

Awaken

Communities united to end sex trafficking

This year, NACADA Region 9 is focusing our service efforts on supporting Awaken.

Awaken is a nonprofit organization assisting victims of commercial sexual exploitation (CSE) and sex trafficking. They provide non-judgmental healing and recovery services to help victims with the emotional, cultural, and financial barriers they face as they re-enter society as free people. Awaken also speaks to middle and high school students about prevention education and avoidance and has created Common Core satisfying lessons for teachers to use in the classroom.

With an aim to educate and empower individuals with information and resources, Awaken offers workshops and trainings for law enforcement, social services, and faith based agencies as well as special events and media campaigns.

There are several ways you can participate:

- DONATE:** Go to www.awakentreno.org. In the top right corner, click on *Donate*. You can donate any dollar amount you are comfortable sharing. This may be a one-time donation or an on-going donation. Make sure in the *Additional Comments* section you note **NACADA 9**, this way we can keep track of our Region 9 contributions.
- GIFT CARDS** are always needed. One of the teaching tools Awaken uses to help people re-enter society is the ability to make their own choices and be able to enjoy those choices. Gift cards help to make it possible for Awaken staff and volunteers to take victims out into the community to purchase clothing, supplies, as well as having some fun, just for them! Gift cards of all sorts are welcome – anything from Target and Walmart to the movies and museums.
- MERCHANDISE:** Stop by the Awaken table on the third floor of the Joe Crowley Student Union Building on Thursday, March 23rd from 8am-6pm. Here you can pick up an envelope (which you can also find in your welcome bag) where you can donate via check or cash. If you are interested, you can also purchase merchandise where the proceeds benefit victims. Additionally, one of the victims who is working to get out of the industry will have hand-made jewelry and materials to be sold to help her get on her feet.



NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

2017 Region 9 Conference



RAISING
EXPECTATIONS
NURTURING
OPPORTUNITIES

March 22-24, 2017 - Reno, Nevada
Hosted By University of Nevada

IMPORTANT PROGRAM ADJUSTMENTS

(Adjustments are all reflected in the Guidebook app)

At-a-Glance Schedule (p. 1)

Pre-conference sessions should read from **1:00pm – 5:00pm**

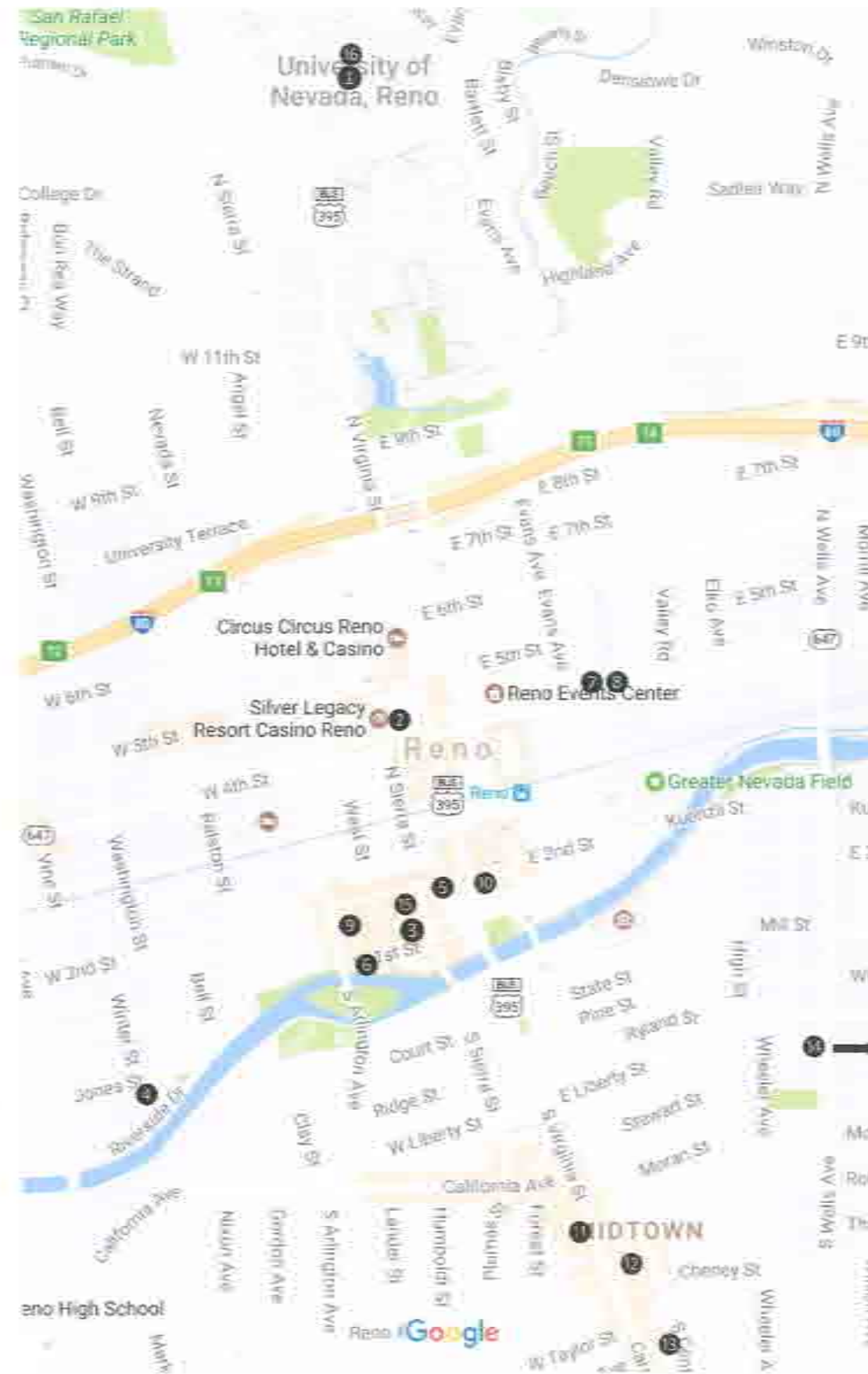
New Attendee Orientation should read from **5:00pm – 6:00pm**

Welcome Reception should read from **6:00pm – 8:00pm**

Pre-Conference Sessions (p. 8)

Second set of pre-conference sessions should read from **3:00pm – 4:45pm**

Reno Area Attractions



- Conference Venue**
- 1 Joe Crowley Student Union
University of Nevada, Reno
1664 N. Virginia Street
- Conference Hotel**
- 2 Silver Legacy Hotel/Casino
407 N. Virginia Street
- Thursday Social**
- 3 Silver Peak Brewery
135 N. Sierra St
Thursday, 5-7pm
- Food and Beverage**
- 4 *Hub Coffee Roasters
727 Riverside Dr.
20% discount on all drinks
 - 5 *Pizza Reno
26 W. 2nd Street
Free medium 1-topping
pizza with purchase of a
large or extra-large pizza
 - 6 The Jungle
246 W. 1st Street
See S2 Jungle Bucks coupon
 - 7 The Depot Craft Brewery
Distillery
325 E., 4th St.
 - 8 Louis' Basque Corner
301 E. 4th St.
 - 9 Imperial Bar and Lounge
150 N. Arlington Ave
 - 10 Campo, Reef Sushi & Sake,
Old Bridge Pub
50 N. Sierra St.
 - 11 Great Full Gardens
555 S. Virginia St
 - 12 Two Chicks, The Mustard
Seed, Mari Chrys
~760 S. Virginia St
 - 13 Brasserie Sanit James
901 S. Center St.
- Attractions**
- 14 Kimmie Candy
405 Edison Way
Free factory tours M-F; see
advertisement in program
- Retail**
- 15 Reno eNVy
135 N. Sierra St #C
 - 16 Nevada Wolf Shop
1664 N. Virginia Street
- Other**
- Reno-Sparks Convention and
Visitors Authority
visitrenoahoe.com

*These business require you to show your NACADA name badge to redeem offer

Conference-at-a-Glance

Day 1

Wednesday, March 22, 2017

12:00 PM – 6:00 PM	Registration / Check-in (JCSU Theatre Box Office)
1:00 PM – 3:00 PM	Campus Tours (leaving every hour)
1:00 PM – 4:00 PM	Pre-Conference Workshops (JCSU)
4:00 PM – 5:00 PM	NACADA Orientation for First Time Attendees (JCSU Graduate Student Lounge)
5:00 PM – 7:00 PM	Welcome Reception (JCSU Ballrooms)

Day 2

Thursday, March 23, 2017

7:00 AM – 8:00 AM	Exhibitor Set-Up (JCSU Theatre Box Office)
7:30 AM – 12:00 PM	Registration / Check-in (JCSU Theatre Box Office)
8:00 AM – 9:00 AM	Continental Breakfast (JCSU Ballrooms)
9:00 AM – 9:50 AM	Concurrent Session #1
10:00 AM – 10:50 AM	Concurrent Session #2
11:00 AM – 11:50 AM	Concurrent Session #3
12:00 PM – 1:45 PM	Keynote Luncheon (JCSU Ballrooms)
2:00 PM – 2:50 PM	Concurrent Session #4
3:00 PM – 3:50 PM	Concurrent Session #5
4:00 PM – 5:00 PM	Region 9 Business Meeting (JCSU Theatre)
5:00 PM – 7:00 PM	Region 9 Networking Social (Sliver Peak Brewery)

Day 3

Friday, March 24, 2017

6:45 AM	Morning Riverside Jog (Meet: Silver Legacy Hotel Lobby)
8:00 AM – 9:00 AM	Continental Breakfast & Poster Session (JCSU Ballrooms)
9:00 AM – 9:50 AM	Concurrent Session #6
10:00 AM – 10:50 AM	Concurrent Session #7
11:00 AM – 11:50 AM	Concurrent Session #8
12:00 PM	Lunch on Your Own / Conference End

Welcome from Region 9 Chair

Dear Region 9 NACADA Colleagues and Friends,



Welcome to Northern Nevada and the 2017 Region 9 Conference! The conference committee has worked hard to develop a conference experience that will help us all “raise the bar” of our work as advising professionals. A very deserved special thanks goes to conference chair Derek Furukawa and his entire team for their outstanding work.

