

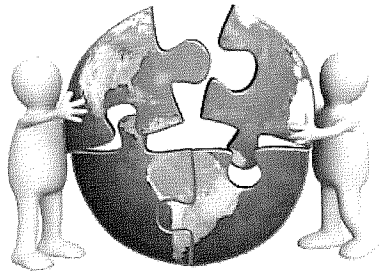
NACADA

Vancouver 2014

Region 8 Conference



Putting the Pieces Together
Supporting the Whole Student



2014 NACADA Region 8 Conference Planning Committee

Sally Garner
University of Oregon
Region Chair

Nadia Williams
Simon Fraser University
Conference Chair

Rachel Allen
University of Oregon

Alexander Kunkle
Western Oregon University

Miranda Atkinson
University of Oregon

Lori Manson
University of Oregon

Suzanne Berry
Certified General Accountants of British Columbia

Leigh McGregor
Simon Fraser University

Mary Chuinard
Oregon State University

Tina Nagra
Simon Fraser University

Karen Cooper
University of the Fraser Valley

Lindsae Negri
University of Alaska

Susan Corner
University of Victoria

Kristi Overfelt
University of Idaho

Donald Crocker
University of Alaska

Candace Pierson-Charlton
Oregon State University

Tania Da Silva
University of Northern British Columbia

Susan Poch
Washington State University

Deborah Ginsburg
University of Alaska

Kyle Ross
Washington State University

Emma Horsley
Simon Fraser University

Allison Todd
Oregon State University

Welcome!

On behalf of the Region 8 Steering Committee, I am thrilled to see you all here in Vancouver. The 2014 Conference Planning Committee, headed by Nadia Williams, has been hard at work this past year to bring you a packed program with sessions that cover a wide variety of themes.

Over the next couple of days, I hope you will be in "intense professional development mode." Reconnect with friends and colleagues from around the region, make new connections, learn new ideas, "take-aways" and absorb the richness and complexity of this great profession.



There are three specific individuals I want to make sure you connect with. NACADA president, Dr. Joanne Damminger, is our opening keynote speaker. Former NACADA president (and former Region 8-er), Dr. Jennifer Joslin, is here as a representative of the national office. And Karen Sullivan-Vance, a current board member and former Region 8 chair, is with us as well. All three distinguished guests will be at the "Conversations with NACADA Leadership" session. Try not to miss it!

I congratulate and welcome our scholarship winners (p. 17), our Excellence in Advising award recipients (p. 16) and our regional leaders/mentors (p. 16). I also extend a special welcome to all our first-time attendees. If you are new to NACADA, I hope you will soon see that this organization provides vital resources for the work we do as advisors and advising administrators. NACADA is also a great resource for consultants, job openings and current/ongoing research on academic advising. Joining this 10,000+ member-strong organization is just the beginning.

Lastly, a heartfelt and cheerful welcome back to the "conference regulars," those of you who find your way to a regional or national conference every year or so, who've gotten a rubber ducky from me in the past, and agree wholeheartedly that "Eight is Great."

Have a great conference!

Sally Garner
University of Oregon
Region 8 Chair

Welcome to the 2014 Region 8 Annual Conference in beautiful Vancouver, BC! I'm excited that you have chosen to join us and partake in this excellent professional development opportunity. I attended my first NACADA conference here in 2008. It was a wonderful introduction to advising as a profession, together with the relevant and exciting research behind it.



This year's theme, "Putting the Pieces Together: Supporting the Whole Student" is paramount in each of our student's success

stories. Every individual has different pieces, and it is ourselves as advising professionals who assist students in understanding and developing each piece of their puzzle. This conference will give you the opportunity to learn new techniques, update old ones, and network with colleagues from across the field in our many concurrent sessions on theory, practice, and professional development. I am super excited to be able to offer you two fabulous keynote speakers—our own NACADA President Joanne Damminger coming to us from the state of Delaware on Friday and ultra marathon runner, and voice actor (TMNT among others!) Matt Hill hailing from the local Kitsilano neighbourhood on Saturday. I hope you give yourself time to experience and digest all of the conference, as well as enjoy some of the extra-curricular activities brought to you by your Hospitality Committee.

Many people from nearly every Region 8 province and state have worked together on bringing you this conference. Please approach any of us with questions about our experiences within NACADA or anything else you may be curious about. If this is your first time at a NACADA event, join as at the New Member & Attendee Orientation Friday morning in the Point Grey room. Everyone, new and "old" is invited to the Region 8 Business Meeting and Coeur d'Alene 2015 Kick-Off Friday as well. Finally, I also ask that when you receive the overall conference evaluation over email in the coming weeks that you take the time to give your honest opinion. This will help everyone involved make future professional development activities even better!

I wish you all a fun and successful Region 8 conference experience! Remember, "Eight is Great!"

Nadia Williams
Simon Fraser University
Region 8 Conference Chair

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.

Region Chair: Sally Garner, University of Oregon

Past Region Chair: Judi Haskins, Montana State University

2014 Conference Chair: Nadia Williams, Simon Fraser University

2015 Conference Chair: Andrew Brewick, University of Idaho

Communications Coordinator: Alex Kunkle, Western Oregon University

Technology Coordinator: Bil Morrill, University of Oregon

Budget Coordinator: Mary Chuinard, Oregon State University

State/Province Liaisons:

Alaska

- Colleen Angaiak, University of Alaska Fairbanks
- Linda Morgan, University of Alaska Anchorage

Alberta

- Shea Ellingham, Mt. Royal University
- Brenda Lindquist, Grande Prairie Regional College

British Columbia

- Sabreena MacElheron, College of New Caledonia
- *A second liaison position is vacant*

Idaho

- Debbie Moos, University of Idaho
- Andrew Brewick, University of Idaho

Montana

- Ligia Arango, Montana State University - Northern (outgoing)
- Gerda Reeb, Flathead Valley Community College (outgoing)
- Becky Lyons, Montana State University - Billings (incoming)
- Brenda Truman, Montana State University (incoming)

Oregon

- Jeff Malone, Oregon State University (outgoing)
- Tamie Saffell, Western Oregon University
- Kerry Thomas, Oregon State University (incoming)

Washington

- Lisa Laughter, Washington State University
- Leah Panganiban, University of Washington

Yukon Territory

- *Both positions are 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

Please contact the Region Chair if you are interested in any of the available positions.

Your feedback matters!

Session Evaluations

The presenters would very much appreciate your feedback on every session you attend. A conference volunteer will distribute and collect the evaluations at the end of each session. Presenters may pick up their 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." The winner is chosen from the concurrent breakout sessions and is based on conference attendees' votes. See your conference check-in packet for your ballot. The winning presenter will be given a stipend to attend and present the "Best of Region" presentation at the 2014 annual NACADA conference in Minneapolis, Minnesota.

Your ballot must be turned in to the Registration Table by 11:30 AM on Saturday, March 22, 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 conference attendees a few weeks after the conference. Please take a few minutes back at your office to share your thoughts and impressions of the 2014 NACADA Region 8 conference. Your responses are helpful in planning future conferences.

Meals Provided by the Conference

- Thursday, March 20: Mix & Mingle Dessert Reception
- Friday, March 21: Continental Breakfast and the Keynote/Awards Luncheon
- Saturday, March 22: Closing Keynote Luncheon

No plans yet for dinner on Friday, March 21? The hospitality committee has made bulk dinner reservations at a few downtown restaurants. Sign up at the Registration Table to have dinner with your NACADA colleagues.

Conference Etiquette

- Do not talk while the speaker is at the podium.
- Turn off cell phones or set on vibrate during sessions. Do not answer a phone call while in a session; leave the room if you must do so.
- Sit in the back in you plan to leave early.
- As you enter a 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. You will make a new contact or even a new friend.

Registration & Hospitality Tables

The conference registration and hospitality tables are located on the third floor Lobby of the Vancouver Marriott Pinnacle Downtown Hotel.

Registration Table:

- Conference check-in
- On-site registration for pre-conference workshops
- NBCC forms
- Session evaluations
- Best of Region ballot box
- Hours:

Thursday, March 20:	9:30 AM–7:00 PM
Friday, March 21:	7:30 AM–6:00 PM (in between sessions)
Saturday, March 22:	8 AM–1:30 PM (jointly staffed with the hospitality desk)

Hospitality Table:

- Sign up for the Ghost of Gastown Walking Tour
- Sign up for the Stampin' Up craft hour
- Sign up for the group dinners
- Turn in donations for the service project
- Local area questions
- Recommendations for food options
- Hours:

Thursday, March 20:	10:00 AM–6:00 PM
Friday, March 21:	7:30 AM–6:00 PM (in between sessions)
Saturday, March 22:	8:00 AM–1:30 PM (in between sessions)

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 and 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.

