talk about what implicit biases are and for the group to collectively develop ideas to help manage these biases to enhance their own advising practices and student experience.

## Session #1C [COLUMBIA/WILLAMETTE (MAIN LOBBY)]

### **Believing in Student Learning Outcomes: An Exploration of Theory and Practice**

Julie Lancour, University of Washington  
Dustin Semb, Eastern Washington University

What are Student Learning Outcomes (SLO)? How can they benefit students, staff, faculty, and institutions? Why are they important? These three questions will be addressed by a team of presenters from different institutions as they examine the impacts of SLO through theoretical and practice based examples. We will begin with a theoretical example, aligning Simon Sinek’s model for Inspirational Leadership with the assessment and creation of SLO. From here we will provide an example of how evaluating a specific outcome led to a surprising discovery and an improved advising practice. This interactive session will demonstrate a crucial link between leadership theory and how SLO inform advising and teaching practices.

## **CC** Session #1D [HAWTHORNE (SECOND LEVEL)]

### **Oregon State University & Portland Community College Partnership for Greater Transfer Success**

Dawn Liverman & Jeff Sherman, Oregon State University  
Sandra Fowler-Hill, Portland Community College

In June of 2017, Portland Community College and Open Campus at Oregon State University entered into a direct partnership to embed a Student Success Coordinator from OSU on the Rock Creek Campus of PCC. This partnership aims to increase student outcomes at both institutions. We will review the data analysis to

# Concurrent Sessions

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9:30–10:30 a.m.

show the need for this partnership, move to the creation of the Memorandum of Understanding (MOU), continue with a review of the transfer advisor's roles and responsibilities, and discuss the ups and downs of developing a new position of this nature. We hope to help others who may be considering this type of partnership for their institutions in the future.

**Session #1E [PORTLAND]**  
**Leading Your Advising Team with Intention**

Ellen Crabtree, Linfield College

In a busy advising office, proactive planning may be sacrificed to crisis response. Work plans are hijacked by problems to be solved and fires to be extinguished. Break out of this cycle to reclaim your time, increase staff morale, and produce effective results! This session focuses on identifying and enhancing core advising activities and discarding time-consuming efforts that yield minimal results. Strategic planning, assessment, and management strategies will be highlighted. Reclaim your time to think, plan strategically, and serve your staff and students with intentionality!

**Session #1F [SALON D]**  
**Efficient, Ethical and Effective Advising Notes**

Stephanie Swanson, Meghan Oxley & Joe Kobayashi, University of Washington

Do you ever struggle with documenting an advising appointment note after a student discloses sensitive information? Question what you should write to recall the meeting? Wonder what information other advisors need to know in order to serve this student? A group of advisors at the University of Washington struggled with these same questions and created a working group to establish best practices for efficient, ethical, and effective advising

notes across campus. Representatives of this group will highlight research findings from our campus, lead a discussion about common issues across institutions, and guide attendees through a case study exercise focused on language use in advising notes. While all advisors are welcome, this session primarily emphasizes notes from advising undergraduate students.

**Session #1G [SALON G/I]**  
**Early College Advising: Dual Enrollment and the Secondary to Postsecondary Transition**

Melissa Baker & Heather Schmitt, Eastern Washington University

Increased interest in the benefits of dual enrollment and dual credit options, coupled with growing participation, indicate that high school students and their parents are seeking opportunities to engage in college-level academics. To successfully support a student's early college experience, the Eastern Washington University Running Start team engaged in action research with the purpose of refining the program philosophy and aligning policies and procedures with national academic advising concepts and standards. This presentation will showcase how action research positively impacted program practices and discuss the impact dual enrollment participation has on academic efficacy, persistence, and the secondary to postsecondary transition.

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**#NACADAR8**

# Concurrent Sessions

Monday, March 12

10:45–11:45 a.m.

**CC** **Session #2A [SALON A]**  
**Wrap Around Services: Building Effective Buy-in for Guided Pathways Implementation**

Claudine Richardson, Chrissy Davis Jones & Cynthia Vigil,  
 Spokane Falls Community College

Much effort has been put into in discussing ways Guided Pathways will help students to complete their programs faster and effectively. The concept of Guided Pathways has commendably brought various community colleges to review their curriculum and programing. However, effective implementation of Guided Pathways requires leadership teams and committees to on-board more than a small group of individuals. Guided Pathways, as an institutional initiative, needs to expand beyond executive administration and Academic Affairs. Successful implementation of Guided Pathways must involve Student Services/Affairs. Using relational theory, this presentation will provide an effective example on ways to generate buy-in of Student Services/Affairs staff members by: defining Guided Pathways; helping departments re-envision student services using Guided Pathways; and generating cross department strategies on ways to better serve students.

