

Region 8 Full Conference Schedule

Preconference Workshops

The Activated Advisor: Cultivating a Life- Giving Advising Practice

Sunday, March 11, 12:00-1:45 pm

Shawna Bertlin, University of Idaho

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

Implementing and Improving Effective Peer Advising Programs using the Appreciate Advising Model

Sunday, March 11, 12:00-1:45 pm

Paige Jackson, University of Oregon

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

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

Sunday, March 11, 2:00-3:45 pm

Janine Allen, Portland State University

Cathleen Smith, Portland State University

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

The Pillars of Mindful Advising; Creating Peace in the Age of Anxiety

Sunday, March 11, 2:00-3:45 pm

Maria Sefchick-Del Paso, University of Washington

In 2015 the American College Health Association reported that one in six college students had been treated or diagnosed with anxiety. My need to help students and my own personal growth lead me to study Buddhism psychology, mindfulness and other practices and therapies. I started applying mindfulness to my work and experienced improved connections and satisfaction. This session will explain the strategies I have used and provide tips on how to incorporate them into advising.

Starting with the why of mindful advising, we will review the pillars of mindful advising and practice each one. We will discuss how mindful advising can lead to deeper connections between advisor and student, create a sense of flow and satisfaction in our work and help control and diminish anxiety and stress.

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

Sunday, March 11, 4:00-5:45 pm

Shawna Elsberry, Central Oregon Community College

Christina Cox, North Idaho College

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

Advisor Training: Stocking your Toolkit

Sunday, March 11, 4:00-5:45 pm

Cathlene McGraw, Boise State University

Bree Mead, Boise State University

Erin Nance, Boise State University

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

Concurrent Sessions 1 – Monday, March 12, 9:30-10:30 am

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

Andrew Wahlstrom, University of Oregon

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

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

Veronica Mendez-Liaina, Washington State University-Pullman

Chioma Heim, Washington State University-Pullman

It is human nature to subconsciously judge a person based on personal experiences, beliefs, education, and/or social background. This may lead some to stereotype or make assumptions towards others. This bias is implicit and may contribute to how we relate to our students, as well as play a role in the outcome of our interactions with the students

we serve. As advisors, it is important to cultivate strategies to manage personal biases and create “safe places” for students to help support university goals while encouraging academic success. This presentation is designed to create a safe place for advisors to talk about what implicit biases are and for the group to collectively develop ideas to help manage these biases to enhance their own advising practices and student experience

Believing in Student Learning Outcomes – An Exploration of Theory and Practice

Julie Lancour, University of Washington

Dustin Semb, Eastern Washington University

What are Student Learning Outcomes (SLO)? How can they benefit students, staff, faculty, and institutions? Why are they important? These three questions will be addressed by a team of presenters from different institutions as they examine the impacts of SLO through theoretical and practice based examples.

We will begin with a theoretical example, aligning Simon Sinek’s model for Inspirational Leadership with the assessment and creation of SLO. From here we will provide an example of how evaluating a specific outcome led to a surprising discovery and an improved advising practice.

This interactive session will demonstrate a crucial link between leadership theory and how SLO inform advising and teaching practices.

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

Dawn Liverman, Oregon State University

Jeff Sherman, Oregon State University

Sandra Fowler-Hill, Portland Community College

In June of 2017, Portland Community College and Open Campus at Oregon State University entered into a direct partnership to embed a Student Success Coordinator from OSU on the Rock Creek Campus of PCC. This partnership aims to increase student outcomes at both institutions. We will review the data analysis to show the need for this partnership, move to the creation of the Memorandum of Understanding (MOU), continue with a review of the transfer advisors roles and responsibilities, and discuss the ups and downs of developing a new position of this nature. We hope to help others who may be considering this type of partnership for their institutions in the future.

Leading Your Advising Team with Intention

Ellen Crabtree, Linfield College

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

Efficient, Ethical and Effective Advising Notes

Stephanie Swanson, University of Washington

Meghan Oxley, University of Washington

Joe Kobayashi, University of Washington

Do you ever struggle with documenting an advising appointment note after a student discloses sensitive information? Question what you should write to recall the meeting? Wonder what information other advisers need to know in order to serve this student? A group of advisers at the University of Washington struggled with these same questions and created a working group to establish best practices for efficient, ethical, and effective advising notes across campus. Representatives of this group will highlight research findings from our campus, lead a discussion about common issues across institutions, and guide attendees through a case study exercise focused on language use in advising notes. While all advisers are welcome, this session primarily emphasizes notes from advising undergraduate students.