Friday, March 21, 8:15–8:50 AM, Point Grey

Grab your breakfast from the Pinnacle Foyer on your way in. See you there!

Conference at a Glance

Thursday, March 20

Pre-Conference Workshops

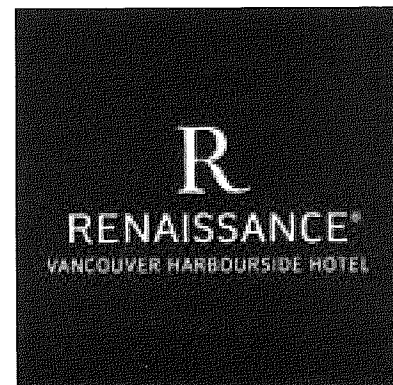
Each pre-conference is \$25.00. If you did not register for these as part of your regular conference registration, you may register on-site at the registration table. Funds will be accepted in both US and Canadian dollars. Abstracts are on pp. 18-19.

	PINNACLE I	PINNACLE III
10:00 AM-NOON	P1 Building the #Braintrust: A comprehensive look at developing a Peer Advising Program	
NOON-1:30 P.M	LUNCH ON YOUR OWN	
1:30 PM-3:30 PM	P3 Conducting Academic Advising Research	P2 Does Happiness Matter? Applying Positive Psychology to Advising
3:30 PM-3:45 PM	BREAK	
3:45 PM-5:45 PM	P5 Strengths-Based Advising: How to Use Reflective Conversation to Ease Uncertainty	P4 Career Development: The Missing Piece in Holistic Advising

Mix & Mingle Light Dessert Welcome Reception

8:30-10:00 PM

Please join us in the Vistas room at the Renaissance Vancouver Harbourside Hotel, just across the street from the Vancouver Marriott Pinnacle Hotel. Light dessert and a cash bar will be provided. This is an excellent opportunity to network with your colleagues and make some new contacts.



Conference at a Glance

Friday, March 21

7:30 AM: Continental Breakfast (Pinnacle Ballroom)

8:15-8:50 AM: New Member Welcome & Orientation (Point Grey)

9:00-11:15 AM / 1:15-5:00 PM: Breakout sessions. See pp. 20-29 for session descriptions and presenters

	PINNACLE I	PINNACLE II	PINNACLE III	SHAUGHNESSY	POINT GREY	DUNDARAVE
9:00-10:00 AM	1A Appreciative Advising 101	1B How to Lead Underserved Students Up the Ivory Tower	1C Transforming the First Year Student Experience	1D Writing for NACADA	1E What Does the University Experience Look Like?	
10:15-11:15 AM	2A Help Wanted	2B Academic Advisors as Academic Success Coaches	2C Transfer Students & How They Fare in the Transition	2D Placing the Last Piece	2E Beyond Buddies	2F Conversation with NACADA Leadership

11:30 AM-1:00 PM: Keynote & Awards Luncheon (Pinnacle Ballroom). Keynote speaker: NACADA President Joanne Damminger

	PINNACLE I	PINNACLE II	PINNACLE III	SHAUGHNESSY	POINT GREY
1:15-2:15 PM	3A Graduate Student Advising Roundtable	3B Advising Students on Developing Resiliency	3C Advisors: Write your Song of Success	3D Structuring Advising for Student Success	3E A Thousand Words: Creating Effective Visuals
2:15-2:45 PM	Coffee Break in the Lobby				
2:45-3:45 PM	4A Small University, Big Plans	4B Business Foundation Program	4C Creating Change: How to Initiate/Sustain Change	4D Making Room: Fostering Developmental Advising	4E Bridging the Gap Between Academics & Advising
4:00-5:00 PM	5A Values, Respect, Trust	5B Developing a Peer Mentor Program	5C Journey to Wellness	5D Diversity in Engineering & Computer Science	5E Early Dismissal as Student Support

5:15 PM-6:15 PM: Region Meeting/Kick off to Coeur d'Alene 2015 (Pinnacle I). All attendees are invited! Region Chair Sally Garner will report on the State of the Region and kick off the journey to Coeur d'Alene 2015. Come meet your regional leadership, learn about regional priorities and initiatives, find out how you can get involved in the region and get the scoop on Coeur d'Alene 2015.

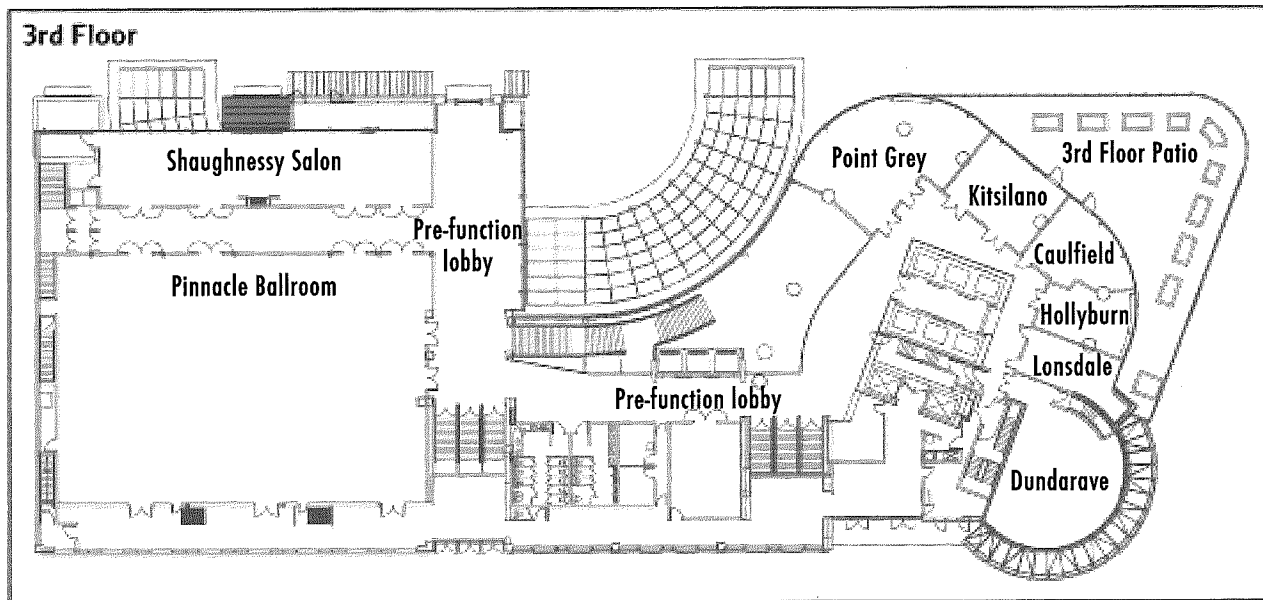
Conference at a Glance

Saturday, March 22

9:00-11:15 AM : Breakout sessions. See pp. 30-33 for session descriptions and presenters

	PINNACLE I	PINNACLE II	PINNACLE III	POINT GREY
9:00-10:00 AM	6A Dual Advising Model	6B Agency Theory	6C Success Programming for Students with Disabilities	6D Academic Standing
10:15-11:15 AM	7A Will this Degree Get Me a Job?	7B Parent Puzzle	7C Solution-Focused Advising	7D Academic Advising Job Search

11:30 AM-1:00 PM: Luncheon (Pinnacle Ballroom). Keynote speaker: Ultra marathon runner, voice actor and motivational speaker Matt Hill



Things To Do In Vancouver



SFU Vancouver Campus Tour: Thursday, March 20, 12:10 PM
Sign up and meet at the Hospitality Desk. We will return in time for the 1:30 PM pre-conference session. ***FREE***

Ghosts of Gastown Walking Tour: Friday, March 21, 8:00 PM
Join your Forbidden Vancouver storyteller on an adventure through our city's earliest and most gruesome history. You will be transported back to the 1800s when Vancouver was a violent frontier town. Only a few thousand inhabitants hustled to survive in the Wild West of Canada. Do not expect a conventional walking tour or a ghost tour, this experience is gothic theatre.