**Session #2B [SALON B/C]**  
**Reframing Academic Mindsets to Improve Student Success**

Celena Simpson & Grant Schoonover, University of Oregon

Academic mindsets – students’ deeply-held beliefs about their intelligence, belonging, and the purpose of education – have a profound influence on student behavior, efficacy, and success. Students’ mindsets frame their experience and help them interpret events and feedback. Depending on their mindset, students will have access to different resources for confronting challenges and setbacks, making it more or less difficult for them to persevere in an academic setting. Fortunately, these mindsets can be positively influenced through careful intervention. This presentation will

review these central concepts and provide activities to help advisors promote positive mindsets through their communication with students. We will focus especially on practicing reframing language to promote persistence, and developing a framework for revising email communications to promote social belonging and normalizing challenge.

**Session #2C [COLUMBIA/WILLAMETTE (MAIN LOBBY)]**  
**Coaching as an Advising Strategy: Increasing Motivation, Responsibility and Trust**

Michael Heim, Washington State University

Coaching is an underutilized approach to advising and alternative to “counseling.” Despite the diversity of approaches to advising and counseling, coaching actively engages four fundamental capabilities of Emotional Intelligence (EI) and harnesses EI more effectively than the other advising styles. Whereas similar advising approaches take technical queues from the academic field of positive psychology, this session will clarify key points of difference between similar advising approaches and techniques that coaching shares with formalized counseling interventions. A randomized study has shown a 5-10 percent student retention and completion rate when a coaching model to advising and counseling is implemented, an improvement much too significant to ignore.

**Session #2D [HAWTHORNE (SECOND LEVEL)]**  
**Welcome to MRU: A Cross Campus Approach to Getting New Students Connected**

Shea Ellingham, Mount Royal University

With an understanding of the importance of a successful transition to post-secondary education, Mount Royal University assembled a team of student affairs professionals to launch a one-day registration event for 1,000 new students. With a focus on academic advising

# Concurrent Sessions

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10:45–11:45 a.m.

and peer registration help, students and their parents were welcomed to campus to learn about their programs, their university and the services available to help them succeed. After a brief discussion of relevant theoretical perspectives influencing the creation of Mount Royal University's New Student Registration Day, this presentation will provide insight into the institutional challenges leading to the event, the history behind its development, a review of the event logistics, the results (both positive and negative), and plans moving forward.

**DI** **Session #2E [PORTLAND]**  
**My Pronouns Are...**

Kayleigh McCauley, Lewis & Clark College

How can (and should) advisors incorporate gender pronouns into their day to day work? What options are available, and what are some of their pros and cons? Attend this presentation for a thoughtful and informed conversation about the topic of gender pronouns within academic advising. Attendees will participate in an interactive activity that demonstrates the alienation students experience when they "come out" by revealing their pronouns, discuss a range of best practices for using pronouns within academic advising, and engage in a dialogue about creating inclusive campus environments for students. Attendees will walk away from this presentation with useful strategies that can be immediately implemented into their advising practice.

**Session #2F [SALON D]**  
**Journaling and Mind-Mapping Your Way Into Better Advising Practice**

Michelle White, Oregon State University

We all take down notes in some form, in order to document student interactions and relationships. What happens when you take your pen to paper above and beyond the required

data-tracking? This session will explore the mindful practice of journaling within the context of those brief spare minutes throughout your schedule. This exercise contains possibilities for: deeper clarity in understanding patterns of student needs and motivation, an innovative approach to qualitative assessment of learning outcomes, and increased soul-satisfaction/peace with personal professional growth. With these non-time-intensive free-writing prompts, you can connect dots, create original metaphors, philosophies and theories, and unravel built-up work stress. Ready to inspire yourself?

**CC** **Session #2G [SALON G/I]**  
**What the Tech? Supporting Student Development & Learning Using Technology in a Student Success Pathway**

Kristie Malterre, Florentino Abara, Jr. & Teri Mitchell, Kapi'olani Community College

It's 2018 and technology is alive and well! Counselors/Advisors use various technologies every day in the important work that we do with our students. Learn how three different strategies/technologies are being used at a community college that has adopted a Student Success Pathway framework. Join us to discover how these technologies are used by Counselors/Advisors in supporting student development and phases of the Student Success Pathway, specifically Prepare, Engage, and Learn. From helping online students to be more prepared for online coursework, to engaging with students and instructors in an early alert program, to supporting students in academic planning and registration learning activities, these efforts aim to enrich students' college experience and success.