As many of us have experienced, a college education remains the “great equalizer” of an opportunity for a better life. I challenge you to see yourselves as the guardians of this opportunity, acknowledging that your wisdom and skill are crucial to the transformative impact of higher education. This is why this year’s theme, “Raising Expectations Nurturing Opportunities,” could not be more timely. We find ourselves at a moment in time where large groups of students may feel uncertain about their futures and their place in higher education. As advising professionals, this is a great opportunity to reassess the impact of our collective expertise and compassion. Embrace it, own it, and share it completely with students and colleagues by building and nurturing relationships. Challenge yourself to explore new ways and practices that help us better understand and serve the emerging needs of an increasingly diverse student population (particularly in Region 9). Your commitment to growth and innovation across the many competencies that contribute to effective advising ultimately enables students and fellow advisors to “raise the bar” for themselves.

During your time at the conference, don’t forget to celebrate your work as an advising professional! Treat yourself to a night out, stroll along the Truckee river, hike in the shadow of the Sierras, or simply engage in a moment of silent reflection. Whatever you do, I hope your Region 9 Conference experience is fulfilling and invigorating. I look forward to seeing familiar faces as well as meeting new Region 9 colleagues. Thank you for joining us in Reno!

Sincerely,
Julian Ledesma
NACADA Region 9 Chair

Region 9 Conference Chair

Greetings from the 2017 Region 9 Conference Chair!



On behalf of the entire conference committee, I want to welcome you to Reno for the 2017 NACADA Region 9 Conference. Believe it or not, it has been 25 years since the Region 9 Conference was last held in Northern Nevada, so we are excited to reintroduce you to the area after a long absence. Our committee has worked hard over the last year to put together a conference that is affordable, educationally relevant, and inspiring to both new and veteran Region 9 Conference attendees.

This year’s conference theme, *Raising Expectations, Nurturing Opportunities*, is both a play on the Reno name as well as a call to arms for attendees to look at professional development as both a valued opportunity to network and cultivate relationships as well as a moment to reflect on current practices while looking forward to improved student success. I encourage attendees to take opportunities to step outside their comfort area to learn new aspects of the advising field. Collect business cards from your colleagues and remember to continue communicating with them *after* the conference ends. Ask the hard questions during your sessions as that pushes the envelope for even the most seasoned professional to grow.

We look forward to highlighting the beautiful campus of the University of Nevada and exposing you to what Reno has to offer. As a committee, we have made it a point to reach out to local businesses to partner with to give attendees a better taste of the local flavor of Reno. Our service project partner, Awaken, serves both the local community, but also partners with areas throughout Region 9 as the issues of human trafficking and domestic violence are not confined to any single area of our region.

Finally, we are excited to have our keynote speaker, Tom Brown, here to provide some guiding words on how we can raise expectations in advising. Tom brings a long history with Region 9 that can provide some great insight into its past and its future.

Once again, we welcome you to the Biggest Little City in the World and hope you enjoy the conference!

Derek Furukawa
Assistant Vice Provost, Undergraduate Academic Advising & Student Achievement
University of Nevada, Reno

Keynote Speaker

Tom Brown



Tom Brown served for 27 years as a Student and Academic Affairs educator, most recently as Dean of Advising Services/Special Programs at Saint Mary's College of California. In addition to developing and administering Saint Mary's nationally recognized academic advising program, Tom was responsible for the College's orientation/transition programs for new students and families, the Office of Academic Achievement and Support (including services for students with disabilities), the Offices of Asian Pacific American, Black, Hispanic/Latino/a, and International Programs, and the pre-law advising program. He developed the College's High Potential Program, which continues to provide access and support to first-generation and historically under-represented students. When Tom left Saint Mary's in 1998, the students and faculty established the *Dean Thomas Brown Award*, which is presented annually to a faculty member at the College.

Before there was a National Academic Advising Association, there was the California Conference of Academic Advisors, which was comprised of advising professionals in California State Universities. Tom was the first representative from an independent college and he worked to expand the CCAA to include other independent colleges and universities, as well as community colleges. He also played a major role in bringing the CCAA into NACADA as Region IX.

Tom served the Association in numerous capacities on the Board including Region IX representative, was founding member and chair of the Multicultural Concerns Committee, and was Vice-President for Commissions. He served as a faculty member for 20 years for the NACADA Summer Institute and was instrumental in creating the first NACADA Academic Advisor Training program. He also co-chaired the 1990 National Conference and in 1999 became the second NACADA member selected to deliver the keynote address at the National Conference and in 2000 he was presented with the Service to NACADA Award.

Tom has published, presented, and consulted extensively related to increasing student success, academic advising (including the 2nd edition of *The Advising Handbook*), international educational exchange, and supporting multicultural and other students at-risk. Tom co-edited and wrote for the well received 2011 monograph, *Fulfilling the Promise of the Community College: Increasing First-Year Student Engagement and Success*, which was co-sponsored by the American Association of Community Colleges and the National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina. He also co-authored a number of chapters and *NACADA Journal* articles with Mario Rivas, including "Advising Students of Color," in *Academic Advising for Student Success and Retention*, a NACADA collaboration with Noel-Levitz. Tom recently contributed a chapter, "From Diversity to Inclusivity," for *Foundations: A Reader for New College Students* (Wadsworth, 2010).

Tom currently serves as a higher education consultant and has worked with more than 450 colleges and universities in the US and abroad. He also writes an occasional column for *The St. Helena Star* newspaper, "The Advising Dean," wherein he seeks to relieve the stress students and their families experience around college related issues.

Conference Committee

Budget & Sponsors

Kristi Van Gorder, UNR
Derek Furukawa, UNR
Lindsey Forbes, UNR
Rachael Taylor, UNR
Aldrin Santamaria, UNR

Evaluations

Anna Lincoln, UNR
Nikita Amy, UNR
Elizabeth Sedano, UNR

Keynote Speaker

Juana Reynoza-Gomez, UNR
Grace Cardenas Leal, UNR

Location & Food

Janita Ethridge, UNR
Aqueelah Thompson, UNR
LJ Johnson, UNR
Tanuja Miura, UNR

Marketing & Promotion

Denise Hamilton, CSUS
Jason Sumi, CSUS
Genevieve DeBernardis, UNR
Jean Dixon, UNR

Programs & Bags

Kara Spracklin, UNR
Syreeta Williams, UNR
Malia Mitooka, UNR
Diana Lovendino, UNR

Proposal Selection

Staci Miller, TMCC
Tara Connolly, TMCC
Natasha Rudi, UNR
Gregrette Simmons, UNR

Registration

Jenna Dewar, UNR
Laura Scott, UNR
Cherie Youngblood, UNR

Social Events

Marrissa Markee, UNR
Dawn Aeschlimann, UNR
Tiffany Northern, CSUS

Volunteers

Jeremy Tiedt, UNR
Sabrina Ladd, UNR
Brandon Goehring, UNR

Committee Chairs are in *italics*.

***FREE* NACADA Shuttle To/From Conference Hotel**



The Shuttle will loop from the Silver Legacy (outside near valet) to UNR (next to the Student Union) every 10 minutes.

Shuttle Hours of Operation:

Wednesday, March 22nd — 11:30am–8:30pm

Thursday, March 23rd — 7:00am–10:00am & 4:00pm–6:00pm

Friday, March 24th — 7:00am–1:00pm

Program On Guidebook!

- Download the "Guidebook" from the Apple App Store, Google Play or Amazon App Store or visit <http://guidebook.com/getit> from your phone's browser
- Open the Guidebook app
- Select "Download/Get your first guide"
- Select "Scan" and scan the QR code below to download our guide; or Search NACADA and select "Region 9 Conference"



University Guest Wifi Log-in Instructions

- On your device, connect to the UNR-Guest network
- You will be redirected to enter a cell phone number or email address
- You will receive a username & password which you can use to log in and authenticate to the network

Note: The login credentials are valid for five days.

Pre-Conference Sessions

Wednesday, March 22, 2017

Pre-Conference Workshops: 1:00 PM to 2:45 PM

P1: Raising Expectations of Peer Advising: A Strengths-Based Approach to Getting the Most from Your Peer Advisors

Location: JCSU 324

Presenters: Derek Furukawa, Divya Tenneti, Ivy Ziedrich, Kayla Ryan, and Aldrin Santamaria

Institution: University of Nevada, Reno

Have you ever looked at the new class of students and realized "I'm really getting old." It's not just age that separates you, but the mentality of this generation of college students that creates the divide between our generations. Peer advising is often developed as a way to bridge that gap. This pre-conference session focuses on how we can utilize the strengths of our peer advisors to more easily connect with our students. Participants will be able to identify strategies to best utilize the strengths that our peer advisors will bring to the table and walk away with an action plan to implement on their campus right away.

P2: Advocating for Academic Advising: Approaches for Meaningful Campus Wide Change

Location: JCSU 320

Presenters: Brett McFarlane and Carolyn Thomas

Institution: University of California, Davis

Effecting broad campus change related to advising can be challenging both politically and structurally. Constrained by reporting lines, a lack of legitimate power and voice, and with competing positional demands, advisors may become frustrated with efforts to improve advising on their campuses. In this session, we will introduce four approaches you can utilize on your campus to advocate for campus change to transform and empower advising; these four broad approaches can be utilized by master advisors, advising administrators, and those with broad oversight of the advising function. We will discuss barriers to effective advising advocacy, key relationships and structures, why advising should matter to key campus administrators, and how to advance practice in the face of competing funding priorities.