\$20. A 10-person minimum is required for this excursion. Register in advance via nadia_williams@sfu.ca or by 7:00 PM Thursday night at the Hospitality Desk. Meet at the Hospitality Desk at 7:45 PM Friday to walk to Cathedral Square together.



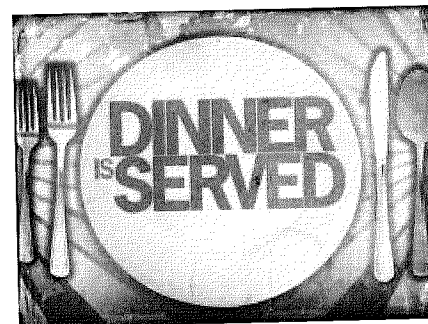
Unlock Your Creativity: Friday, March 21, 8:00 PM or Saturday, March 22, at 1:15 PM, Marriott's Dunderave Room (3rd floor)
Feel like a quieter evening or have an hour to wait for your flight home? Create three handmade cards or a Vancouver-themed scrapbook layout to record your travel experience. With SFU staff member and Stampin' Up consultant Melissa Ilagan. **\$15.** Register at the Hospitality Desk. Participants in Saturday's class are welcome to bring and store their luggage in the room.

Dinner Groups: Friday, March 21

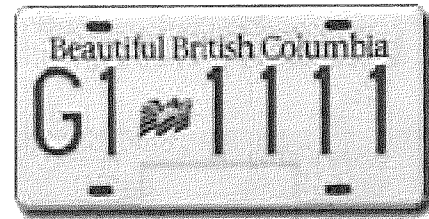
Join your colleagues for a meal! Sign up at the Hospitality Desk and meet there, too. A NACADA volunteer will lead each group. Reservations are for 6:30 PM, please meet at 6:15 PM at the Hospitality Desk.

Restaurants:

- **Nuba in Gastown** (Lebanese) 207 West Hastings St.
- **The Copper Chimney** (Indian) 567 Hornby St.
- **The Alibi Room** (Beer Lovers' Pub) 157 Alexander St. at Main
- **Hapa Izakaya** (Japanese) 909 West Cordova St.
- **Cardero's** (West Coast, Fish, Pizza) 1583 Coal Harbour Quay



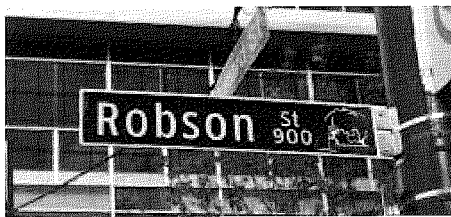
Things To Do In Vancouver



Free/Almost Free Attractions

Walking Distance

- **Yoga** at lululemon, on Robson St. between Bute & Thurlow, mats provided.
 - Hatha, Thursday, 7:30-8:30 AM in English & Japanese.
 - Flow, Sunday, 8:45-9:45 AM
- **Stanley Park:** www.tourismvancouver.com/do/explore/stanley-park-complete-guide/
- **Robson Street:** www.robsonstreet.ca
- **Canada Place:** www.canadaplace.ca
- **Pacific Centre Mall:** www.pacificcentre.ca
- **Philosopher's Café:** "Certainty" Thursday 2:00 PM, SFU's Vancouver Campus room 2250, www.sfu.ca/philosopherscafe



Transit Required

- **Lynn Canyon:** www.lynncanyon.ca
- **Seabus & Lonsdale Quay:** www.lonsdalequay.com
- **Granville Island:** www.granvilleisland.com
- **Commercial Drive:** www.thedrive.ca

Other Recommended Attractions (all prices in Canadian dollars)

Walking Distance

- **The Vancouver Art Gallery:** (\$17) www.vanartgallery.bc.ca
- **The Vancouver Aquarium:** (\$25) www.vanaqua.org
- **Fly Over Canada film at Canada Place:** (\$18) www.flyovercanada.com
- **Hop On/Hop Off Vancouver Trolley Tour:** (\$40/2-day pass for \$45) pick-up/drop-off point in front of our hotel, www.vancouvertrolley.com

Transit Required

- **Molson Brewery Tours:** Please arrange a safe return ride (\$20) www.vancouverfoodtour.com/tours/molson-brewery/
- **Capilano Suspension Bridge:** www.capbridge.com (\$32) free shuttle at Canada Place
- **Grouse Mountain Gondola:** (\$40) www.grousemountain.com/skyride
- **Telus World of Science:** (\$22.50) www.telusworldofscience.com
- **VanDusen Botanical Gardens:** (\$8) www.vandusen.org
- **UBC Museum of Anthropology:** (\$17) www.moa.ubc.ca

Spiritual/Support Opportunities

- Please see the concierge desk at either the Vancouver Marriott Pinnacle Downtown Hotel or the Renaissance Vancouver Harbourside Hotel for referrals to local spiritual or support opportunities.

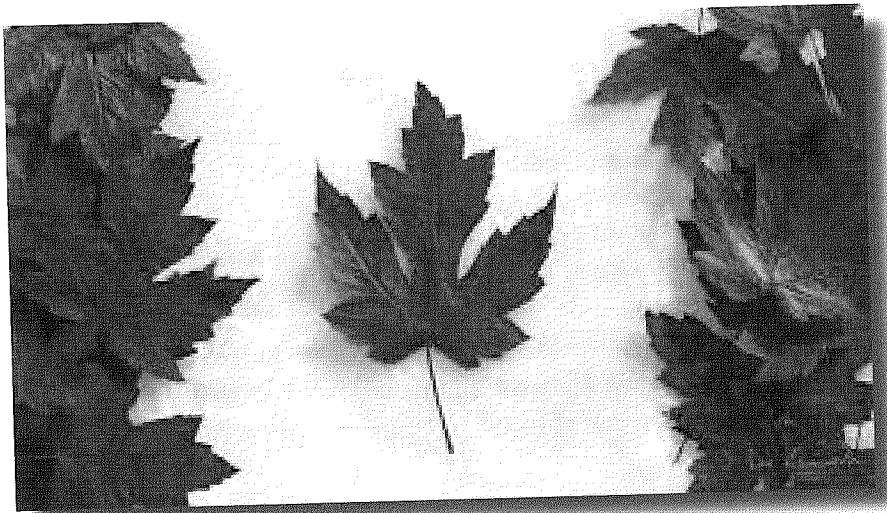
"Canadianisms"

- **Kilometre** = 1.6 miles.
- **Toque** = Warm winter knit or fleece hat.
- **Loonie** = \$1 coin, gold coloured.
- **Toonie** = \$2 coin, silver with gold insert.
- **Celsius** = Temperature scale. 0°C=32°F, 10°C=50°F.
- **Rounding up/rounding down** = Pennies are no longer being produced. You may still pay with them but will not receive them as change. Round down to the nearest nickel at .01, .02, .06, .07 and round up to the nearest nickel at .03, .04, .08, .09.
- **Timbits** = Donut holes from Tim Horton's.
- **Ogopogo** = The monster that lives in Lake Okanagan.
- **Highway** = Freeway.
- **Zed** = Correct pronunciation of the letter "Z."
- **Brown bread** = Whole wheat bread.
- **Chocolate bar** = Candy bar.
- **Homo milk** = Whole milk (homogenized).
- **Kraft Dinner or KD** = Kraft Macaroni and Cheese.
- **Pop** = Soft drink.
- **Smarties** = A candy resembling chocolate M&Ms.
- **Whitener** = Non-dairy creamer.
- **GST** = Federal Goods & Services Tax (5%).
- **PST** = Provincial Sales tax (BC's=7%).
- **Postal Code** = Zip code.
- **Revenue Canada** = Like USA's IRS.
- **The States** = USA.
- **Washroom** = Bathroom.
- **First Nations** = Aboriginal group.
- **Hydro** = Electricity.
- **College** = 2-year transfer institution or trade school.
- **University** = 4-year degree granting institution.
- **MP** = Member of Parliament (federal representation).