# Concurrent Sessions

Monday, March 12

2:00–3:00 p.m.

**AR** **Session #3A [SALON A]**  
**Action Research to Improve Academic Advising and Understand Retention and Attrition**

Kyle Ross, Washington State University  
 Jenny Schrock, Washington State University Vancouver

Action research, grounded in improvement science, is an excellent framework for advisors and administration to conduct scholar-practitioner research in their own positions and settings. It allows for an advising team to explore a problem of practice, build a professional learning community, and identify realistic strategies to implement and target that problem of practice. In this session, the lead presenter will share the results of their dissertation about online RN-BSN student attrition as an example for participants to learn about and understand the action research process. During the session, participants will also have the opportunity to work in small groups to discuss problems in their own settings that they can begin exploring and potentially conduct action research on those issues.

**CC** **Session #3B [SALON B/C]**  
**Evaluating the Persistence of College Students on Academic Probation**

Maria McPherson & Cesar Rangel, Bellevue College

This session will focus on supporting Academic Advisors/Faculty to understand and increase their awareness of students on academic probation. The presentation will focus on students who are first generation, low socioeconomic status (SES), and persons of color. In examining studies and comparing findings of students on academic probation, little has changed about the poor performances on national, state, and local assessments (ATD, 2016; Jenkins, 2014; Mulvey, 2008). The audience will learn about challenges and strengths of students whose personal, social and academics often put them at risk of persisting in

their education. Strategies that can motivate and support students' persistence will be discussed in this interactive session.

**CC** **Session #3C [COLUMBIA/WILLAMETTE (MAIN LOBBY)]**  
**You're the Peanut Butter to My Jelly: Integrating Career & Academic Advising**

Amanda Parker & Deanna Gonnely, Lethbridge College

Lethbridge College recently made changes to our academic and career advising centers, which amalgamated the two departments. Academic Advisors cross-trained as Career and Academic Advisors and our advising model changed drastically. Our office became a one-stop shop, for all aspects of advising. We now offer seamless services where conversations naturally ebb and flow between career and academic topics. In a time of economic constraint, this model has allowed us to increase our capacity to serve students, without increasing the size of our team. We would love to share the challenges that we have faced in moving to this new model, as well as the great benefits that we have experienced since introducing it.

**Session #3D [HAWTHORNE (SECOND LEVEL)]**  
**The Importance of Financial Conversations in Academic Advising**

Brenda Eichelberger & Stephanie Hamington, Portland State University

#1 reason for dropping out of college? Money! A recent survey by the 1000 Dreams Fund found "This phenomenon particularly affects women and minorities." Financial concerns are the #1 issue for incoming freshman at Portland State University. Although academic advisors can't be expected to know as much about financial aid and financing college as professionals in those fields, for holistic advising, financial discussions need to happen. This presentation



# Concurrent Sessions

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2:00–3:00 p.m.

includes research regarding barriers to access and understanding of financial information. The importance of financial conversations in advising for underrepresented cultural groups can provide access, equity, and lead to solutions increasing completion rates. Presenters share useful prompting questions for discussions on finances, resources and referrals for students. Several practical case studies are also offered.

**DI** **Session #3E [PORTLAND]**  
**Diversity in NACADA Leadership**

Sally Garner, University of Oregon  
 Yung-Hwa Anna Chow, Washington State University

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

**Session #3F [SALON D]**  
**Initiating an Innovative Advising Internship Program**

Megan Butler & Haley Holmes, Portland State University

Graduates face greater competition than ever in landing their first advising position. Meanwhile, advisor caseloads remain high and we find ourselves needing an extra set of hands. At the same time, professional advisors seeking leadership roles in higher education need supervisory experience to advance. The perfect solution? Hire an intern. Attendees of this

presentation will hear from an advising veteran who developed an extensive training program, as well as a current advising intern. You will leave with a USB drive containing essential materials for hiring your own intern, including job a description, interview questions, intern handbook, code of confidentiality, new hire information sheet, training overview and steps, and onboarding and departure checklist.