Pre-Conference Workshops: 3:00 PM to 3:45 PM

P3: Playing Favorites: Understanding the Impact of Bias in Advising

Location: JCSU 324
Presenter: Elizabeth Wilcox
Institution: University of California, Berkeley

Whether we admit it or not, we all have "favorite" students. What do these favorites say about our own values, expectations, and ultimately biases about student performance, engagement and behavior? What also do our irksome, frustrating and least favorite student interactions tell us? Contrary to our sometimes idealized notions of ourselves as 'fair' and 'neutral' educators, bias is a reality in our interpersonal interactions. A healthy goal is not to attempt to eliminate bias altogether but to manage awareness of the ways we extend ourselves to all students. Join us for this reflective and interactive workshop on the many surprising ways we "play favorites" every day. Relevant ethical standards and six strategies for mitigating the impact of bias will be provided.

P4: Into the assessment weeds and back again: Raising expectations and clarifying our vision to nurture opportunities to change culture at a large research-intensive university

Location: JCSU 323
Presenters: Kara Moloney and Tracy Grissom
Institution: University of California, Davis

The presenters will describe the evolution of an advising community of practice whose members developed a campus-wide framework for assessment of student learning. The session is for those interested in how one large research-intensive institution raised expectations by developing an academic advising assessment plan which supports flexible and sustainable assessment practices. Grounded in the principles of adult and active learning, this session includes "lightning presentations" interspersed with small- and large-group interaction and learning activities. Participants will leave with: An overview of practices for assessing academic advising; Concrete examples and assessment strategies that align with institutional goals; and Ideas for developing assessment frameworks at their institutions.

Campus Tours

The University of Nevada, Reno is offering campus tours for those who are interested!
Interested participants can meet at the Conference Registration Booth.
Tours leave at 1:00pm, 2:00pm, & 3:00pm on Wednesday, March 21st

NACADA Orientation for First-Time Conference Attendees

When: Wednesday, March 22, 2017 from 5:00pm to 6:00pm
Location: JCSU Graduate Student Lounge
Presenters: *Membership Committee Reps, Board and EO Visitors and Region Leaders*

As a new member, you most likely have many questions you want answered: Where do I start? What are those things called "interest groups" and "commissions"? I am only in my first year, can I even get involved? What is the purpose of the regions and what opportunities do they provide?

In this session, you will be introduced to NACADA – The Global Community for Academic Advising. This orientation is designed to provide guidance to new members as they begin their journey - 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 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 to the association. Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story!

WELCOME TO PACIFIC REGION 9 CONFERENCE

WELCOME

Reception

MAR
22nd



5PM

Live Performance

UNR Graduate Student Combo
Ben Gaiazza, Bryan McAllister, Dylan Coleman & Justin Tatum

JCSU Ballroom A

Join Us for Breakfast!

8:00am-9:00am

Thursday, March 23rd and Friday, March 24th

JCSU Ballrooms

Concurrent Sessions

Evaluations: We highly encourage using the Guidebook mobile app to complete your evaluations. If you choose to complete a paper evaluation, evaluation forms will be available in each meeting room. Please write the session number at the top of the form and hand it to the conference volunteer at the back of the room. Individual session numbers are noted before the session title in your program. This will populate automatically if you complete the evaluation through the Guidebook mobile app. We ask that you complete evaluations for each session attended as well as the overall conference evaluation, which will be available online at www.nacada.ksu.edu/nacada.ksu.edu and sent out via email after the conference. Your responses will help determine which program is selected for Best of Region 9 recognition and are essential in determining the content of future conferences. We thank you in advance for your comments and suggestions!

Thursday, March 23, 2017

Concurrent Session #1: 9:00 AM to 9:50 AM

C11: Don't Be Blinded By Science!: A New Paradigm for Pre-Health Curricula

Location: JCSU Great Room

Presenters: Grace Cardenas Leal, Natasha Rudi, and Derek Furukawa

Institution: University of Nevada, Reno

The notion of prescribing a strict science curriculum to qualify pre-health students into professional schools is making a pedagogical shift. This shift involves widening the lens through which admissions evaluations view prospective applicants for Healthcare 2020. Participants will be able to share their perspectives on this new paradigm, discuss current trends and practices, while developing strategies to improve pre-professional advising on their campus. This session offers a unique model for institutional and programmatic considerations, including the development of a Pre-Professional 101 course. Be inspired to set new precedence in motion by being an important partner to your students in creating a dynamic health workforce across the country.

C39: Assessing Assessment: Building, Improving and Expanding Assessment in Academic Advising

Location: MIKC 107

Presenters: Jennifer Pierce and Natalie Brown

Institution: Truckee Meadows Community College

Learn how to assess, revise, and expand your current assessment plan and explore how to create Student Learning Objectives focused on three core objectives: what students are expected to know, what students are expected to do, and what students are expected to value and appreciate as a result of active participation in the academic advising experience. Let's move beyond student satisfaction surveys and learn how to coordinate assessment efforts among advising staff so that all assessments are focused on agreed upon core Student Learning Objectives. Analyze the challenges of assessment within an advising department and learn how to address these challenges. Presentation will also discuss importance of using assessment to improve academic advising, and being mindful to only collect data that will be used to enhance the advising experience.

C09: Where's the Help? Creating and Supporting a Community of New Academic Advisors with No Formal Budget

Location: JCSU 423

Presenters: Matthew Markin and Evelyn Knox

Institution: California State University, San Bernardino

Academic advising is a key component to student retention and graduation from college. Professional development and support, however, are sometimes lacking in the growth of new academic advisors. In November 2015, the "New Advisors Group" was created by academic advisors from California State University, San Bernardino. The New Advisors Group is self-reliant in the support and encouragement of new advisors, as well as the continued development through the advising transition process, all with no formal budget.

C01: Keeping an Eye on the Prize: Graduation Success through Career Engagement

Location: JCSU 320

Presenter: Ann Lara

Institution: California State Polytechnic University, Pomona

The Collins College of Hospitality Management at Cal Poly Pomona has been extremely successful at freshmen and transfer graduation rates, and upper division transfer URM gaps (below zero) in large part due to consistent student career engagement throughout students' academic careers from recruitment through graduation. An interactive group exercise will allow participants to explore career engagement opportunities for students on their campuses that will have potentially high impacts on student success. Participant groups will create a Disneyland inspired map to design "lands" in their park (Universityland) in which success toward graduation will be designed in several key career engagement areas including first year experience, student engagement, industry work experience, industry engagement, campus student resources, and effective communications.

C34: Beyond the Call to Duty: An Introduction to Supporting Veteran/Military/Dependent Students

Location: JCSU 324

Presenters: Jason Sumi, Jeff Weston, and Mario Garza

Institution: California State University, Sacramento

The National Center for Veterans Analysis and Statistics (2016) estimated that there are 1.2 million veteran, military, and dependent (VMD) students enrolled in colleges and universities across the nation. While some campuses may be equipped to support VMD students, not every campus provides required training to inform faculty and staff on how to better serve VMD students. In this session, participants will receive an introduction on how to support VMD students, learn about common benefits students receive from the Department of Veterans Affairs, review student testimonials involving the successes, challenges, and advice for professionals regarding the transition of VMD students into higher education, and participate in student case scenarios.

C20: Building Skills for Advising Across Cultures

Location: JCSU Rita Laden Senate Chambers
Presenters: Lauren Moloney-Egnatios and Breidi Truscott Roberts
Institution: University of California, Berkeley

As numbers of international students continue to grow on campuses throughout the US, how prepared are we to advise international students in ways that will be most effective for them? In this session we bring issues of intercultural communication front and center, equipping advisors with specific tools and skills for providing maximally effective advising for international students. Learning objectives:

1. Developing awareness that:
 - a. Cultural difference is a significant source of potential obstacles to effective advising;
 - b. Cultural difference presents a significant opportunity for advisors to improve the effectiveness of their advising.
2. Building specific culture-bridging skills designed to maximize the possibility of effective advising across cultures.
3. Sharing of existing best practices through discussion at the tables and sharing in the room.

Concurrent Session #2: 10:00 AM to 10:50 AM

C52: Raising Expectations of the Advising Profession: Nurturing Opportunities to Go from Job to Career

Location: JCSU 324
Presenters: Staci Miller and Tara Connolly
Institution: Truckee Meadows Community College

Academic advising is a profession that many individuals fall into rather than seek. According to NACADA, a low percentage of Academic Advisors stay in the profession for more than 10 years, which likely means many individuals use the profession as a temporary job or stepping stone to a different field. In order to raise the expectations of advising as a profession, Advisors' needs must be nurtured in order to change the mindset from job to career. In this session, we explore the Advising profession through the lens of Self-Determination Theory, which states that three basic psychological needs of autonomy, competence, and relatedness must be fulfilled in order to be intrinsically motivated and have well-being.

C06: Learning Centered Integrative Advising: Curriculum in Action

Location: JCSU 423
Presenters: Ariel Collatz, Anya Gibson, Caitlyn McCarthy, Laura Barrera, and Brenna Dockter
Institution: University of California, Davis

An advising curriculum is a foundational tool of the advising as teaching model. A curriculum can help advisees and advisors define their roles, provide clear expectations, identify assessable learning outcomes, and formalize a framework from which our students get the most out of their educations. This presentation will use an example from the University of California, Davis as a model to discuss advising curriculum components. We will review the goals, learning outcomes, approaches, and assessment results from our curriculum. This presentation is appropriate for advisors and advising leaders seeking to learn more about advising curriculum implementation.

C04: Building Character in Students: Integrating Self-Discovery & Critical Thinking

Location: MIKC 107
Presenter: Michelle Taliaferro
Institution: University of Utah

Character. Is this the first word that comes to mind when you advise? I would guess, no. What if it was? Through my interactions with students both as an advisor and mentor I have learned character has an important place in our day-to-day interactions with students. The reality is students today lack character, and are not equipped to handle opposition, which is critical to navigating our world's biggest issues and to being an effective future leader. In this presentation, I will show that building character does have a place in our daily interactions with students, and why the interplay of self-discovery and critical thinking are essential to a student developing character, and living a life with purpose.