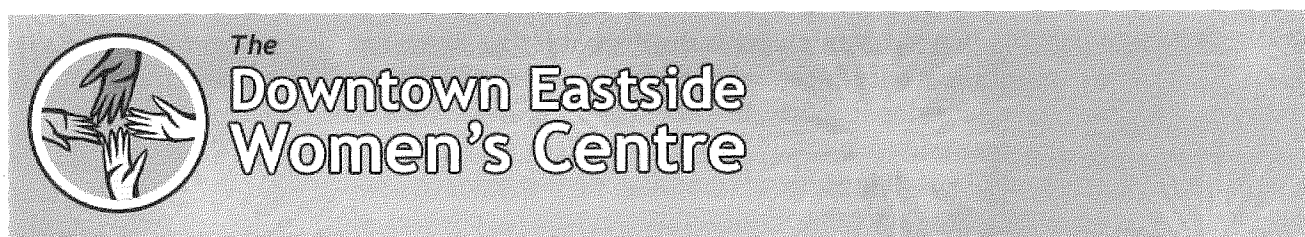
- **MLA** = Member of the Legislative Assembly (provincial representation).
- **FIPPA or FOI/POP** = Freedom of Information Protection of Privacy Act. Rough equivalent of FERPA, but more stringent.

Vancouver Facts

- Professional Sports Teams in/around Vancouver
 - Hockey: Vancouver Canucks (NHL) and Vancouver Giants (WHL), Abbotsford Heat (AHL & Calgary Flames' affiliate)
 - Football: BC Lions (CFL)
 - Soccer: Vancouver Whitecaps FC (MLS), Vancouver Whitecaps Women (W-League)
 - Baseball: Vancouver Canadians (NWL & Toronto Blue Jays' affiliate)
 - Lacrosse: Vancouver Stealth (NLL)
 - Ultimate: Vancouver Nighthawks (MLU)
- City street speed limit is 50 km/hour
- Provincial sales tax is 7%
- Average residential home price for Greater Vancouver is \$606,800 (01/2014 MLS® Home Price Index)
- Incorporated in 1886, the City of Vancouver population is now 603,502 according to the 2011 census
- Two highest percentages of first languages in Vancouver are English (49%) and Chinese (25.3%). "Visible Minority" population 51.8%, Aboriginal 2%, "White" 46.2%.
- Vancouver is the most densely populated Canadian city, with 5,249 per square kilometer.
- 911 is the emergency phone number.
- The largest First Nations group is the Coast Salish.
 - City of Vancouver houses can keep up to four hens in a backyard.
 - Public transit company is Translink, includes local buses, seabus, skytrain and West Coast Express train from downtown Vancouver to Mission.
 - Vancouver is not the capital city of BC. The capital is Victoria, on Vancouver Island, 1 hour 35 minute ferry ride from Greater Vancouver.
 - Average annual rainfall is 1,117.2mm, with November being the wettest month.



Service Project



Region 8 performs an act of service in every conference host community. The 2014 Conference Planning Committee has selected the Downtown Eastside (DTES) Women's Centre as our 2014 service project.

This organization supports and empowers women and children living in extreme poverty in Vancouver. They provide practical support to over 300 people daily. This support includes security, basic needs, and encouragement to help women to make long-term change by identifying and removing barriers to full participation in the larger community.

There is a drop-in centre and night shelter, which include assistance such as nutritious meals, showers, personal care items, clothing, culturally specific programs and counseling referrals, plus support, information, advocacy and education with victim assistance, mental health, HIV outreach, drug and alcohol support, literacy and basic life skills.

At our conference, we will be collecting physical as well as financial donations towards the work of the DEWC. We invite you to consider donating one or more of the following donation items:

- Toiletries (Travel-Sized Shampoo & Conditioner, New Soap, Toothpaste, Toothbrushes, Hand Cream, Make-Up)
- Reading Glasses
- Alcohol Wipes
- Hand Sanitizer Pump Dispensers
- Socks, Underwear, and Bras (new or gently used)
- Feminine Hygiene Products
- Arts & Crafts Supplies
- USB/Flashdrives
- Office Supplies

Both American and Canadian currency will be accepted via a donation box at our Hospitality Table if you wish to donate cash.

Opening Keynote Speaker: Dr. Joanne Damminger



Joanne Damminger is the Assistant Vice President for Student Affairs at Delaware Technical Community College (Delaware Tech) and current President of NACADA. In her role at Delaware Tech, Joanne provides leadership at all four Delaware Tech campus student affairs divisions, including academic advising; career services; veteran programs; services for students with disabilities; student activities, clubs and organizations; athletics; student conduct; recruitment and admissions; international student services; new student orientation; and other student success programs. Joanne previously served as Chief Student Affairs Officer at Salem Community College in New Jersey.

Joanne's work focuses on creating shared vision and leading student affairs professionals dedicated to increasing student success through positive first-year experiences, student learning and satisfaction, intentional learning, engagement and retention. Her goals center on successful student transitions into the community college setting, through the college experience to graduation, attaining the skills to be successful in advanced educational or career plans.

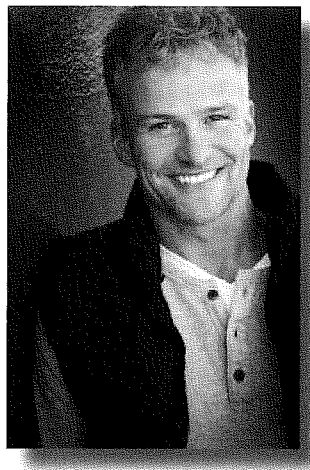
Joanne also enjoys teaching in the Doctoral Program in Educational Leadership at Rowan University. The highlight of her work in the doctoral program is leading students through the dissertation process to the successful completion of their doctoral degree. Joanne presents nationally and internationally on the topics of career advising, ethics in advising, the first-year experience, creating living/learning communities and helping students become intentional learners.

Joanne is published in the "2011 NACADA Advising Administration Monograph." She edited and authored a chapter in the "Handbook of Career Advising" and published "Adding Value to the First-Year Experience: Embedding Self and Major Exploration in the College of Business Curriculum," published in the American Journal of Business Education. Joanne also published "A Collaborative, Holistic Career Development Program for Business Students" in the NACE Journal (March 2007), and she wrote the chapter "Self-Assessment: Relevance and Value in the First-Year" for the NACADA and FYE monograph entitled "Academic Advising: New Insights for Teaching and Learning in the First Year."

Joanne earned her Doctorate in Education in Educational Leadership, a Master of Arts degree in Student Personnel Services, and a Bachelor of Arts degree in Elementary Education from Rowan University.

**Opening
Keynote:
"Career
Frameworks:
Putting the
Pieces Together
for Advising
Professionals
and Students"
Friday, March
21, 11:30
AM, Pinnacle
Ballroom**

Closing Keynote Speaker: Matt Hill



Matt Hill talks like he runs – energetic and with ebullient heaps of enthusiasm! Born a month early, he’s been running with a spirit for life and people ever since. Terry Fox, Canada’s greatest athlete, changed Matt’s life at the age of 10. Witnessing Terry run his Marathon of Hope across Canada lit a fire inside Matt’s heart and set him on a course to contribute his love of running, passion for people and passion to make a difference.

Keep the “fire lit from within” helped him cross the Ironman finish line seven times. And re-inspire his passion for acting over 25 years being the voice behind iconic cartoon characters like: Raphael in the Ninja Turtles, Tender Heart on the Care Bears and Ed on Edd, Edd & Eddy. Matt has also shared the screen with film legend Jackie Chan, playing “The

Deputy” in Shanghai Knights.

However, the fire was still burning inside Matt’s heart to use his legs and his voice to inspire and deliver a message, like his childhood hero had. So in 2006 the dream to inspire a continent by completing an endurance expedition in a way that had never been done before, landed on Matt’s shoulders.

Along with his friend, Steph Tait, he founded “Run for One Planet” and ran 11 000 miles across Canada and around the perimeter of America, to inspire Action for our Planet’s health, “one step at a time.”

In 369 days, they ran a marathon each a day, spoke to 35 000 kids in 220 presentations, raised \$130,000 for the R41P Legacy for Kids, granting kids “green dreams,” burned 3 million calories and destroyed 30 pairs of running shoes, while taking the equivalent of 22 million, 4 thousand steps to reach their goal.

This dream was reached and only made possible by saying yes to the fire that was lit inside their hearts and taking that first step... plus a few million more.

Matt is now passionate to hear where YOUR first steps are taking you and what lights YOUR fire within, while he shares a few tales from his 25 years in cartoon adventures as well as a few road stories along the magic Run for One Planet highway of dreams.

The closing
keynote
will be on
Saturday,
March 22,
11:30 AM,
Pinnacle
Ballroom

The closing keynote is partially sponsored by Brigham Young University Independent Study. See their exhibitor table in the pre-function lobby.