**Session #3G [SALON G/I]**  
**Office Yoga to Promote Self Care**

Mary Stender, Washington State University Vancouver

As an advisor, do you find yourself in a hunched position over your desk for long periods of time? Do you experience neck, shoulder, or back pain at the end of the day? Or wonder how to deescalate your stress prior to leaving the office? Yoga can stretch and strengthen muscles and improve posture. In this interactive session we will explore ways to breathe and stretch to eliminate pain and stress as it begins to accumulative throughout the work day. As a certified yoga instructor, I will lead you through specific stretches that you can easily duplicate in five minutes at your desk. You will leave this session with handouts to inspire you to continue stretching once you are back at school.

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# Concurrent Sessions

Monday, March 12

3:15–4:15 p.m.

**CC** **Session #4A [SALON A]**  
**The New Oregon Trail: Supporting Transfer Students (HB2998)**

Erin Mulvey, Oregon State University  
 Elizabeth Cox Brand, Oregon Student Success Center  
 Carrie Randall, Linn-Benton Community College

In 2017, Oregon's State Legislature passed House Bill 2998, a bill designed to streamline transfer between Oregon's community colleges and public universities. The legislation directs the HECC to bring together a workgroup to establish common foundational curricula (minimum 30 credits) and major-specific unified statewide transfer agreements (USTAs) that create clear and comprehensive pathways for transfers between Oregon's community colleges and public universities. Please join members of HECC's HB 2998 Transfer Workgroup as they outline House Bill 2998 and provide an update on the progress towards establishing the foundational curricula and unified statewide transfer agreements. This informal session will conclude with participants discussing best practices for advising students through a successful transfer.

**Session #4B [SALON B/C]**  
**Normalizing the Exploring Process: Let's Talk!**

Lee Tatum & Jordan Keithley, Washington State University

"So, you want to be a rocket scientist, brain surgeon, anthropologist, or philosopher." What advisor hasn't had this discussion? As advisors in WSU's Major Explorations Advising Program, one of our primary goals is helping students find the majors which are right for them while destigmatizing the exploration process. In our presentation, we'll explain our theory of advising, our process of normalizing exploration, and how our individualized curriculum supports students from orientation through declaring a major. We'll focus on the barriers to exploration (pressure to choose a

major quickly, students' fear of "being behind," prerequisites in math and science, etc.), how to support exploring students, and how to bust the myths students have about majors and career pathways.

**DI** **Session #4C [COLUMBIA/WILLAMETTE (MAIN LOBBY)]**  
**Advising as Activism: Standing with Students in a Turbulent Political Climate**

Noëll Bernard-Kinglsey, Samantha Scherer, Meghan Oxley, Tori Gottlieb & Nell Gross, University of Washington

The needs of students at North American university campuses have shifted since the 2016 election. With an increase in the targeting of marginalized students and violence surrounding politically charged issues, many students are afraid and feel unsafe. The presenters will lead a discussion about the context and response to campus climate change in the last 16 months and the challenges around constructing a response to support students. We hope to bring our regional colleagues together for a conversation to discuss the role of advisors as advocates for these students and how advisors practice activism within our institutionally embedded profession. Participants are encouraged to bring examples of both climate shifts and responses from their own institutions.

**Session #4D [HAWTHORNE (SECOND LEVEL)]**  
**From Hope to Nope to Hope: Inspiring First-Year Students Who Are Not Accepted Into Pre-Professional Programs**

Hal DeLaRosby, Pacific Lutheran University

Pre-professional programs attract students to college, but what happens when they are not admitted to their hoped-for academic program after their first year? At PLU, we identified a significant number of first-year students

# Concurrent Sessions

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3:15–4:15 p.m.

intending to major in Nursing subsequently did not return for their second year, many of whom were not accepted into the Nursing program. After identifying the retention problem and reviewing curricular and co-curricular experiences of first-year students, changes were made to the admission, registration, advising, and instruction of intended Nursing students. The implemented changes and success strategies that will be shared can be utilized with any internal admission based academic program (e.g. Business, etc.).

## **Session #4E [PORTLAND]**

### **A Conversation with NACADA Leaders**

Charlie Nutt, NACADA Executive Director  
Kerry Kincanon, NACADA Board Member  
Jeff Malone, Region 8 Chair  
Sally Garner, ELP Mentor

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

## **Session #4F [SALON D]**

### **Advising Student-Athletes: An MRU Case Study**

Sarah Hamilton & Ciara Lane, Mount Royal University

MRU Cougar Athletics has spent the last two years attempting to build stronger relationships across campus in an effort to enhance the academic supports for our student-athletes. Academic Advising Services has been closely

involved in this process, which has resulted in the implementation of a number of support initiatives since Fall 2016. During this process Academic Advising Services has faced a number of challenges working with this special population. This presentation will offer a case study of how MRU's Academic Advising and Athletics departments continue to work together to enhance the academic success of our student-athletes.