C32: Supervising Peer Advisors, Peer Coaches and Student Workers: How to Nurture Growth and Effective Leadership

Location: JCSU Rita Laden Senate Chambers
Presenters: Megumi Makino-Kanehiro and Winnie Tang
Institution: University of Hawai'i at Mānoa

Everything can get complicated when it involves more than two people. Learn how to effectively navigate supervision of groups of peer advisors, peer coaches and student workers. Participants will explore the complexities inherent in supervision by working on a brief scenario. They will learn some of the essential elements of supervision; hear about both good and bad lessons learned at one institution; obtain specific tips and strategies for nurturing growth and leadership in their student workers. They will also receive sample materials. Finally, they will apply the same strategies to their own situations. This session is designed primarily for new supervisors of student workers but is meant to be helpful for all supervisors.

C07: The Flip Side...Best Practices of an Online Advising Team

Location: JCSU 422
Presenters: Cindy Saunders and Vivian Medrano
Institution: University of La Verne

How are cohesive online advising teams developed? Whether your college or university advising office is small, large, or something in between, there are certain characteristics that can help develop an effective, cohesive online advising team. In this interactive session, presenters will cover techniques that are translatable to all teams in higher education. Based on Patrick Lencioni's book, "The Five Dysfunctions of a Team," and his training program with Wiley Workplace Solutions called, "The Five Behaviors of a Cohesive Team," we discuss the flip side of team dysfunctions. This session will explore the following: how to develop and maintain trust, how to embrace and resolve conflict, how to solidify commitment, how to embrace accountability, and how to achieve results.

C55: Creating an Interprofessional Summer Prep Program

Location: JCSU 320
Presenter: Hector Arroyo
Institution: Western University of Health Sciences

The Summer Preparedness and Readiness Course (SPaRC) is a six-week program held in June and July, before the start of the academic year. Historically, SPaRC courses were either an introduction to or review of foundational material pertinent to the chosen program of study. Over the last four years, SPaRC has intentionally shifted its focus from medical science specific courses to guided opportunities for interprofessional collaboration. Further the program maintains a lower-stress environment where students can learn, study, and take exams, then reflect for improvement, rather than focus on grades. Finally, the program requires students meet with a LEAD academic counselor three times to discuss any academic or personal issue which may impact their success in their chosen program of study.

C12: A case study on readmitted students: Implications and best practice for academic advisors raising the expectation for students returning from academic disqualification

Location: JCSU Great Room
Presenter: Mercedes Butler, Ed.D.
Location: California State University, Los Angeles

Are you tasked with advising students that have experienced being involuntarily withdrawn but later sought readmission? In my quest to better serve at-risk students, I wrote my dissertation on students that experienced academic probation, academic disqualification and readmission. The case study was conducted to gain insight on the academic and social involvement factors indicated by readmitted students that contributed to degree completion. This interactive presentation will provided the results of the study, implications and best practice for raising the expectations of risk populations and how academic advising plays a key role in readmitted student's persistence to graduation. Please join the discussion on how to help students achieve their degree on their second attempt at persisting to graduation.

C16: Competencies for the Community College Advisor: A Crucial Job in the Student Success Mission

Location: JCSU 323
Presenter: Shellie Keller
Institution: College of Southern Nevada

This presentation introduces a study that examined required competencies for community college advisors to be successful in their jobs. The community college advisor competency model is a three-factor solution that summarizes and groups competencies into interpretable clusters. The competencies clusters are: 1. student centered; 2. advisor centered; 3. institution centered. These distinct categories of competencies, when applied to complete advising duties, are likely to lead to achieving crucial institutional and student learning outcomes. In addition to introducing a job competency model, this research offers interactive opportunities to brainstorm and consider innovative practices for recruitment and selection, performance evaluation, and professional development for advisors. Expect a fun, interactive discussion, and great takeaways for your institution to explore.

Concurrent Session #3: 11:00 AM to 11:50 AM

C22: Averting the Ping-Pong Effect: Timely Degree Completion Guided by the Graduation Specialist

Location: JCSU 423
Presenters: Natasha Rudi and Sariah Tillotson
Institution: University of Nevada, Reno

While a record number of students enroll in higher education institutions, a much smaller portion of them attain college degrees. It is imperative to shift the focus and pay more attention to student needs once they are actually enrolled, especially during junior and senior years when guiding them along the path to graduation. This session will present a holistic approach to graduation advising based on intentional outreach and continuous partnership between the college graduation specialist and the student. A critical aspect of this model is collaboration among various institutional entities that help avoid the so-called Ping-Pong effect, where students are being shuffled between different units with no main point of contact. Preliminary results indicate that this approach yields higher graduation rates and makes students feel confident about their graduation prospects.

C24: The Architect of Hope

Location: JCSU 324
Presenter: Elizabeth Wilcox
Institution: University of California, Berkeley

Most students enter college with a wide range of very personal hopes and dreams. But why are some students more successful at meeting their goals than others? Richard Snyder's hope theory offers an explanation for why some students are better at meeting goals than others. Research shows that hope is measurable, predictive of academic achievement and GPA, and can be developed. It also indicates that hopelessness is related to a wide range of negative personal and educational outcomes. Join this session to better understand how you can become an "architect of hope" by using backward design and divergent thinking to build agency and pathways. You'll also get a chance to turn a personal "wish" into a guiding "hope" through an interactive demonstration.

C18: Helping Students Overcome Academic Probation with Success Course

Location: MIKC 107
Presenters: Matthew Markin
Institution: California State University, San Bernardino

California State University, San Bernardino's office of Advising and Academic Services utilizes a success course as an intervention tool for undergraduate students on academic probation. Students explore their academic strengths and challenges while developing skills in becoming successful with both their educational and personal lives. Students, academic advisors and instructor collaborate as active participants by way of various advising methods including coaching, motivational interviewing and appreciative advising. This success course can also be adapted into a series of workshops for institutions under time or budget constraints.

C43: The Generational Sensitivity RAP

Location: JCSU 323

Presenters: Sione Lavaka and Perla Petry

Institution: Truckee Meadows Community College

It's projected that by the year 2023, numbers for total postsecondary enrollment of students 18 to 24 years of age will reach 13.3 million, students 25 to 34 years of age will reach 6.1 million, and students 35 years of age and older will reach 4.2 million. As academic advisors, it is our job to support this generationally diverse student body. This is why it is essential that we foster an environment that is open and sensitive to the values, experiences, and beliefs associated with the generational identities that we serve. As academic advisors with first-hand experience in advising generationally diverse students, we present a Generational Sensitivity RAP, a tool for higher education professionals to use when working with multi-generational student populations.

C23: Approaches for Developing Effective Training for Advisors: Importance of Continuous Re-evaluation

Location: JCSU 422

Presenters: Aqueelah Thompson and Dawn Aeschlimann

Institution: University of Nevada, Reno

Developing efficient training for advisors is essential for building a foundation for quality advising. As we all know, training is an on-going process. Through continuous evaluation we are able to assess and adapt our office practices to keep up with the changing times. Habley (1987) identifies three major content components for effective advisor training: conceptual, informational, and relational. By focusing on this model we will cover the process the University Advising Center at Nevada has developed to train our new advisors. We will show you the training materials we use: manuals, PowerPoints, and mock scenarios. We will also provide a step by step rollout plan for these materials and best practices we found along the way for successful implementation.

C59: Academic Advising for Faculty Advisors: How to Improve the Quality of Advising Given Increased Expectations

Location: JCSU Great Room

Presenters: Genevieve DeBernardis, John Houser, Jenna Dewar, Elena Pravosudova, and Kate Pollard

Institutions: University of Nevada, Reno

Faculty are faced with considerable challenges when it comes to academic advising. Not only is the workload greater than ever, but oftentimes faculty are placed into the position of advising with little to no training. However, expectations of advisors remain high. This panel will help to address these concerns through a dialogue between a panel of expert faculty advisors and audience members. First, an overview of the varying roles and expectations of faculty advisors will be provided. Afterwards, discussion will be centered on the following advising topics: developing best practices, enhancing efficiency and efficacy, and finding a balance between the faculty and advisor role. A number of readily accessible academic advising resources will be reviewed as well.

C57: Where I Am From: An Introspective Look at Asset-Based Advising through Community Cultural Wealth

Location: JCSU Rita Laden Senate Chambers

Presenters: Michael Lemus and Leanna Friedrich

Institution: University of California, Davis

Where are our students coming from? As we practice a holistic advising approach, it is crucial that academic advisors recognize the intrinsic assets that students bring to campus and how those assets support and shape their learning experiences. The focus of the presentation is to explain and discuss elements of Community Cultural Wealth (Yosso, 2005) and how this theory pertains to academic advisors and their advising sessions. After a discussion of the elements of Community Cultural Wealth and how they can be capitalized in the advising setting, participants will also think introspectively about their own assets of Community Cultural Wealth and explore through reflective writing.

C10: Threads of Resilience: The Power of Storytelling in Native American Student Success

Location: JCSU 320

Presenter: Pamela Pretell

Institution: University of California, Davis

Over the last few decades the number of Native American students enrolled in colleges and universities has grown significantly. However, Native Americans have attended and graduated from colleges and universities nationwide long before this growth. Within each institution where Native peoples are present there are stories of success, resilience, and excellence. These stories bring to life the voices and experiences of Native peoples within higher education and provide a space for Native American students to connect to the past, present, and future. This presentation will share the experiences of Native American students and graduates of the University of California, Davis with campus community specific narratives, provide ideas for empowering student voice and information on culturally relevant resources.