Early College Advising: Dual Enrollment and the Secondary to Postsecondary Transition

Melissa Baker, Eastern Washington University

Heather Schmitt, Eastern Washington University

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

Concurrent Sessions 2 – Monday, March 12, 10:45-11:45 am

Wrap Around Services: Building Effective Buy-in for Guided Pathways Implementation

Claudine Richardson, Spokane Falls Community College

Chrissy Davis-Jones, Spokane Falls Community College

Cynthia Vigil, Spokane Falls Community College

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

Reframing Academic Mindsets to Improve Student Success

Celena Simpson, University of Oregon

Grant Schoonover, University of Oregon

Academic mindsets – students' deeply-held beliefs about their intelligence, belonging, and the purpose of education – have a profound influence student behavior, efficacy, and success. Students' mindsets frame their experience and help them interpret events and feedback. Depending on their mindset, students will have access to different resources for confronting challenges and setbacks, making it more or less difficult for them to persevere in an academic setting. Fortunately, these mindsets can be positively influenced through careful intervention. This workshop will review these central concepts and engage in activities to help advisors promote positive mindsets through their communication with students. We will focus especially on practicing reframing language to promote persistence, and developing a framework for revising email communications to promote social belonging and normalizing challenge.

Coaching as an Advising Strategy: Increasing Motivation, Responsibility and Trust

Michael Heim, Washington State University

Coaching is an underutilized approach to Advisement and alternative to "Counseling." Despite the diversity of approaches to Advising and Counseling, Coaching actively engages four fundamental capabilities of Emotional Intelligence (EI) and harnesses EI more effectively than the other Advising styles. Whereas similar Advising approaches take technical queues from the academic field of Positive Psychology, this session will clarify key points of difference between similar Advising approaches and techniques that Coaching shares with formalized Counseling interventions. A Randomized study has shown a 5 – 10% student retention and completion rate when a Coaching model to Advising and Counseling is implemented – an improvement much too significant to ignore.

Welcome to MRU: A Cross Campus Approach to Getting New Students Connected

Shea Ellingham, Mount Royal University

Sarah Rude, Mount Royal University

With an understanding of the importance of a successful transition to post-secondary, Mount Royal University assembled a team of student affairs professionals to launch a one-day registration event for 1000 new students. With a focus on academic advising and peer registration help, students and their parents were welcomed to campus to learn about their programs, their university and the services available to help succeed. After a brief discussion of relevant theoretical perspectives influencing the creation of Mount Royal University's New Student Registration Day, this presentation will provide insight into the institutional challenges leading to the event, the history behind its development, a review of the event logistics, the results (both positive and negative), and plans moving forward.

My Pronouns Are...

Kayleigh McCauley, Lewis & Clark College

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

Journaling and Mind-Mapping Your Way Into Better Advising Practice

Michelle White, Oregon State University

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

What the Tech? Supporting Student Development & Learning Using Technology in a Student Success Pathway

Kristie Malterre, Kapi'olani Community College

Florentino Abara, Jr., Kapi'olani Community College

Teri Mitchell, Kapi'olani Community College

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

Concurrent Sessions 3 – Monday, March 12, 2:00-3:00 pm

Action Research to Improve Academic Advising and Understand Retention and Attrition

Kyle Ross, Washington State University

Jenny Schrock, Washington State University

Mary Gonzalez, Washington State University

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

Evaluating the Persistence of College Students on Academic Probation

Maria McPherson, Bellevue College
Cesar Rangel, Bellevue College

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

You're the Peanut Butter to My Jelly: Integrating Career & Academic Advising

Amanda Parker, Lethbridge College
Deanna Gonnely, Lethbridge College

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

The Importance of Financial Conversations in Academic Advising

Brenda Eichelberger, Portland State University
Stephanie Hamington, Portland State University

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

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

Diversity in NACADA Leadership

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

Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA's mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA's leadership and contribute to the

association's mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Inclusion & Engagement Committee and ELP are changing the face of NACADA.

Initiating an Innovative Advising Internship Program

Megan Butler, Portland State University

Haley Holmes, Portland State University

Graduates face greater competition than ever in landing their first advising position. Meanwhile, advisor caseloads remain high and we find ourselves needing an extra set of hands. At the same time, professional advisors seeking leadership roles in higher education need supervisory experience to advance. The perfect solution? Hire an intern. Attendees of this presentation will hear from an advising veteran who developed an extensive training program, as well as a current advising intern. You will leave with a USB drive containing essential materials for hiring your own intern, including job a description, interview questions, intern handbook, code of confidentiality, new hire information sheet, training overview and steps, and onboarding and departure checklist.