## **Session #4G [SALON G/I]**

### **How It's Made: Manufacturing a Successful and Engaging Workshop**

Carly DelaBarre, Western Oregon University

We might have a topic that is workshop worthy, but finding a way to implement an engaging final product can be challenging. We don't always know whether our topic is worth presenting, or if our audiences will be engaged with what we have to say. It's important to us, but how do we ensure it's significant to our audiences? In this workshop individuals will be breaking down steps to create an engaging workshop, no matter the target population(s). Attendees will be introduced to a 4-step method of successfully engaging a variety of populations. This round-table discussion will examine what makes an engaging workshop, and how professionals can reconstruct their work to better draw in and retain their audiences.

**AR** Academic Research **DI** Diversity & Inclusion **CC** Community College



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# Concurrent Sessions

Tuesday, March 13

8:15–9:15 a.m.

**Session #5A [SALON A]  
Analyzing the Andragogical Advisor: The  
Intersection of Advising and Teaching in Higher  
Education**

Katherine Leibel & Eliza Allison, Oregon State University

As advisors, we spend our working lives surrounded by teachers and learners but sometimes it's hard to understand our place in that framework. So, are advisors teachers? This interactive session looks at Malcolm Knowles' (1968) six key assumptions of andragogy, also known as the art and science of teaching adults, and Gerald Grow's staged self-directed learning model (1991). We believe advisors experience numerous teaching moments with their students and it is critical that we integrate these concepts into our work. Participants of this session will develop a stronger understanding of their unique positionality as advisor-teacher, and will leave with the tools and resources needed to integrate andragogy and self-directed learning principles into their advising practices.

**Session #5B [SALON B/C]  
Advising in Honors: High Achievement, High Need,  
High Reward**

Gavin Keulks, Western Oregon University

Honors students tend to be precise, direct, and outcome-oriented in their approach to academic advising. But their focused questions about AP and IB credits, internships, and scholarships sometimes mask an anomalously high rate of obsessive-compulsive behavior, prescription medication abuse, over-commitment, and unhealthy willingness to please. My presentation will examine this opposition between, on one hand, hyper-organization and student leadership/achievement and, on the other, depression, overly rigid-thinking, and self-worth issues. My ideas derive from years of Honors advising but also such works as Max Carey's *The Superman Complex*, Daniel Pink's *A Whole New Mind*, and R.J. Light's *Making the*

Most of College. My objectives are to inform and instruct, to clarify best practices, and to discuss specific methods for avoiding pitfalls.

**CC Session #5C [COLUMBIA/WILLAMETTE (MAIN LOBBY)]  
The Power of the Polymath: Advising  
Generalists in a Specialist World**

Paco Hadley, Chemeketa Community College

A key aspect of advising is helping students match their interests to specific career paths and majors. However, there is a subset of students that may be interested in and have the potential to be successful in so many fields that choosing one path feels impossible. Instead of defaulting to the "specialist" narrative, advisors can help students explore a "generalist" paradigm. Raised awareness and particular management strategies can help advisees find their way through specialist expectations to craft their own path. Session participants will learn how to identify generalists, what career approaches satisfy the generalist need for variety, how to select a major that unlocks possibilities, and how to get the most out of a liberal arts education.

**DI Session #5D [HAWTHORNE (SECOND LEVEL)]  
OSU MAAPS: Proactive Advising Tips for Low-  
Income and First-Generation Students**

Raina Martinez & Jenesis Long, Oregon State University

This presentation will highlight Oregon State University's new MAAPS program that monitors advising analytics to implement proactive advising campaigns for a cohort of first-generation and low-income students. The MAAPS program is part of a nationwide research initiative by the University Innovation Alliance whose purpose is to increase this population's retention rates. One year into the MAAPS program, we as academic counselors

# Concurrent Sessions

Tuesday, March 13

8:15–9:15 a.m.

have collaborated as resources, editors and supporters to enhance our students' experiences. We have experimented ways of connecting with our students, resulting in a collection of our best practices. Participants will be encouraged to consider their own questions for proactive advising campaigns, and what resources are available at their campus.