Welcome Luncheon with Keynote Speaker Tom Brown

12:00pm -1:45pm

JCSU Ballrooms

Concurrent Session #4: 2:00 PM to 2:50 PM

C53: Scaffolding Student Success: Developing Student Autonomy in a Peer-Mentor Program

Location: JCSU 320

Presenter: Justin Clapp

Institution: University of Hawai'i at Mānoa

This presentation will highlight the format and structure of the University of Hawai'i at Mānoa's Peer-Mentor Program, located within the Student-Athlete Academic Services department. The presenter will share personal experiences working with a diverse student population, chronicling how a growth of the Peer-Mentor Program coincided with a renewed focus on developing student autonomy and self-efficacy. The presenter will describe how students are structured to enter, and transition out of, the Peer-Mentor Program, departing with the knowledge of a variety of pertinent academic skills (such as time-management and organization) to help them effectively navigate the collegiate academic environment.

C19: Developing an Advising Training Program with a Social Justice Lens

Location: JCSU Rita Laden Senate Chambers

Presenters: Katherine Parpana, Ariel Collatz, Elizabeth Cote, Letia Graening, and Brittany Derieg

Institution: University of California, Davis

Academic advisers have an important role to play in creating a climate of equity and inclusion on our campuses. To fulfill this role, they need tools beyond what is provided in typical diversity training to develop and foster relationships which can positively impact student success and retention. This session will include an overview of the University of California, Davis' homegrown training program and the process through which it was developed. This program focuses on the concepts of human equity and inclusion within the context of social group membership and identity exploration and includes the goals of helping advisers create more intentional advising relationships and understand changing expectations for advising. This session is appropriate for those preparing to create or update advising training programs.

C42: Creating Pathways for Success

Location: JCSU 323

Presenter: Nicole Stella

Institution: University of Nevada, Las Vegas

Do you work with STEM and/or Business students? Have you noticed difficulties in retention when these students are not ready for college-level math? This presentation will discuss a University of Nevada, Las Vegas program working with students in developmental math who also plan to go into a STEM or Business field. This presentation will also give helpful tips and next steps for bringing something similar to your campus. Come learn about the implementation process, including creating buy in with key collaborators, student response, and the outcomes thus far!

C41: CBU's Use of Google Sites in Academic Advising

Location: JCSU 423

Presenter: Adrian Martinez

Institution: California Baptist University

As any seasoned academic advisor can tell you, the catalog is only the beginning of what you need to know. In addition to a policies and procedures manual, there are countless bits of information that advisors need to learn and remember in order to best serve their students and institutions. Often times, this information lives in various documents and manuals, and in the memories of individual advisors. Come learn how California Baptist University used Google Sites to create an online resource that houses all this information in a user friendly, easy-to-update, and searchable website.

C54: Developing partnerships to help students achieve academic excellence

Location: MIKC 107

Presenter: Donna San Miguel

Institution: California State University, San Marcos

As the time to graduation continues to increase we need to find ways to help our students excel and graduate in a shorter time frame. California State University San Marcos created a satellite campus to not only help meet the needs of the region, but to provide access to education so students could complete their program in a shorter time frame. They worked with the local municipality and community college to develop four degree completion programs. Students are graduating with a higher grade point average and meeting their time to completion. They have been able to thrive in this environment and move on to the next stage of their lives.

C15: Maximizing Generational Traits to Engage Today's Students and New Advisors

Location: JCSU 324

Presenter: Jazzie Murphy

Institution: California State University, Sacramento

Advising is central to the discussion of student success on campuses across the country. Advising professionals are regularly sought out to develop innovative programs and approaches to serving "today's students", but do we really know "today's students"? Our current students are also now our new co-workers and staff. Generational characteristics are changing the landscape of higher education, from how students are delivered and receive information, to how new advising professionals perceive student success and the field of student services at large. This engaging and dynamic discussion will focus on how generational traits have impacted the ways students engage with advisors and how new professionals approach academic advising and student success.

C50: Utilizing Invitational Leadership Theory with Heightened Reflection, Advocacy and Collaboration to Transform College Students' Advising Experience

Location: JCSU 422

Presenters: Kristin Grammer, Sabrina Wilhelm, and Nadine Abu-Seraj

Institution: University of Redlands

Imagine a simple approach and three step model to transform your student's advising experience. In this interactive presentation you will learn about Purkey and Siegel's (2003) Invitational Leadership Theory where stakeholders are "invited" to foster positive messages to impact people, policies, programs, processes and physical environments within an educational setting. Multiple perspectives will be shared from a student, advisor, and faculty/administrator to address this theory and discuss the practice of heightened reflection, advocacy, and collaboration skills to help guide your own advising dialogue and stimulate positive institutional change. Through application of this theory and three step model, connection and communication flourish resulting in raised expectations for the advising community and nurtured opportunities for students.

C56: Reactivating the Dream, Returning for Graduation

Location: JCSU Great Room

Presenters: Stephanie Flores and Stephany Najarro

Institution: California State University, Dominguez Hills

When students stop out from their education, do they ever come back? Colleges and universities struggle with losing students because of family, work, or medical issues, but they don't have the time or resources to follow up with students, even those close to graduating. CSU Dominguez Hills tackles this challenge by working with students who left and have returned to finish their degrees, and by reaching out to students at risk, or those who recently left the university. During 2015 – 2016, 145 returning students were supported towards degree completion, and 135 have successfully earned their degrees. Learn how your institution can create a similar program for returning students close to graduation. Participants will share and discuss their own institutional approach for supporting returning students.

Concurrent Session Locations:

Room	Thursday, 9am-9:50am	Thursday, 10am-10:50am	Thursday, 11am-11:50am	Thursday, 2pm-2:50pm	Thursday, 3pm-3:50pm	Friday, 9am-9:50am	Friday, 10am-10:50am	Friday, 11am-11:50am
JCSU Rita Laden Senate Chambers	C20: Building Skills for Advising Across Cultures	C32: Supervising Peer Advisors, Peer Coaches and Student Workers: How to Nurture Growth and Effective Leadership	C57: Where I Am From: An Introspective Look at Asset-Based Advising through Community Cultural Wealth	C19: Developing an Advising Training Program with a Social Justice Lens	C21: "What do you mean my financial aid didn't process?!" – How to Advise Students Experiencing a Financial Disruption	C47: The Reality Check Circle	C08: The Hero's Journey as a Cultural Adjustment Tool for International Students	C25: Yes, you have to take that: Helping Students Own Their Educational Experience through Intentional GE Course Selection
JCSU 320	C01: Keeping an Eye on the Prize: Graduation Success through Career Engagement	C55: Creating an Interprofessional Summer Prep Program	C10: Threads of Resilience: The Power of Storytelling in Native American Student Success	C53: Scaffolding Student Success: Developing Student Autonomy in a Peer-Mentor Program	C31: Putting People First: How to Utilize a Human Resource Framework to Create and Sustain a Peer Advisor Program	C13: Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing	C26: First Year Advising: It Takes a Village	C36: Informing and Empowering Students through Peer Advising
JCSU 323		C16: Competencies for the Community College Advisor: A Crucial Job in the Student Success Mission	C43: The Generational Sensitivity RAP	C42: Creating Pathways for Success	C51: Building Resiliency in Adult Learners: Advising strategies that work with veterans	C45: Breaking Down Silos: Supporting Students in Academic Difficulty within a Decentralized Advising System	C17: Raising Engagement in the NACADA Organization	
JCSU 324	C34: Beyond the Call to Duty: An Introduction to Supporting Veteran/Military/Dependent Students	C52: Raising Expectations of the Advising Profession: Nurturing Opportunities to Go from Job to Career	C24: The Architect of Hope	C15: Maximizing Generational Traits to Engage Today's Students and New Advisors	COR1: Student Success? Don't sweat it.		C48: From Academic Probation to Graduation: A Second Year Advising Design for Academic Achievement	C37: Relax in Business Class
JCSU 422		C07: The Flip Side...Best Practices of an Online Advising Team	C23: Approaches for Developing Effective Training for Advisors: Importance of Continuous Re-evaluation	C50: Utilizing Invitational Leadership Theory with Heightened Reflection, Advocacy and Collaboration to Transform College Students' Advising Experience	C49: Nurturing the Online-Nontraditional Student Experience through Collaboration and Communication between Departments	C60: Conversations with NACADA Leaders: Core Values Review: Round Two	C33: It's All in the Way You Say It: Mandatory Advising Messages	C14: Why No Major is the New Major: Reimagining Undeclared Advising
JCSU 423	C09: Where's the Help? Creating and Supporting a Community of New Academic Advisors with No Formal Budget	C06: Learning Centered Integrative Advising: Curriculum in Action	C22: Averting the Ping-Pong Effect: Timely Degree Completion Guided by the Graduation Specialist	C41: CBU's Use of Google Sites in Academic Advising	C35: Raising expectations and opportunities as a professional: Determining your level of involvement in the scholarship of advising	C02: One Person at a Time: Hope for a Second Chance	C44: Joint & Integrative Advising: Nurturing Advisor Efficiency and Student Education	C29: Creating Transfer Pathways: Starting Point Mentorship Program
JCSU Great Room	C11: Don't Be Blinded By Science! A New Paradigm for Pre-Health Curricula	C12: A case study on readmitted students: Implications and best practice for academic advisors raising the expectation for students returning from academic disqualification	C59: Academic Advising for Faculty Advisors: How to Improve the Quality of Advising Given Increased Expectations	C56: Reactivating the Dream, Returning for Graduation	C27: A Future for the First: Piloting a Retention Initiative for First-Generation Students	C40: Helping Students Debunk Myths About Liberal Arts Majors and Preparing Them for Post-Graduation Pursuits	C46: Our Stories: Gender, Advising and the Impostor Phenomenon	C30: A Case Study: Hosting Advisor Training Modules on a Course Management System
JCSU 402				COR2: Signs for Identification of and Tips for Working with Students Victimized by Commercial Sexual Exploitation				
MIKC 107	C39: Assessing Assessment: Building, Improving and Expanding Assessment in Academic Advising	C04: Building Character in Students: Integrating Self-Discovery & Critical Thinking	C18: Helping Students Overcome Academic Probation with Success Course	C54: Developing partnerships to help students achieve academic excellence	C58: Reframing At-Risk to High Potential: Increasing Success for Students Who are First-Generation/Low Socio-Economic Status (SES), Multicultural and/or Underprepared	C03: Starting from Scratch- How UC Davis created an academic advising culture of professional development, training, and community in under three years	C38: Prevention vs. Treatment: The Benefits and Efficacy of Proactive Advisement on Students	C05: The Importance of Impact in a Student's Search to "Know Thyself"

COR2: Signs for Identification of and Tips for Working with Students Victimized by Commercial Sexual Exploitation

Location: JCSU 402
Presenters: Jen Robinson and Melissa Holland
Institution: Awaken

Awaken is 501(c)3 non-profit whose mission is to increase awareness and education surrounding the issue of commercial sexual exploitation and to provide housing and restoration for its victims. This session will discuss the prevalence of sex trafficking in the Region 9 area and provide information related to signs of victimization to help advisors identify students who may be involved in "the life." Advisors will be given actionable steps as to how to best serve these students and information related to available resources.