Office Yoga to Promote Self Care

Mary Stender, Washington State University-Vancouver

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

Concurrent Sessions 4 – Monday, March 12, 3:15-4:15 pm

The New Oregon Trail: Supporting Transfer Students (HB2998)

Erin Mulvey, Oregon State University

Elizabeth Cox Brand, Oregon Student Success Center

Carrie Randall, Linn-Benton Community College

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

Normalizing the Exploring Process: Let's Talk!

Lee Tatum, Washington State University

Jordan Keithley, Washington State University

"So, you want to be a rocket scientist, brain surgeon, anthropologist, or philosopher." What advisor hasn't had this discussion? As advisors in WSU's Major Explorations Advising Program, one of our primary goals is helping students find the majors which are right for them while destigmatizing the exploration process.

In our presentation, we'll explain our theory of advising, our process of normalizing exploration, and how our individualized curriculum supports students from orientation through declaring a major. We'll focus on the barriers to

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

Advising as Activism: Standing with Students in a Turbulent Political Climate

Noell Bernard-Kinglsey, University of Washington-Seattle

Samantha Scherer, University of Washington-Seattle

Meghan Oxley, University of Washington-Seattle

Tori Gottlieb, University of Washington-Seattle

Nell Gross, University of Washington-Seattle

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

From Hope to Nope to Hope: Inspiring First-Year Students Who Are Not Accepted Into Pre-Professional Programs

Hal DeLaRosby, Pacific Lutheran University

Pre-professional programs attract students to college, but what happens when they are not admitted to their hoped-for academic program after their first year? At PLU, we identified a significant number of first-year student intending to major in Nursing subsequently did not return for their second year, many of whom were not accepted into the Nursing program. After identifying the retention problem and reviewing curricular and co-curricular experiences of first-year students, changes were made to the admission, registration, advising, and instruction of intended Nursing students. The implanted changes and success strategies that will be shared can be generalizable to any internal admission based academic program (e.g., Business, etc.).

A Conversation with NACADA Leaders

Kerry Kincanon, NACADA Board Member

Charlie Nutt, NACADA Executive Director

Jeff Malone, Region 8 Chair

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

Advising Student-Athletes: An MRU Case Study

Sarah Hamilton, Mount Royal University

Ciara Lane, Mount Royal University

MRU Cougar Athletics has spent the last two years attempting to build stronger relationships across campus in an effort to enhance the academic supports for our student-athletes. Academic Advising Services has been closely involved in this process, which has resulted in the implementation of a number of support initiatives since Fall 2016. During this process Academic Advising Services has faced a number of challenges working with this special population. This presentation will offer a case study of how MRU's Academic Advising and Athletics departments continue to work together to enhance the academic success of our student-athletes.

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

Carly DeLaBarre, Western Oregon University

We might have a topic that is workshop worthy, but finding a way to implement an engaging final product can be challenging. We don't always know whether our topic is worth presenting, or if our audiences will be engaged with what

we have to say. It's important to us, but how do we ensure it's significant to our audiences? In this workshop individuals will be breaking down steps to create an engaging workshop, no matter the target population(s). Attendees will be introduced to a 4-step method of successfully engaging a variety of populations. This round-table discussion will examine what makes an engaging workshop, and how professionals can reconstruct their work to better draw in and retain their audiences.

Concurrent Sessions 5 – Tuesday, March 13, 8:15-9:15 am

Analyzing the Andragogical Advisor: The Intersection of Advising and Teaching in Higher Education

Katherine Leibel, Oregon State University

Eliza Allison, Oregon State University

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

Advising in Honors: High Achievement, High Need, High Reward

Gavin Keulks, Western Oregon University

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

The Power of the Polymath: Advising Generalists in a Specialist World

Paco Hadley, Chemeketa Community College

A key aspect of advising is helping students match their interests to specific career paths and majors. However, there is a subset of students that may be interested in and have the potential to be successful in so many fields that choosing one path feels impossible. Instead of defaulting to the "specialist" narrative, advisors can help students explore a "generalist" paradigm. Raised awareness and particular management strategies can help advisees find their way through specialist expectations to craft their own path.

Session participants will learn how to identify generalists, what career approaches satisfy the generalist need for variety, how to select a major that unlocks possibilities, and how to get the most out of a liberal arts education.