**Session #5E [PORTLAND]**  
**Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing**

Wendy Troxel, Director, NACADA Center for Excellence and Research in Academic Advising & Student Success

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

**DI** **Session #5F [SALON D]**  
**Thinking about Academic Advising on a Global Scale: Exploring the Concepts of Inclusion and Engagement in Region 8**

Susan Corner, University of Victoria  
 Rasha Tawfik, University of Calgary  
 Kyle Ross, Washington State University  
 Michael McDaniel, Northwest Indian College  
 Shea Ellingham, Mount Royal University

Join this interactive, open conversation about inclusion and engagement. What does "inclusion" mean to you? What does

"engagement" mean to you? What should these words mean for NACADA Region 8? As members of Region 8, we want to understand what it means to be a diverse association. What do our members classify as diverse, and what constitutes a diverse group? Your ideas can help shape the future of inclusion and engagement in Region 8. Panel members will share their perspective before moving onto small group discussions. Join us for this presentation to share your ideas. We will share ideas we develop as a group in this session with the R8 Steering Committee.

**Session #5G [SALON G/I]**  
**Motivational Interviewing and Academic Advising: Building a Stronger Connection**

Toni Woodman, Central Washington University  
 Holly Williams, University of California-Santa Cruz

Motivational Interviewing (MI) was developed in the 1990s as a way to empower people to make positive changes in their lives by exploring and developing intrinsic motivation (Miller & Rollnick, 2002). Although it was first practiced within the field of psychotherapy, MI has been adopted by many other helping professions, including academic advising. The practice of MI can be directly applied to the work advisors do with students, from their first quarter to their last, and at many points in between. However, training dedicated to MI as it relates to advising and student development theories is limited. The goal of this session is to strengthen the connection between Motivational Interviewing and advising and to provide a space to practice these skills.

# Concurrent Sessions

Tuesday, March 13

9:30–10:30 a.m.

**Session #6A [SALON A]**  
**It Takes a Village: Advisors, Faculty and Peer Facilitators**

Kathryn Mitchell, University of Washington Bothell

"Gatekeeper" courses serve to effectively "weed out" students who arrive at institutions under prepared for the rigor of college-level introductory STEM courses. In our quest to address this disparity, we've developed a comprehensive program to provide academic guidance and mentorship to pre-major students from a village consisting of Peer Facilitators, Faculty and Academic Advisors. The goal of this program is to "meet students where they are" academically. Taking a student-led approach to leading, mentoring and tutoring students leads to peers better understanding themselves and creates a welcoming environment of inclusion and community. Participants will explore the development of a Peer Facilitator program at their home institution, its integration with "gatekeeper" courses, and assessment measures.

**Session #6B [SALON B/C]**  
**Dollars and Sense: Advising with Financial (Aid) Awareness in Mind**

Grant Schoonover, University of Oregon  
 Banks Blair, Oregon State University

Students are often unaware of how academic decisions can impact their financial aid. The same may be true for academic advisors. Academic advisors are positioned to discuss how dropping a class or enrolling part-time can have unfortunate and unintended consequences for financial aid eligibility. The costs of college attendance continues to rise, and in helping students make informed decisions and navigate

setbacks, it is imperative that advisors build a basic understanding of financial aid policies, how financial decisions can impact academic achievement, and where to locate possible support resources. To that end, this presentation will discuss the role advisors can play in helping students avoid common pitfalls to maintain their financial aid eligibility and overall financial wellness. We will walk through common student scenarios and provide practical suggestions on better integrating financial aid and financial awareness into your advising practices.

**DI Session #6C [COLUMBIA/WILLAMETTE (MAIN LOBBY)]**  
**All Hands On Deck: Helping First-Generation College Students Navigate Their Education**

Eric Holmes, Kaplan University/Portland State University

It is no secret that first generation students often lack the support system needed to navigate the collegiate experience as easily as is possible. Utilizing interactive discussion and activities, this session will cover seemingly simple, but actually complicated topics, such as best practices for teaching students how to select topics for papers, elective courses that play to their strengths and goals, gaming late penalties for coursework, using coursework as an avenue for career development, and how to connect seemingly unrelated coursework to student interests. The skills taught in this presentation can be taught to students in respect to both classwork and career development to make their collegiate experience as successful as it can be.




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# Concurrent Sessions

Tuesday, March 13

9:30–10:30 a.m.