Concurrent Session #5: 3:00 PM to 3:50 PM

C21: "What do you mean my financial aid didn't process?!" – How to Advise Students Experiencing a Financial Disruption

Location: JCSU Rita Laden Senate Chambers
Presenters: Ashley Juvera and Staci Miller
Institution: Truckee Meadows Community College

College can be one of the most pivotal moments for a student. They can form many positive experiences during their time in school that will impact them for the rest of their lives. However, when faced with a disruption especially financially, students can begin to form a negative experience in college and they will carry this experience with them for the rest of their lives. By using best practices in advising and Schlossberg's transition theory, Appreciative Advising, and through advising interaction, academic advisors collaborate with financial aid advisors to ensure that students avoid disruptions in their time in college.

C35: Raising expectations and opportunities as a professional: Determining your level of involvement in the scholarship of advising

Location: JCSU 423
Presenters: Wendy Troxel and Kiana Shiroma
Institutions: Kansas State University and University of Hawai'i at Mānoa

As the scope of the profession of advising grows and deepens, individual advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective "Involvement in Research" framework. Join members of the NACADA Research Committee and the Director of the NACADA Center for Research as we explore ideas for your own place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there.

C58: Reframing At-Risk to High Potential: Increasing Success for Students Who are First-Generation/Low Socio-Economic Status (SES), Multicultural and/or Underprepared

Location: MIKC 107
Presenter: Tom Brown
Institution: Tom Brown and Associates

This session will focus is on supporting academic advisors to understand what they must know, understand and do to increase the achievement and success of students who are first generation/low socio-economic status (SES), Multicultural, and/or underprepared. It will describe the characteristics, challenges and strengths of students whose personal, social, and academic backgrounds and experiences often put them at greater risk for not persisting and succeeding college. It will highlight cognitive, emotional, and behavioral barriers that hinder student success and offer concrete, tangible strategies that can enable them to motivate and support students to take greater responsibility for their own development and learning.

C31: Putting People First: How to Utilize a Human Resource Framework to Create and Sustain a Peer Advisor Program

Location: JCSU 320
Presenters: Eve Millett and Megumi Makino-Kanehiro
Institution: University of Hawai'i at Mānoa

"Learning in an organization takes place when three elements are in place: good mentors who teach others, a management system that lets people try new things as much as possible, and a very good exchange with the environment." (Aubrey and Tilliette, 1990, pp.144-145.) During this session, the presenters will discuss the human resource framework presented in Bolman and Deal's book, *Reframing Organizations: Artistry, Choice, and Leadership* and ways to implement six strategies in a peer advisor program setting. Participants will learn about the human resource framework and how one six-year-old peer advisor program utilizes this framework. They will also brainstorm ways to implement this framework within peer advising programs or advising offices.

C51: Building Resiliency in Adult Learners: Advising strategies that work with veterans

Location: JCSU 323
Presenter: Glenn Worthington
Institution: Brandman University

Returning to school as an adult learner can be challenging for anyone, and especially challenging for active duty members of our Armed Forces and veterans. The purpose of this presentation is to create a higher awareness about strategies that enhance academic resiliency in adult learners who have served or are currently serving our country. Session attendees will be able to articulate and apply best practices that enhance resiliency and promote retention of military or prior service students in higher education degree programs. A variety of interactive instructional techniques will be used to reinforce key learning points. Session attendees will also be linked to a network promoting resiliency in higher education for veterans, and others who may benefit.

C27: A Future for the First: Piloting a Retention Initiative for First-Generation Students

Location: JCSU Great Room
Presenter: Katharine Hannah
Institution: University of Hawai'i at Mānoa

Colleges and universities across the country struggle with low levels of degree completion and retention. First-generation college students are at higher risk for attrition than peers and are more likely to leave a 4-year school before the second year of enrollment. In response to these statistics and in support of the University of Hawai'i at Mānoa's retention initiative, the presenter developed a structured learning environment for freshmen first-generation student-athletes. This program draws inspiration from educational researchers Astin's and Tinto's ideas about how to effectively support students in the first year of college. This presentation, titled "A Future For the First: Piloting a Retention Initiative for First-Generation Students," will outline challenges faced in developing and implementing the pilot program, estimated impacts on retention, and suggestions for future programming and research efforts.

C49: Nurturing the Online-Nontraditional Student Experience through Collaboration and Communication between Departments

Location: JCSU 422
Presenters: Natasha Montabello and David Hayden
Institution: Brandman University

Are online-nontraditional students the new traditional? This session will explain the needs of these students and how Brandman University have been successful at keeping students connected through collaboration and communication between departments. Educators will be shown how to implement successful enrollment and communication strategies to provide each student with a seamless progression through all stages of the student experience. Strategies will include, and are not limited to: the Customer Relationship Management System (CRM) that is used to virtually communicate and share notes between departments, the Enrollment Coaches' pre-assessment of student preparedness and approach for prospective students, workshops, and updates of conferencing software that Academic Advisors use to advise online students.


COR1: Student Success? Don't sweat it.

Location: JCSU 324
Presenter: Bobby Joseph
Institution: E2E Advising, LLC

E2E Advising's Appointment Manager is a higher education booking software that two-way sync with your Outlook or Google calendar in real-time. Appointment Manager's real-time two-way sync feature with Microsoft Outlook or Google Calendar makes advisor's jobs much easier and efficient while improving student convenience to schedule appointments 24/7. It is a FERPA/ADA-compliant enterprise student success and case management solution for colleges and universities. It's affordable, web-based, client-hosted, and easy to use. To learn more about Appointment Manager, schedule a custom demo with us.

NACADA Region 9 Business Meeting

Thursday, March 23rd
4:00pm-5:00pm
JCSU Theatre



NACADA ADVISOR SOCIAL
Explore. Mingle. Snack.

Silver Peak Brewery & Restaurant

Don't forget your NACADA badge!

MARCH 23 | 5PM
135 N. SIERRA ST
RENO, NV 89501
SILVERPEAKBREWERY.COM

Morning Riverside Jog

Join the UNR Wolf Pack Running Club in a morning jog along the Truckee River before starting the day.
Interested runners can meet in the Silver Legacy hotel lobby.

When: Friday, March 24th
Time: 6:45am

Friday, March 24, 2017

Poster Sessions & Breakfast: 8:00 AM to 8:50 AM

JCSU Ballrooms

PO1: Identifying the Effects of College Peer Mentoring on Student Success Outcomes

Presenters: Ana Maria Barrera, Emily Abueg, and Jasmine Barron
Institution: San Francisco State University

The present study focuses on examining the impact of peer advising at the college level on academic student success outcomes. Current research on the effectiveness of peer advising among college students has been inconclusive. Utilizing the Academic Advising Inventory (AAI), by Winston and Sandor (2002), the aim is to investigate student advising experiences within the Kinesiology Department at San Francisco State University. Statistics in recent years have illustrated a decline in SFSU's 4-year graduation rates. The ultimate goal of this study is to determine if student advising needs are being addressed, and to assist the University with enhancing student learning, raising retention and graduation rates, and improving the student experience at all levels.

PO2: Text Message Communication

Presenter: Vanessa Bascherini
Institution: Sonoma State University

Many students indicated they receive too many email from too many departments to read. Other than plastering flyers across campus or waiting for an advising appointment, this tool can be a great resource to incorporate at your institution. This is a new way to attract attention and communicate effectively and efficiently with your students. Using this tool you are able to engage your students, alert students and drive better engagement. You are able to instantly communicate with students at any time or place through mobile texting, email and voice broadcasting. You can use this tool to send major updates, deadlines to declare impacted majors and also academic deadlines. This tool can be a resource in reaching your current population of students.

PO3: Excessive Units for "Super Seniors"

Presenters: Erika Hernandez
Institution: California State University, San Bernardino

The terms "Excessive Units" or "Super Seniors" is a term describing students seeking a first baccalaureate degree who have earned 181 or more units and who have not yet graduated. Excessive Unit Seniors receive a registration hold each quarter until they graduate based on their units. All of the CSU campuses have been asked to encourage students to graduate in a timely manner so that there are more seats available to all students seeking a degree. It is not intended that standards be lowered by waiving requirements or making inappropriate substitutions. It is hoped that this process will help students to keep their focus on the goal of completing their degree leading to a dream career or a postgraduate education.