Region 8 2014 Excellence in Advising Awards

The Region 8 Steering Committee coordinates an annual awards program to recognize excellence in advising and advising administration at post-secondary institutions in the Northwest. Award winners in each category receive a one-year membership to NACADA. Both award winners and certificate of merit winners are recognized at the Region 8 Conference. The 2014 Region 8 Award winners are:

Region 8 Excellence in Advising – New Advisor Award

Denise Malloy, Montana State University
Alicia Petersen, Washington State University

Region 8 Excellence in Advising – New Advisor Certificate of Merit

Crystal Coleman, University of Oregon

Region 8 Excellence in Advising – Professional Academic Advisor Award

Teri Duever, Oregon State University

Region 8 Excellence in Advising – Professional Academic Advisor Certificate of Merit

Kristine Roby, University of Idaho

Region 8 Excellence in Advising – Faculty Academic Advisor Award

Dr. Pingchao Zhu, University of Idaho

Region 8 Excellence in Advising – Faculty Academic Advisor Certificate of Merit

Dr. Patrick Carter, Washington State University

Region 8 Excellence in Advising – Advising Administrator Award

Jason White, Central Washington University

Region 8 2014 Regional Leaders Program

To support the development of diverse leadership to serve NACADA at the regional level, the Region 8 Steering Committee has established a Regional Leadership Program. This program will pair Region 8 with experienced mentors from the region in an effort to develop leadership skills in members from underrepresented populations who wish to enhance their involvement in NACADA. Underrepresented populations include, but are not limited to, ethnicity, gender, gender identity, disabilities, sexual orientation, institutional type, institutional size and employment position.

2014-16 Partnership

- Kristi Overfelt, University of Idaho (Regional Leader) & Brett McFarlane, Oregon State University (Regional Mentor)

2013-15 Partnerships

- Donald Crocker, University of Alaska (Regional Leader) & Jennifer Joslin, NACADA Assistant Director (Regional Mentor)
- Sarah Arnston, University of Alaska Southeast (Regional Leader) & Susan Poch, Washington State University (Regional Mentor)

Region 8 2014 Scholarships

Annual scholarships are available to any Region 8 member not currently serving on the regional Steering Committee. Scholarship amounts vary from year to year.

Heather Arbuckle
Clackamas Community College

Carly Darcher
Seattle University

Allison Todd
Oregon State University

Caitlin Blomquist
University of Washington

Brenda Sallee
Oregon State University

Julie Larsen
University of Washington

Carmen O'Callaghan
Mount Royal University

Brooke McIntosh
North Island College

Stephanie Schaefer
Clackamas Community College

Kyle Ross
Washington State University Spokane

Kelly Donegan
Oregon State University

Yung-Hwa Anna Chow
Washington State University

Crystal Coleman
University of Oregon

Sherri Williams
University of Victoria

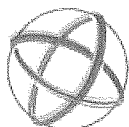
Sadiq Mohamed
University of Alberta

Tina Krauss
Washington State University

**Congratulations to the 2014 Region 8 Scholarship recipients!
The 2015 scholarship application will be available in Fall 2014.**

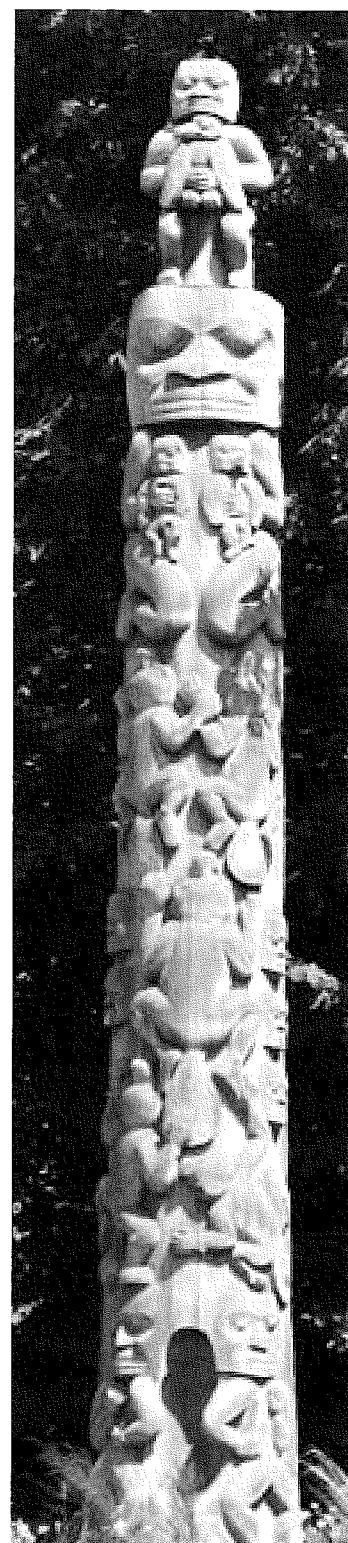
NBCC Continuing Education Credits

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This logo next to a session means that it qualifies for NBCC credit.

You cannot send your own form to the Executive Office. For more information, contact Region Chair, Sally Garner, or Conference Chair, Nadia Williams.



Pre-Conference Workshops, Thursday, March 20

P1 Building the #Braintrust: A Comprehensive Look at Developing a Peer Advising Program

10:00 AM–NOON, Pinnacle I
Julie Larsen, University of Washington

Peer to peer learning has been shown to be a powerful force in student development and growth. (Koring and Campbell 2005) Beginning in 2009, the Undergraduate Academic Affairs Peer Advising program at the University of Washington has grown from an initial group of two students who saw 164 students their first year, to eleven upper class peer advisers who work with over 6000 students per year in 5 different venues. These young professionals advise students regarding major exploration, course selection, adjustment to the campus, and more. This session will give a brief overview of program history, the selection and training process, share survey data, and give tips for building successful relationships with campus partners.

P2 Does Happiness Matter? Applying Positive Psychology to Advising (2013 Best of Region 8)



1:30 PM–3:30 PM, Pinnacle III
Teri Duever, Oregon State University

Historically, psychologists have studied poor mental health focusing on such maladies as Depression, Schizophrenia, and Anxiety. In recent years Positive Psychology has emerged where focus has shifted to the happy, well-adjusted, and thriving psyche. Martin Seligman's Theory of Well-Being discusses five tenets of a flourishing life: Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment. This session will apply this theory of well-being and explore how an Academic Advisor can first of all pursue and model these virtues, and then encourage development along these continuums with the students they advise. The mutual benefits to advisor, student, and society are plentiful, as virtues such as gratitude, kindness, and altruism take their place alongside other historically desirable outcomes like degree completion and academic excellence.

P3 Conducting Academic Advising Research



1:30 PM–3:30 PM, Pinnacle I
Yung-Hwa Anna Chow, Washington State University

An often-heard statement from advising practitioners is "Why doesn't someone research that advising question?" Why isn't that "someone" you? This workshop, facilitated by NACADA Research

Pre-Conference Workshops, Thursday, March 20

Committee members, will assist individuals who are considering an advising issue to focus their topic and develop a clearly articulated question to guide their inquiry project. Participants will work together and with facilitators to identify appropriate data collection and analysis approaches for their questions, and make a realistic plan to carry out their project. Facilitators will identify NACADA support resources to help participants take the next steps. Come with an advising issue and leave with a viable research question that will lay the groundwork for a successful research study. This workshop is appropriate for individuals at any level of research experience.

P4 Career Development: The Missing Piece in Holistic Advising



3:45 PM–5:45 PM, Pinnacle III

Rachel Allen, Miranda Atkinson & Sally Garner, University of Oregon

The rising cost of higher education and the recent economic recession have increased the urgent demand for post-graduation employment. More and more academic advisors encounter seniors dropping by a month before graduation to say, “Help, I need a job.” The intricacies of career development mirror those of student development, placing advisors in a bind. Without the time required to cultivate networks, helping students find much needed jobs in only a few weeks is next to impossible. Therefore, integrating career development into the larger picture of holistic student progression becomes paramount. This presentation will discuss the importance of career development, its place in overall student development, the key aspects of comprehensive career development, and how to get students started.