**DI** **Session #6D [HAWTHORNE (SECOND LEVEL)]**  
**A Process Not an Endpoint: Professional Development for Enhanced Equity in an Advising Office**

Will Hatchet, Dulce Castro, Kris Katkus & Megan Flanigan, University of Oregon

Have you identified barriers to providing equity-minded services to your students? Are you or your office personally committed to making changes, but not sure what steps you can take? You are not alone. Come see how, though not experts, the Access and Equity Committee within the Office of Academic Advising at the University of Oregon is utilizing professional development to address our needs and values around access and equity, and how we continue to strive to develop a more equitable and accessible office culture in support of all who interact with it. We will discuss our process for initiating this work, provide examples and materials, and allow you to think about how you might dive into the topics of access and equity in your own advising setting.

**Session #6E [PORTLAND]**  
**Advising Administration: Lessons Learned in the Field**

Nicole Kent, Oregon State University  
 Andrew Brewick, University of Idaho

Many advising administrators enter their new roles with little management training and report challenges navigating the complexities of the work. This candid presentation on the joys and woes of advising administration is suitable for new and seasoned administrators alike. Featuring valuable lessons and applicable strategies, the presenters will discuss how they grew into the role of an advising administrator, how they developed and implemented the principles that guide their work, and how they navigate the choppy currents of personnel management and team maintenance. Session attendees will receive resources to help them refine a philosophy of leadership, they

will synthesize different tactics for effective personnel management, and they will leave with a greater appreciation for the work they do in service to their teams and their students.

**Session #6F [SALON D]**  
**Pedagogy and the Advising Puzzle**

Heather Miner & Krystle Perkins, Lewis & Clark College

The goal of our presentation is to explore current trends in pedagogy, and to examine their relevance to advising practices at small liberal arts colleges. After reviewing recent theories for student development in the classroom, such as high-impact learning opportunities, culturally-relevant education, and the flipped classroom, we will focus on active learning and non-cognitive factors in student success. We will contrast how these theories are practically used in advising and classroom environments, in order to show the educational significance of advising. Subsequent to our discussion, we will ask attendees to participate in an active learning scenario to demonstrate how teaching methods can be applied to advising and improve the outcome of student engagement.

**CC** **Session #6G [SALON G/I]**  
**Advising For Retention: Tipping The Scale Through A 5R Advising Model**

Adam Hinkley, Clark College

The 5R model of advising proposes utilizing questioning techniques drawn from appreciative inquiry, motivational interviewing, positive psychology, and beyond in order to explore with students five key retention factors impacting their ability to persist. Join us for an interactive session as we discuss how we as advisors can help “tip the scale” in students’ favor, equipping them with resources to respond to roadblocks on the way to their ultimate goal.

# Concurrent Sessions

Tuesday, March 13

10:45–11:45 a.m.

**CC** **Session #7A [SALON A]**  
**On Any Given Day: Understanding Community College Advising Roles, Our Titan Experience**  
 Andi Graham & Lori Areford, Lane Community College

The knowledge we gained as community college academic advisors would have benefited us greatly in our roles at our four-year institutions. There are numerous hats advisors wear at Lane Community College, which creates a distinctive dynamic between advisor and advisee. Our intention is to share valuable insight into differences and challenges faced by advisors and students, and the campus and community resources used on a daily basis. The purpose of this interactive presentation is to inform colleagues across the region of the type of advising experiences at our community college to help them understand and best support our shared transfer students.

**Session #7B [SALON B/C]**  
**Maintaining Advisor Wellbeing through Tumultuous Times**  
 Anna Brown & Kyle Ross, Washington State University

Do you get frustrated by negativity in your office? Are you not sure you can stay motivated and satisfied in your work life as you take on an increasing caseload and more responsibilities without any additional resources? Do you feel whole, happy, and well? In this session, two dynamic presenters will share their personal stories of how they came to understand their well-being through experiences of burnout, working overtime, issues of weight loss, fitness, and diet, and other stressors. Participants will leave understanding that their wellbeing is unique to them, and that not all strategies will work equally effectively to improve and maintain their wellbeing. There will be activities where participants will collaborate, share stories, and identify practices they can incorporate into their routine.

**Session #7C [COLUMBIA/WILLAMETTE (MAIN LOBBY)]**  
**The Checklist Approach to Better Advising**  
 Arturo Zavala, University of Oregon

Advisors are highly trained professionals who work on complex, multi-layered issues. With back-to-back appointments that can often present unpredictable advising scenarios, it is not uncommon for advisors to overlook crucial checkpoints, especially if the issue is not related to what the student is presenting. Inspired by the book “The Checklist Manifesto,” the Advising Checklist helps advisors remember the necessary minimal steps in any advising situation. Learn how and why other professionals use checklists, learn the dos and don'ts of checklist development and implementation, and start developing your own Advising Checklist.