PO5: Impacted Majors Impacting Students: Raising Expectations for Student Success using Proactive Advising

Presenters: Jessica Baker and Deborah Parsons
Institution: California State University, San Bernardino

Problems associated with impacted majors include budgetary shortfalls, overly-burdened faculty, and strain on resources. Little is known, however, about the challenges an impacted major can have on students. Whether it be the limited number of course offerings or curriculum loopholes, students may find it difficult to navigate an already complex major. The College of Social and Behavioral Sciences (SBS) Advising Services Team at California State University, San Bernardino has implemented a proactive advising approach to address impaction issues in the Criminal Justice major. Our objective was to raise the expectations of student success, help students navigate their program, and close loopholes within the curriculum. Our results include successfully diverting students from the impacted major to other majors, raising the GPA, and increasing the retention and graduation rates for that major.

PO6: Streamlining Education through Collaboration to Increase Adult Degree Completion

Presenters: Kathryn Mears, Nora Dominguez, and Marcus Duarte-Smith
Institution: University of La Verne

With about one third of the teaching force retiring (California Teachers Association, 2016) and meeting the need of adult student age 25 and older, the University of La Verne Kern County Regional Campus created an interdepartmental collaboration to establish pathways to simplify and demystify the college experience for those pursuing a field in Education. This presentation is to share the importance of collaboration with campus partners and community, advocating for the adult student, the necessity of multiple touch points and meeting the needs of the community. Participants will learn about methods of streamlining pathways toward degree completion, community assessment and how to apply this collaborative model to any field of study.

PO7: Reflecting on the Process: The Development of a Writing Center

Presenter: Justin Clapp
Institution: University of Hawai'i at Mānoa

This presentation will highlight the format, structure, and development of the Student-Athlete Academic Services' (SAAS) Writing Center, located at the University of Hawai'i at Mānoa. The presenter will elaborate upon the process of initiating, and maintaining, a writing center, elaborating upon the challenges encountered throughout the process. The presenter will describe how the writing process emphasizes and encourages collaboration. The presentation will detail the growth and development of the SAAS Writing Center, detailing a shift from a focus on limiting collaboration (in an attempt to mitigate plagiarism) to emphasizing collaboration.

PO8: All You Need is a Camera and a Social Media Account: Looking Thru a New Lens to Help Students #AdviseUP

Presenter: Matthew Markin

Institution: California State University, San Bernardino

Communicating with students has become increasingly challenging as many students have stopped checking their e-mail, while others have difficulty understanding the message in the e-mail. Social media has become an integral communication tool for the Advising and Academic Services Office at California State University, San Bernardino. Instagram, Snapchat and YouTube are used to inform and connect with students regarding advising and registration. Come learn how one office has branded 'advising' to engage students using social media with little to no technical background and no office budget.

Concurrent Session #6: 9:00 AM to 9:50 AM

C02: One Person at a Time: Hope for a Second Chance

Location: JCS 423

Presenters: Natasha Rudi and Lynwood Johnson

Institution: University of Nevada, Reno

This session will present a high-involvement intervention model of advising that allows academic advisors to effectively assist probationary students. The main scope of the model is to ensure student academic standing adjustment, persistence and graduation. The session commences with an interactive component that is followed by discussion of relevant definitions, model phases and respective outcomes. Preliminary findings indicate that continuous one-on-one collaboration between advisees and advisors positively affects student retention and degree completion rates. The session also addresses the difference between "at-risk" and "probationary" student populations, relevance and applicability of the model, limitations and further implications.

C40: Helping Students Debunk Myths About Liberal Arts Majors and Preparing Them for Post-Graduation Pursuits

Location: JCSU Great Room

Presenters: Jennifer Pierce and Ben Davis

Institution: Truckee Meadows Community College

Explore the myths and stigmas surrounding majoring in the liberal arts, and gain insight into advising students who may have reservations about majoring in the liberal arts. After advisors help students break down the stigmas, we are able to guide them through connecting the competences learned in liberal arts majors with their post-graduation pursuits. Presentation will acquaint advisors with theories that foster student awareness of experiences that help them define their interests and connect them to career opportunities.

C47: The Reality Check Circle

Location: JCSU Rita Laden Senate Chambers

Presenters: Sione Lavaka and Grecia Anaya-Arevalo

Institution: Truckee Meadows Community College

It is estimated that approximately 65,000 undocumented students graduate from high school every year, and only 7,000-13,000 attend college. How many students who meet with Academic Advisors on a regular basis are undocumented and are afraid to disclose this information because of legal ramifications? In this session, two Academic Advisors will define what it means to be an "Undocumented Student," disprove misconceptions, and address obstacles that this unique population faces. Through an activity and exploring the labeling theory, attendees will see how labels can affect undocumented students. With the Reality Check Circle, which is a guide to assist all in higher education effectively work with undocumented students, attendees will see how this tool can help this population of students reach their educational goals.

C45: Breaking Down Silos: Supporting Students in Academic Difficulty within a Decentralized Advising System

Location: JCSU 323

Presenters: Julie Zech and Danielle Huddleston

Institution: University of California, Davis

Are you interested in improving the quality of advising for students in academic difficulty? Attend this session to learn how the College of Agricultural and Environmental Science Dean's Office, at UC Davis, overhauled their subject to dismissal and academic probation processes, to provide students with a holistic advising experience. Using framework from the appreciative advising approach, advisors in the Dean's Office and departments work collaboratively and intentionally in every step of this process to best support students. Participants will learn how to support students and work collaboratively across departments in a decentralized advising structure. Participants will leave the workshop with strategies and holistic advising techniques to advise students in academic difficulty.

C13: Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing

Location: JCSU 320

Presenter: NACADA Publications Advisory Board

Institution: Kansas State University

There are many opportunities to write for NACADA. Last year 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field's literature base. 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, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the 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.

C03: Starting from Scratch- How UC Davis created an academic advising culture of professional development, training, and community in under three years

Location: MIKC 107

Presenters: Kate Creveling, Joe Lee, and Kelli Sholer

Institution: University of California, Davis

"Institutions serious about student learning, persistence, and graduation rates must provide training and professional development for their academic advisors. Research demonstrates that academic advising significantly contributes to student persistence towards graduation" (Givans Voller, 2012). Historically UC Davis did not have a system in place to support the profession of academic advising. Our de-centralized structure left a disconnected network of advisors across campus and colleges with varying advising backgrounds and abilities providing an inconsistent experience to our 30,000 plus student body. Through the creation of the Advising Training and Professional Development committee, new advising standards and expectations have been established and our once non-existent advising community is now regionally and nationally recognized.

C60: Conversations with NACADA Leaders: Core Values Review: Round Two

Location: JCSU 422

Presenters: NACADA Board, Executive Office Reps and Region Leaders

This session is designed for our leaders to provide information about the association to all conference participants. A portion of this year's conversation will focus on a review of drafted core values for the Association in the future. These values were drafted based on feedback from membership over the past year gathered at Annual, International, and Regional Conferences, NACADA Institutes, and a webinar. Participants are encouraged to ask questions about the topic as well as the association, including how to become involved and learn about leadership opportunities.

Region 9 Conference Service Project



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Concurrent Session #7: 10:00 AM to 10:50 AM

C08: The Hero's Journey as a Cultural Adjustment Tool for International Students

Location: JCSU Rita Laden Senate Chambers

Presenter: Tara Connolly

Institution: Truckee Meadows Community College

Last year, 974,926 international students chose to study in the United States. International education often results in some level of culture shock for most students. Advisors know that culture shock is normal, but it may seem unnatural to students and result in the desire to return home early. Joseph Campbell outlined the basic pattern that stories across time and culture follow, paying special attention to the hero's journey. Helping students recognize their own hero's journey can lead to a better understanding of themselves and serve as a cultural adjustment tool. In this session, we'll explore the stages of culture shock, map it to the 12 stages of the hero's journey, then apply it to the international student experience.

C46: Our Stories: Gender, Advising and the Impostor Phenomenon

Location: JCSU Great Room

Presenters: Ariel Collatz and Kyle Westbrook

Institution: University of California, Davis

Being successful and confident in our advising positions is not just a matter job satisfaction, but of our ability to positively impact the student experience. The Impostor Phenomenon is characterized by a sense of being incapable, not good enough or having achieved accomplishments by accident or luck. This experience may more heavily impact marginalized genders including women, non-binary and trans* of all backgrounds and can ultimately affect the realization of human potential. Identifying and appropriately responding to this phenomenon can benefit us, our students and institutions. This interactive presentation will provide opportunities for participants to discuss the impacts of the impostor phenomenon on their professional lives. Participants will leave with ideas to limit the impact of the impostor phenomenon in their work.

C48: From Academic Probation to Graduation: A Second Year Advising Design for Academic Achievement

Location: JCSU 324

Presenters: Adriana Cervantes, Maryrose Acob, and Abraham Madrigal

Institution: California State University, Sacramento

The transition from first-year to second-year in college can often be difficult and many questions beg to be asked: are students fully transitioned into the university as they enter their second year of college? Are second-year students able to adequately utilize their first-year experience and apply it to their second year? Do students know where and how to access pertinent campus resources? Three existing programs at California State University, Sacramento have joined forces to provide advising services that target the common challenges of the second-year student population on campus. Through sharing and small group discussion, attendees have the opportunity to learn about the Second Year Advising design, the tools, and strategies utilized.

C33: It's All in the Way You Say It: Mandatory Advising Messages

Location: JCSU 422

Presenters: Megumi Makino-Kanehiro and Eve Millett

Institution: University of Hawai'i at Mānoa

Even a small pebble can cast many ripples. Learn how one exploratory advising office conducted two small experiments to proactively change the mandatory advising messages that students received and how this experiment yielded a number of helpful benefits. Participants will learn what changes were implemented and the theoretical rationale behind both changes. They will also go over the challenges, benefits and unintended reactions to the positive messaging. Participants will be asked to evaluate the messages they send to their students and will find out strategies and tips for focusing their messages so that they can offer positive messages to support their students. They will also share their own experiences, best practices and recommendations.