P5 Strengths-Based Advising: How to Use Reflective Conversation to Ease Uncertainty



3:45 PM–5:45 PM, Pinnacle I

Mary Chuinard & Michelle White, Oregon State University

Transitions, whether expected or unexpected, happen all throughout life; many students may experience their first major transitions during their college career. As a common point of contact, advisors can help students understand the challenges that transitions may bring and the resources available to them. Additionally, students who have had a Strengths-based Advising foundation will have better building blocks to be resilient when faced with major transitions. Blended with a reflective conversation model, students can be shown that their individual strengths allow them to author their own journey and build self-efficacy. This presentation will lay some foundational understanding of self-authorship as the lens through which we see the need for Strengths-Based Advising, and engage in dialogue about the challenges, constraints, benefits and concrete application practice.

Friday, March 21, 9:00 AM–10:00 AM

1A Appreciative Advising 101

Pinnacle I

Allison Todd, Oregon State University

Bernard Moon Hwan Ryu, Simon Fraser University



Appreciative Advising inspires you “to be better as an advisor, better as a person, and better as a role model!” Those in attendance will be able to gain an overview of Appreciative Advising from an advisor at Simon Fraser University and an advisor at Oregon State University. Attendees will gain a better understanding of how they can be more intentional in using appreciative advising strategies in their day to day activities and leverage it to enrich the experiences for both students and staff. These practices can assist advisors to become more effective and efficient in interacting with students and as a result promote feelings of student centeredness in both the service provider and the receiver. This session’s framework comes from Bloom, Hutson, & He (2008) *The Appreciative Advising Revolution*. Presentation will be around 40 minutes followed by a Q&A session.

1B How to Lead Underserved Students Up the Ivory Tower: Promoting Student-Faculty Interaction

Pinnacle II

Sharon Ericsson & Angie Klimko, Washington State University

Professors are often thought of as being out of reach, residing in their offices at the top of the ivory tower. As an undergraduate, especially a first generation student, the idea of scaling the tower to visit professors during office hours is often an unimaginable task. As practitioners, we serve as docents, guiding our students toward resources we know are beneficial to them. This interactive session will explore the barriers students may face in connecting with faculty, and practical ways to combat them. Participants will learn about one program implemented at Washington State University by advisors, TRIO and multicultural retention counselors, aimed at retaining students by connecting them with their English professors. Walk away with ideas you can implement on your own campus.

1C Transforming the First Year Student Experience: Strategies to Facilitate Change

Pinnacle III

Ellen Crabtree, Linfield College

Seeking to create a more intentional and integrated experience for first year students? Searching for strategies to achieve cross-campus collaboration between faculty, student affairs officials and college administrators? We will shine a spotlight on the ongoing efforts at a small liberal arts college

Friday, March 21, 9:00 AM–10:00 AM

to reinvent a long-standing first-year student advising program within the context of an intentional, integrated, year-long first year student experience (FYE) program. We will discuss the institutional approach for assembling a team of faculty, administrators and students to transform our current FYE program. Best practices for creating an FYE program, the crucial role of advising, and strategies for bringing people together to affect change will be highlighted.

1D Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, Books and the NACADA Blog

Shaughnessy

Susan Poch, Washington State University

Jennifer Joslin, NACADA Associate Director

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. This session will describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA books, and the NACADA Blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities available within NACADA.

1E “What Does the University Experience Look Like?” Find Out More in an Advising Comic!

Point Grey

Tzy Horng Sai & Adrienne Burk, Simon Fraser University

In this best practice presentation, we share the creation process of an advising tool aimed at student transition into university. The tool was designed based on the following questions: How do we effectively communicate to new students what the university learning experience looks like and what is expected for academic success? The finished product was a two-part “comic” depicting a narrative of a new student who acquires learning strategies through actively seeking on-campus resources. This presentation will begin with why and how the tool was conceptualized, what it looks like, and how best to use it. Next, attendees will be invited into a discussion on the best practices of, and the role advisors play in, explaining academic expectations.

Friday, March 21, 10:15 AM–11:15 AM

2A Help Wanted: Using Student Leaders to Lighten Your Load

Pinnacle I

Nicole Kent, Oregon State University

Academic Advisors are often expected or required to engage in outreach, recruitment, academic success initiatives, and a significant amount of “administrivia” that can be extremely time-consuming. “Help Wanted” will outline three successful student leadership programs currently in place at the Oregon State University College of Engineering: College Ambassadors, Peer Academic Coaching, and the use of undergraduate student employees in the College advising office. These programs have reduced the amount of time advisors spend on non-advising activities, and provide professional development opportunities for current students. The presentation will cover each program’s structure, function, usage rates, and impact as well as the benefits to the student leaders and the advising staff.

2B Academic Advisors as Academic Success Coaches

Pinnacle II

Terina Mailer & Jamie Yamaoka, University of British Columbia (Okanagan Campus)



Where did we start? What did we discover along the way? Where are we now? What are our next steps? By the end of this session, attendees will be able to situate themselves along a continuum of advising practice, understand the Appreciative Advising approach and determine possible routes for evolving into Academic Success Coaches. Why would we want to grow in this way? The reasons for evolving include increasing student retention and increasing student success rates. On a more personal note, Academic Advisors who are interested in a higher level of job satisfaction will come out of this session with some ideas for making their interactions with students more meaningful.

2C Transfer Students and How They Fare in the Transition

Pinnacle III

Teresa Ling, Seattle University

Over 40% of our business school students are transfer students. This study focuses on transfer students, and especially those from the six local community colleges that are our top feeder schools. We described the activities that our advising office does to ensure that students are well prepared before entering our school, and good support during their stay with us. We observed the different admission pattern from the community colleges. Based on the detail advising records, we analyzed the frequencies and reasons that transfer students come to meet with an advisor. We compared the average graduation GPA of transfer students and “native students”. We hope these results will generate some discussions on ways to improve the transfer student success.

Friday, March 21, 10:15 AM–11:15 AM

2D Placing the Last Piece: Helping Stopped-Out Students Graduate

Shaughnessy

Nathaniel Garrod, Portland State University

The Last Five Miles Program was initiated by the School of Business Administration at Portland State University to help increase retention and graduation rates by contacting students who were above the junior-level credit mark and had stopped out. Come learn more about this program and how it could possibly increase student success on your campus.

2E Beyond Buddies: Facilitating True Connectedness Between International and Domestic Students

Point Grey

Jennifer Oakes, University of Victoria

High energy, interactive and thought provoking, this workshop promises to incorporate teamwork activities, reflection, discussion, dialogue and fun. It is intended for anyone who interacts with others from a culture or country other than their own. Everyone, including advisers, educators, managers and friends will benefit from this workshop; participants will leave re-inspired. Included in the discussion will be a brief overview of research which highlights the relationship (connection) challenges among students in a Canadian university as well as programs which have been tested that are improving these relationships. Participants will actively explore innovative ways to improve experiences between international and domestic citizens and will engage in discussions, share their experiences, and develop innovative ideas to take back to their own situations.

2F A Conversation with NACADA Leadership

Dundarave

Joanne Damminger, NACADA President

Jennifer Joslin, NACADA Associate Director

Karen Sullivan-Vance, NACADA Board Member

Sally Garner, Region 8 Chair

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

Friday, March 21, 1:15 PM–2:15 PM

3A Graduate Student Advising Roundtable

Pinnacle I

Marissa Heringer & Bryan Crockett, University of Washington

Join other regional graduate and professional student advisors in discussing trends and issues specific to graduate student populations. Discussion topics will include trends & best practices, technology, orientation, student career exploration, and any other items you bring to the table. This session's goal is to just begin the conversation, and to lay the foundation for a network of graduate advisors throughout the region.

3B Advising Students on Developing Resiliency as a Strategy for Academic Success

Pinnacle II

Kerry Thomas & Nova Schauss, Oregon State University



How often do you have students who share deep concerns or struggles during an advising appointment? How as advisors can we help them navigate these trying times, take ownership over what they can change, and reframe the way they look at what they cannot?

In this presentation we will discuss the importance of helping students develop their own resiliency as an essential component of being a successful college student. We will share strategies, curriculum, language, and the latest research that will assist you in guiding students through failure. Our presentation focuses on flourishing and thriving in the face of extreme hardship and is informed by the work of Martin Seligman, Carol Dweck, Nan Henderson, and William Sedlacek.