**DI** **Session #7D [HAWTHORNE (SECOND LEVEL)]**  
**It's Not Just in My Head: Talking about Mental Health in Cross-Cultural Situations**  
 Chin Yi Chen & Veronica Vold, University of Oregon

This session targets higher education professionals interested in empowering students with non-apparent disabilities to self-advocate in cross-cultural contexts. Students managing depression, anxiety, and other mental health concerns are on the rise in college populations, both in the U.S. and abroad. This presentation focuses on a student toolkit for purposeful communication, jointly created by advisors from the University of Oregon Accessible Education Center and Global Education Oregon (Study Abroad). Discussion items include: tips and guidelines on student disclosure, strategies and vocabulary for sensitive conversations and practical resources for seeking support. Participants will come away with a stronger understanding of the needs of students with non-apparent disabilities and concrete ways to discuss advocacy strategies with students.



# Concurrent Sessions

Tuesday, March 13

10:45–11:45 a.m.

**CC** **Session #7E [PORTLAND]**  
**Advising International Students at Community Colleges**

Ginger Villanueva, Shoreline Community College  
 Allison Blizzard, Portland Community College  
 Tomomi Kurosaki, Lane Community College  
 Paco Hadley, Chemeketa Community College

Attendees will learn about the unique challenges and joys of working with international students at community colleges. We will discuss typical international students' experiences and goals when attending a two-year school and how those might be different than international students attending four-year colleges and universities. What should our advising goals be and how can we best serve this population? The presentation will also include a brief overview of what academic advisors should know about international student visa regulations. All are welcome to learn and discuss best practices in this area, whether you work with just a few or with many international students.

**Session #7F [SALON D]**  
**Inspired Management: Supervising as Advising**

David Gruber, Reed College  
 Katie McFaddin, Lewis & Clark College  
 Kimberly Johnson, University of Oregon  
 Jesse Nelson, Oregon State University  
 Traci Simmons, Portland Community College-Cascade Campus

Every supervisor inherits wisdom from their own managers, learns through new experiences, and passes on lessons learned to their own staff. What makes a great supervisor is how they inspire their staff to become better advisors and leaders through instruction and example. This panel is an opportunity for managers from a range of institutions to share their stories— inherited or personal—and experiences with a wider audience. We will explore effective approaches to common supervisory experiences

and problems through sharing lessons learned and applied to staff management. Attendees who are already managers will have the opportunity to learn from peers, and attendees who are not yet supervisors will be able to peek behind the curtain of management.

**DI** **Session #7G [SALON G/I]**  
**Basic Needs: An Overview of Food and Housing Insecurity Among College Students**

Kris Katkus, Megan Flanigan & Rebecca Hodges, University of Oregon

As the price of college continues to rise, many students struggle to meet their most basic needs, including adequate food and housing. Recent research has helped draw attention to the prevalence of food and housing insecurity among college students, and many institutions have undertaken efforts to address these issues. This session will provide an overview of current research on basic needs insecurity at two- and four-year schools, highlight resources and innovative practices being implemented on college campuses, and explore opportunities for academic advisors to take on roles of leadership and engagement in addressing basic needs.

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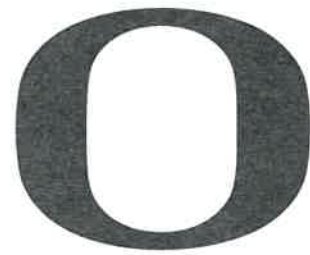


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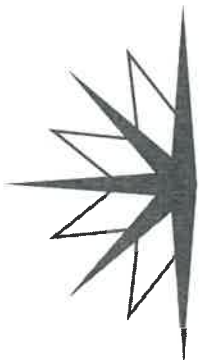


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NACADA: The Global Community for Academic Advising promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for research related to academic advising. Since its founding in 1977, it has grown to more than 13,000 members representing all 50 states and several countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA functions with volunteer leadership with support from the NACADA Executive Office. Members have full voting rights and elect the national board of directors as well as other leaders within the organization. NACADA is designated by the IRS as a 501(c)3 non-profit educational association incorporated in Kansas.

#### **NACADA Vision**

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

#### **NACADA Mission**

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

#### **NACADA Strategic Goals**

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

#### **NACADA: The Global Community for Academic Advising**

Kansas State University

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