C26: First Year Advising: It Takes a Village

Location: JCSU 320

Presenter: Denise Hamilton

Institution: California State University, Sacramento

Collaboration in higher education is becoming vitally important as enrollment increases in public institutions, and the demographics of students are shifting, and so are their needs. Sacramento State, a large, urban university within the California State University system, has created a First Year Advising program that requires students to get advising in both semesters of their first year. The dynamic and collaborative component of this program, is the relationship established between Student and Academic Affairs to provide faculty advisors to support the program, as well as the collaborative relationships developed with multiple programs and departments on campus. These efforts have been proven through research to positively impact graduation rates and retention.

C17: Raising Engagement in the NACADA Organization

Location: JCSU 323

Presenter: Jenny Cornet-Carrillo

Institution: University of California, Berkeley

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 Diversity Committee and ELP are changing the face of NACADA.

C44: Joint & Integrative Advising: Nurturing Advisor Efficiency and Student Education

Location: JCSU 423

Presenters: Megan Hullinger, Jaime Carbajal, Jr., and Miles Boulton

Institution: University of Nevada, Las Vegas

Do your students have more than one major, or do they have multiple programs that require them to consult more than one advisor? With increasing demands for efficiency while maintaining quality, advisors and administrators often wonder how to provide both to their students. Using the joint/integrative approach of three colleges at the University of Nevada, Las Vegas as a case study, we will illustrate how an institution can combine existing resources and knowledge banks to provide a "one-stop shop" approach for students. Together, we will define the difficulties in finding efficiencies within colleges and departments, use theory to determine how to inject quality in joint/integrative advising, outline developmental outcomes for staff, and discuss how other institutions can find ways to implement integrative advising.

C38: Prevention vs. Treatment: The Benefits and Efficacy of Proactive Advisement on Students

Location: MIKC 107

Presenter: Monica Lee

Institution: California State University, Los Angeles

The College of Business and Economics Advisement Center of Cal state LA has taken on a unique approach towards advisement—an educational, self-directed learning approach in which students are able to reduce and prevent any mishaps through an understanding of the school's procedures, and the ability to use the school's resources to their maximum potential. Knowledge is power; through the use of various hands-on workshops and reinforcement of information in advisement sessions, students reform the University's culture into one that is independent and self-driven, rather than the old practice of "prescriptive" advisement and hand-holding. This also affects the advisement office's culture, as advisors are now able to focus on delivering necessary information to students rather than "treating" issues and "spoon-feeding" answers to frequently asked questions.

Concurrent Session #8: 11:00 AM to 11:50 AM

C30: A Case Study: Hosting Advisor Training Modules on a Course Management System

Location: JCSU Great Room

Presenter: Winnie Tang

Institution: University of Hawai'i at Mānoa

The professionalization of the field of academic advising in higher education has resulted in a commitment to excellence that is found in many advisor training and development programs across university campuses today. University of Hawai'i at Mānoa (UHM) has demonstrated its commitment through the establishment of an Advisor Training Modules subcommittee within the Council of Academic Advisor. The Advisor Training Modules is meant to complement the training provided by individual departments, colleges, or schools. This presentation will include an overview of UHM's Advisor Training Modules, including the content we have chosen to include. Session participants will be given a chance to discuss and share about their institutions advisor training programs.

C05: The Importance of Impact in a Student's Search to "Know Thyself"

Location: MIKC 107
Presenter: Michelle Taliaferro
Institution: University of Utah

When it comes to identity, students are quick to accept assumptions, and not dive deeper to recognize they are more than what people perceive. Through my advising interactions with students, I have found when they are free to wonder, assumptions disappear and they begin to share their dreams, struggles and future plans. Allowing me to assist them in defining the impact they wish to make. By doing so, I have observed the key to lasting, satisfying identity is the interplay between "knowing thyself" and the impact a student wishes to make over a lifetime. In this presentation, I will show why this is important and how a place of wonder can be created in all interactions with students.

C14: Why No Major is the New Major: Reimagining Undeclared Advising

Location: JCSU 422
Presenters: Evelyn Knox and Matthew Markin
Institution: California State University, San Bernardino

In a college landscape with ever increasing pressures to increase the 4-Year graduation rate, it is easy to forget about undeclared students, a traditionally underserved segment of the university. Seeing a nearly 22% increase in the campus undeclared population from 2013-2015, Advising & Academic Services at California State University, San Bernardino has refocused its efforts in outreach and support of undeclared majors. With constraints in impacted programs, and students taking their time to explore various major options, we are attempting to shift a widely-spread narrative of undeclared students being 'misguided' and 'confused.' Standing on the mantra of "Not all who wander are lost," we aim to navigate the journey toward major declaration. We'd like to share our vision with you.

C37: Relax in Business Class

Location: JCSU 324
Presenters: Armine Karagyulyan and Belem Enciso
Institution: California State University, Los Angeles

Students need to have their basic needs met which include a comforting environment, feelings of belonging, and feeling engaged by university staff (Maslow, 1943). The College of Business and Economics Student Services Center provides academic advisement to a population of 4,300 undergraduate students. The center decided to offer a 2-day event called Relax in Business Class. The event was intended to promote self-care and help students de-stress prior to finals week. Students came to the advisement center for light snacks and lounging as well as "care packages" which included free test materials. Care packages included written positive reinforcement messages. Staff helped students feel more comfortable as they took time to find peace among the chaos leading to finals week. The school mascot was also present to provide encouragement.

C36: Informing and Empowering Students through Peer Advising

Location: JCSU 320
Presenters: Vivian Salazar, Sandra Arreguin, and Erika Villanueva
Institution: University of California, Los Angeles

The UCLA College of Letters and Science has several peer-to-peer support programs that are designed to enhance the College's academic advising services by focusing on differing student needs. In this session we will highlight two peer counseling programs, Academic Advancement Program (AAP) Peer Counseling and College Academic Counseling ASK Peer Counseling, which provide academic advising and information to undergraduate students. Both peer counseling programs enhance the advising services of their respective units and each provides unique approaches in the types of services offered. We will discuss the structure, training, and goals for both peer counseling programs, as well as how both programs have created an empowering and effective method of advising through the use of undergraduate peer counseling.

C25: Yes, you have to take that: Helping Students Own Their Educational Experience through Intentional GE Course Selection

Location: JCSU Rita Laden Senate Chambers
Presenters: Kylee Sharp and Lauren Gatto
Institution: California State University, Sacramento

General education was originally developed to cultivate well-rounded and socially responsible individuals. However, with today's rising tuition costs, students are coming to see general education as an obstacle on the way to their degree rather than an opportunity for personal growth. Questions like "why is this even necessary" and "can't you waive that" are heard frequently by advisors. During this discussion we will explore strategies to challenge students to take ownership of their education through guided and intentional general education course selection.

C29: Creating Transfer Pathways: Starting Point Mentorship Program

Location: JCSU 423
Presenter: Marcia Breslin-Cantillana
Institution: University of California, Berkeley

The Starting Point Mentorship Program (SPMP) at UC Berkeley was created to serve non-traditional students. Led by a group of professionals who are devoted to working with these underserved populations, the SPMP is driven by a cohort of current UC Berkeley transfer student mentors. These peer mentors form a network of support to smoothen out the transferring process and to empower other students to pursue higher education. The SPMP utilizes holistic advising; whether in person, via Skype, or text, the student mentors provide their time and knowledge to encourage community college students to transfer to a four-year public institution. This presentation will spark new ideas on creating transfer pathways for students within higher education. We hope you walk away inspired to implement mentorship programs at your home institutions to increase access to non-traditional students.



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Excellence in Advising Award - Advisor Primary Role:
Matthew Markin, California State University, San Bernardino

Certificate of Merit: Mrs. Kelli Sholer, University of California, Davis

Excellence in Advising Award - Faculty Advisor:
Dr. Nann Fangué, University of California, Davis

Excellence in Advising Award - New Advisor:
Julie Zech, University of California, Davis

Certificate of Merit: Nicole Rabaud, University of California, Davis;
Jacquelyn Trejo, California State Polytechnic University, Pomona

Excellence in Advising Award - Advising Administrator:
Dr. Natalie Brown, Truckee Meadows Community College

Certificate of Merit: Dr. Kevin Carman, University of Nevada, Reno

Region 9 Excellence in Advising Award - Advising Innovation:
Mazie Moua, California State University, Fresno
William Hardaway, California State University, Fresno
Mai Kou Vang, California State University Fresno

Certificate of Merit: Denise Abara, University of Hawaii at Manoa;
Dr. Adam Tanners, University of Hawaii at Manoa

Region 9 Excellence in Advising Award - Advising Equity Champion:
Dolann Adams, University of California, Berkeley

Region 9 Regional Conference Attendee Scholarships:
Comfort Sumida, University of Hawaii at Hilo
Mya Hines, University of California, San Diego
Jon Rocha, California State University San Marcos at Temecula

Region 9 Regional Conference Presenter Scholarship:
Sabrina Wilhelm, University of Redlands



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2016 NACADA Global Award Winners

Graduate Student Research Symposium Scholarship Winner
Rebecca Machen, University of Colorado - Boulder

Outstanding Advising Award - Faculty Academic Advising
Certificate of Merit: Albrecht Classen, University of Arizona

Outstanding Advising Award - Primary Advising Role
Kelly C Brown, University of Utah; David Rogalski, University of Colorado Boulder

Certificate of Merit: Josephine G. Morgan, University of Arizona;
Héctor E. Cando, Salt Lake Community College

Outstanding New Advising Award - Primary Advising Role
Certificate of Merit: Heidi M. Bates, University of Utah;
Jonathan Myers, Arizona State University

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2017 NACADA Academic Advising Summer Institutes:
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