3C Advisors: Write your Song of Success—NACADA's Emerging Leader Program

Pinnacle III

Lisa Laughter, Washington State University

Susan Poch, Washington State University

Yung-Hwa Anna Chow, Washington State University

Leah Panganiban, University of Washington

Sally Garner, University of Oregon

Are you interested in getting more involved with NACADA but are not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you someone who feels you have a lot to offer others? If you answered yes to any of

Friday, March 21, 1:15 PM–2:15 PM

these questions, then NACADA's Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's membership. Since its inception, it has paired leaders with mentors, helping to shape NACADA's mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved to write your own song of success!

3D Structuring Advising for Student Success

Shaughnessy

Carmen O'Callaghan & Sarah Hamilton, Mount Royal University



The most commonly used organizational structures for Academic Advising are Centralized, Decentralized and Shared. These structures determine whether a prescriptive or developmental approach to Advising can be taken. Research shows that a developmental approach can have greater affect on student success. Mount Royal University's current hybrid model of Advising will be used to illustrate how different organizational structures determine the approach Advisors use. The successes and challenges of Mount Royal's Advisors will be highlighted.

3E A Thousand Words: Creating Effective Visuals for Academic Advising

Point Grey

Paco Hadley, Chemeketa Community College

Advisors need to do more than just understand higher education -- they need to be able to explain it to students in a way that can be processed and retained. What if there were a way to increase student comprehension, with minimal effort on your part? Visuals can help bridge the gap between what advisors say and what students understand. With an understanding of basic design concepts, any advisor can select and create visuals that will increase student comprehension. In this visually stimulating lecture/discussion, you will learn about different types of visuals, free and readily-available design software, where to look for pre-made images and educational fair-use laws, and how create your own effective graphics.



Friday, March 21, 2:45 PM–3:45 PM

4A Small University, Big Plans: Doing More with Less at St. Mary's University College Pinnacle I Brianna Hart & Laura Cochrane, Saint Mary's University College

At our small institution of only 700 students, effective advising means being in a constant state of fluctuation; both within our advising model, and the culture of the University College as a whole. As our programs and population grow our best practices must be ready for change. Join us as we discuss our current model, points of intersection between current positions, and plans for the future. Share your ideas with colleagues and discuss possible strategies for managing change and doing more for students with limited resources! This presentation is appropriate for advisors from all institutions, but particularly those from smaller liberal arts and sciences institutions working within a similar framework.

4B Business Foundation Program: A Model for Supporting Students' Transition to University Pinnacle II Alana McGillivray, Jaclyn De Jong & Marissa Funaro, Simon Fraser University

What do you do when faced with the challenge of creating a community and support network amongst an incoming student population of 700 new students each year? The Beedie School of Business responded to this challenge by developing the Business Foundation Program, a unique transition experience providing students with a comprehensive academic and experiential foundation upon which to launch their university careers. With two streams customized to either newly admitted high school or transfer students, students participate in small-scale weekly, one-hour workshops along with their academic lecture. Through these workshops, students are integrated into the Beedie community, aligned with relevant resources, and are supported in their first term in university. This presentation will include the Business Foundation Program's learning objectives, development plan, and model.

4C Creating Change: How to Initiate and Sustain Change and Help Advisees Do the Same Pinnacle III Joe Hewa, Washington State University



Change is hard, but often necessary. We've all wanted to make adjustments in our lives or in our institutions, and have probably experienced varying levels of success but wish for better and more lasting results. As advisors we've probably struggled to help students experience meaningful change as well and wish we could be more effective. Come to

Friday, March 21, 2:45 PM–3:45 PM

this interactive session as we discuss research-backed theory and strategies to address real-life change situations. Participants will walk away from this session with a memorable framework for understanding the challenges associated with change and with specific actions to take to work through those challenges in their own lives and with their students.

4D Making Room: Fostering Developmental Advising Sessions in a Prescriptive Advising World

Shaughnessy

Kelly Fanning, Seattle University

Kathleen Horenstein, University of Washington

Developmental or Prescriptive? In the advising world, it seems like a constant debate surrounds which method of advising is more effective when working with students. But what if the most effective way to advise students is actually a hybrid of both? Academic Advisors at Seattle University are working to find new ways to deliver prescriptive messages out of our advising appointments, so that our one-on-one meetings with students have room for more meaningful, developmental conversations. In this session, learn strategies for integrating advising across campus, online, and outside of your individual advising sessions. Hear from SU students about their perspectives on advising at the University and how developmental advising impacts their academic experience. Attendees will have the opportunity to dialogue with their peers and share strategies.

4E Bridging the Gap Between Academics and Advising: Incorporating Student Development into a Large Lecture Course

Point Grey

Olga Salinas, Jamie Jensen & Uwe Reischl, Boise State University

This presentation stresses the advantages of merging Faculty and Advisor talent to achieve the success needed in academic programs and that, most importantly, benefits students. Through this blending of expertise, Faculty and Advisors from two different colleges have modified the content and delivery of information in one course to create an improved and dynamic classroom environment. Learn how this effort is refining the large lecture experience for students, supporting student development goals, and is strengthening the relationship between Academics and Advising.

Friday, March 21, 4:00 PM–5:00 PM

5A Values, Respect, Trust: Key Elements in a Successful Restructuring Puzzle Pinnacle I Susan Corner & Sherri Williams, University of Victoria

This session explores how values, respect and trust support teams in successfully navigating restructuring processes. We explore current research, and share individual perspectives on the change process. The presenters briefly share their own involvement with restructuring in the workplace. Participants reflect on their own understanding of values, respect and trust before completing a values clarification exercise. Current research on values, respect and trust in the workplace provides a foundation for further consideration, and supports concluding discussions regarding what practices will best support staff during periods of restructuring. The workshop will end with participants being able to start to identify and analyze strategies they can bring to their workplace to build respect and trust during these periods of transition.

5B Developing a Peer Mentor Program: Putting the Pieces Together to Create a Successful Mentor Program Pinnacle II Elaine Newman & Joanna Hawkins, University of the Fraser Valley

Developing new student-centered programs can be challenging and rewarding! There are many details and outcomes to consider while working to ensure your program is effective and beneficial. Last year our Advising office launched a Peer Mentor program for first-year Arts students. With no program in place at our 4-year public university, we had to start from square one. In this session we will outline how we secured funding, developed effective training material, utilized the expertise of colleagues, recruited mentors and mentees, and got buy-in. We will discuss our overall experience throughout this process. This session will be useful for those interested in creating or revising similar student-centered programs and will include Q&A.

5C Journey to Wellness—Managing Daily Stress as an Advisor Pinnacle III Lisa Laughter, Washington State University

In this dynamic presentation participants will have the opportunity to learn more about the significance of maintaining their personal well-being. The presenter will provide practical “advice” from her own journey to well-being as well as engage participants in sharing their own journeys in order to reinforce the importance of maintaining personal well-being to best serve our students. Do

Friday, March 21, 4:00 PM–5:00 PM

you work with large numbers of students with mounting demands in an increasingly tight budget climate? How do we take care of ourselves and serve our students when we are expected to do more with less? Many advisors sacrifice their own wellness in order to keep up with the hectic work pace, and this presentation is intended to give the participants practical tools to take with them back into these tumultuous times!

5D Diversity in Engineering and Computer Science: Why so Few?

Shaughnessy

Judi Haskins, Montana State University



Women and ethnic minorities in the fields of engineering and computer science have always been low. National averages put females and ethnic minorities at 15% of the student populations in those fields. Montana State University's College of Engineering has been taking steps to raise enrollment and support services of female and Native American students. Through targeted outreach events, a support center, and new hires, enrollment of females in engineering and computer science at MSU continues to grow. This presentation will share research from the field using an AAUW publication titled "Why So Few" and describe programs in place to recruit, retain and support female and Native American students.

5E When a Piece Doesn't Fit Your Puzzle: Early Dismissal as Student Support

Point Grey

Andrew Brewick, University of Idaho


Based on institutional data and professional experience, the University of Idaho has mandated that any first semester first-year student who earns below a 1.00 GPA (on a 4.0 scale) be placed on immediate academic disqualification and dismissed from the university for one term. Although dismissing a student is a tough activity, it protects at-risk students from accruing additional financial aid debt and poor academic performance. Session attendees will learn how one institution decided to transform a gut feeling into a policy. We will discuss the data used to support the policy shift, the implementation challenges, lessons learned throughout the process, and some encouraging early results. Sometimes, the best way to support a student is to help them find another puzzle.

Saturday, March 22, 9:00 AM–10:00 AM

6A The Dual Advising model—A Collaborative Approach to Advising Online Students Pinnacle I Amber Darting, Central Washington University


With the rapid growth in online learning, the development of an effective advising model for distant students has become a primary focus at Central Washington University. This presentation will look at the development of the dual advising model at CWU and how this model is designed to support both faculty advisors and students in online programs. Attendees will learn about the challenges faced by the online advisor at CWU and how collaborative relationships were created to overcome these. Additionally, the presenter will address how these relationships influenced the design of the virtual orientation and the development of the Online Student Resource Center.

6B Agency Theory in Relation to University Advising Pinnacle II Shawna Jansen, MacEwan University



In its simplest form, Agency Theory involves a relationship where one person has the information/expertise (agent) that another person requires in order to make an informed decision (principal). When advising students, should we consider the student or the institution as our principal? Do we advise to what is best for the student, our employer, or both? This presentation will explore Agency Theory and how it applies to many aspects of advising practices. Understanding who our principal is allows us to tailor our advising accordingly ensuring continuity throughout the institution. It will allow advisors to provide more confident, in-depth and comprehensive advising. Advisors can affect how students view the institution for years to come, it's imperative that we know how we are to guide them through their academic goals.

6C Building Success Programming for Post-Secondary Students with Disabilities: Practices in Student Services at the University of Victoria Pinnacle III Kelly McManus & Rowan Shaw, University of Victoria



Come learn about the guiding philosophies, program design and evidence-based practices in the Learning Assistance Program (LAP) at the University of Victoria's Resource Centre for Students with a Disability (RCSD). Serving over 250 graduate and undergraduate students with disabilities, the LAP offers learning support programming designed to enhance student success and retention. Built as a separate-yet-equal supplement to the RCSD's disability advising services, the LAP targets core academic competencies in the areas of reading and

Saturday, March 22, 9:00 AM–10:00 AM

writing, test preparation, notetaking and time management, with services that include one-on-one support in subject-specific tutoring, identifying and applying individualized learning strategies, and full-serve notetaking. Co-curricular opportunities also support academic success for the program's 75 graduate student employees.

6D Academic Standing: Getting Back "On Course"!

Point Grey

Heather Arbuckle & Stephanie Schaefer, Clackamas Community College

Students on academic suspension are a unique student population that requires an advisor have a comprehensive knowledge and understanding of the special needs, planning and support necessary to assist these students effectively. When students fall off their academic track, how do you encourage students to actively participate in their educational decision making and taking the right steps toward academic success? Would you like to uplift students on academic suspension? Increase student confidence, self-awareness, engagement and responsibility? Our presentation will provide participants with an overview of a rural community college's academic reinstatement process and its success with students on suspension. We will share how Clackamas Community College has used current research, academic literature, and the On Course curriculum to improve our academic reinstatement process, student success, and data tracking and collection tools.



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Saturday, March 22, 10:15 AM–11:15 AM

7A “Will This Degree Get Me a Job?” Responding to the Employability Issue Pinnacle I Heather Wisla & Jean Crowe, Thompson Rivers University



One of the challenges for academic advisors in supporting the whole student is responding adequately to the question, “Will this credential get me a job?” Since employability entails much more than just a credential, this can be a complicated answer and a time-consuming one for the busy advisor. Academic advisors have a unique opportunity to help students make informed choices that can influence their ability to make a smooth transition from school to the labour force. Many decisions related to academics, in fact, overlap with students’ career planning and management (McCalla-Wriggins, 2009). This interactive presentation will review the current theoretical concepts of both Academic and Career Advising, and then facilitate participant discussion of the issues.

Join NACADA for the 28th Annual
Academic Advising
Summer Institutes

June 22-27, 2014
Portland, Oregon



July 27-Aug. 1, 2014
St. Petersburg, Florida



Whether you are an administrator, advisor, faculty advisor or a member of a team responsible for student success at your institution, our Summer Institutes are tailored to your needs. The Institutes utilize an effective integration of expert group presentations with small group discussions, workshops, topical sessions, and individual consultations led by skilled practitioners. Since 1987, many professionals have benefited from the NACADA Institute's participative, action-oriented and in-depth exploration of the relationship between quality academic advising and student success.



Save the Date!

For Event Information, visit: www.nacada.ksu.edu

The 2014 Summer Institutes are hosted by NACADA: The Global Community for Academic Advising

Saturday, March 22, 10:15 AM–11:15 AM

7B Parent Puzzle: Developing a Deeper Understanding of Parents of University Students

Pinnacle II

Susan Corner, University of Victoria

As Menezes (2005) observed, "(Parent) presence is changing the relationship between academic advisors and the students they advise." Research has demonstrated parents are much more actively involved in the daily lives of their late-adolescent or young adult children than was the norm for previous generations (Lorenzetti, 2010; Hofer & Moore, 2010). Instead of remaining in the background, many parents of today's university and college students often demand consideration as "consumers, adversaries, and partners" (Hofer & Moore, 2010). The session explores the implications of the language we use to describe highly engaged parents (helicopter, bull dozer, etc.) and how we can better support parents and guardians as they navigate the different stages of their student's transition to university or college.

7C Putting the Pieces Together through Solution-Focused Advising

Pinnacle III

Kyle Ross, Washington State University



Advisors will often work with students who encounter an obstacle or problem they do not know how to overcome. Students will want advice and therefore approach an advisor because they are perceived as experts. Sometimes, though, it is more important for students to discover their own solutions rather than be told what to do. This interactive session will introduce participants to solution-focused counseling and techniques that can be implemented in advising. Advisors will learn how intentional questions oriented toward students' strengths and steps to improve their situations can foster confidence in students to overcome their obstacles in the best ways that work for them. Topics covered will be the background of solution-focused counseling, its main stages, asking "the miracle question," and ways to apply it in practice.

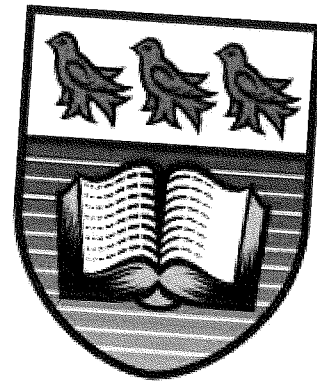
7D How to conduct an academic advising job search

Point Grey

Lisa Laughter & Joe Hewa, Washington State University

Are you looking for tips or a refresher before starting an advising job search? Get the inside scoop on resources and strategies that lead to job search success. Topics to be covered include: locating job search resources and position openings, fine-tuning your advising resume and interviewing skills, and avoiding common job-search pitfalls. This session is targeted to job seekers rather than those looking to fill an advising position.

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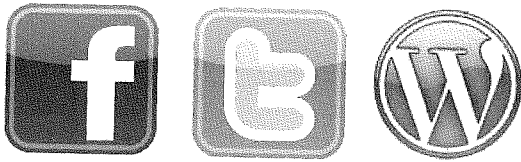
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Future Region 8 Conferences

2015: March 11-13
Coeur d'Alene, Idaho, USA

2016: January 20-22
Seattle, Washington, USA

2017: Spring
Somewhere in Montana...

Are you interested in serving on the conference planning committee for our Coeur d'Alene 2015 Region 8 conference? Contact Andrew Brewick (abrewick@uidaho.edu) for more information. Also, be sure to attend the Coeur d'Alene 2015 kick off on Friday, March 21, 5:15 PM, Pinnacle I.

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Other Future NACADA Events

*Right here
in Region 8!*

Summer Institutes

June 22-27, 2014: Portland, Oregon

July 27-August 1, 2014: St. Petersburg, Florida

38th Annual Conference

October 8-11, 2014: Minneapolis, MN

Adventures in Advising: Explore, Discover, Collaborate, Transform

Academic Advising Administrators' Institute

February 5-7, 2015: Orlando, Florida

Assessment Institute

February 12-14, 2015: Orlando, Florida

International Conference

June 24-26, 2015: Melbourne, Australia

39th Annual Conference

October 4-7, 2015: Caesars Palace, Las Vegas, Nevada

NACADA

The Global Community for Academic Advising

The NATIONAL ACADEMIC ADVISING ASSOCIATION (NACADA), promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program and funding for Research related to academic advising.

The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and has over 10,000 members representing all 50 states, Puerto Rico, Canada and several other international 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.
- Create an inclusive environment within the Association that promotes diversity.
- Develop and sustain effective Association leadership.
- Engage in ongoing assessment of all facets of the Association.
- Pursue innovative technology tools and resources to support the Association.

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