OSU MAAPS: Proactive Advising Tips for Low-Income and First-Generation Students

Raina Martinez, Oregon State University

Jenesis Long, Oregon State University

This presentation will highlight Oregon State University's new MAAPS program that monitors advising analytics to implement proactive advising campaigns for a cohort of first-generation and low-income students. The MAAPS program is part of a nationwide research initiative by the University Innovation Alliance whose purpose is to increase this population's retention rates. One year into the MAAPS program, we as academic counselors have collaborated as resources, editors and supporters to enhance our students' experiences. We have experimented ways of connecting with our students, resulting in a collection of our best practices. Participants will be encouraged to consider their own questions for proactive advising campaigns, and what resources available at their campus.

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

Wendy Troxel, Kansas State University

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book

reviews, to Academic Advising Today, NACADA-produced books, the new online, scholarly journal NACADA Review: Academic Advising Praxis and Perspectives, and the flagship NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Thinking about Academic Advising on a Global Scale: Exploring the Concepts of Inclusion and Engagement in Region 8

Susan Corner, University of Victoria

Rasha Tawfik, University of Calgary

Kyle Ross, Washington State University

Michael McDaniel, Northwest Indian College

Shea Ellingham, Mount Royal University

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

Motivational Interviewing and Academic Advising: Building a Stronger Connection

Toni Woodman, Central Washington University

Holly Williams, University of California-Santa Cruz

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

Concurrent Sessions 6 – Tuesday, March 13, 9:30-10:30 am

It Takes a Village: Advisors, Faculty and Peer Facilitators

Kathryn Mitchell, University of Washington-Bothell

‘Gatekeeper’ courses serve to effectively ‘weed out’ students who arrive at institutions underprepared for the rigor of college-level introductory STEM courses.

In our quest to address this disparity, we’ve developed a comprehensive program to provide academic guidance and mentorship to pre-major students from a village consisting of: Peer Facilitators, Faculty and Academic Advisors.

The goal of this program is to ‘meet students where they are’ academically. Taking a student-led approach to leading, mentoring and tutoring students leads to peers better understanding themselves and creates a welcoming environment of inclusion and community.

Participants will explore the development of a Peer Facilitator program at their home institution, its integration with ‘gatekeeper’ courses, and assessment measures.

Dollars and Sense: Advising with Financial (Aid) Awareness in Mind

Grant Schoonover, University of Oregon

Banks Blair, Oregon State University

Students are often unaware of how academic decisions can impact their financial aid. The same may be true for academic advisors. Academic advisors are positioned to discuss how dropping a class or enrolling part-time can have unfortunate and unintended consequences for financial aid eligibility. The costs of college attendance continues to rise, and in helping students make informed decisions and navigate setbacks, it is imperative that advisors build a basic understanding of financial aid policies, how financial decisions can impact academic achievement, and where to locate possible support resources. To that end, this presentation will discuss the role advisors can play in helping students

avoid common pitfalls to maintain their financial aid eligibility and overall financial wellness. We will walk through common student scenarios and provide practical suggestions on better integrating financial aid and financial awareness into your advising practices.

All Hands On Deck: Helping First-Generation College Students Navigate Their Education

Eric Holmes, Kaplan University/Portland State University

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

A Process Not an Endpoint: Professional Development for Enhanced Equity in an Advising Office

Will Hatchet, University of Oregon

Dulce Castro, University of Oregon

Kris Katkus, University of Oregon

Megan Flanigan, University of Oregon

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

Advising Administration: Lessons Learned in the Field

Nicole Kent, Oregon State University

Andrew Brewick, University of Idaho

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

Pedagogy and the Advising Puzzle

Heather Miner, Lewis & Clark College

Krystle Perkins, Lewis & Clark College

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

Advising For Retention: Tipping The Scale Through A 5R Advising Model

Adam Hinkley, Clark College

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

Concurrent Sessions 7 – Tuesday, March 13, 10:45-11:45 am

On Any Given Day: Understanding Community College Advising Roles, Our Titan Experience

Andi Graham, Lane Community College

Lori Areford, Lane Community College

The knowledge we gained as community college academic advisors would have benefited us greatly in our roles at our 4-year institutions. There are numerous hats advisors wear at Lane Community College which creates a distinctive dynamic between advisor and advisee. Our intention is to share valuable insight into differences and challenges faced by advisors and students and the campus and community resources used on a daily basis. The purpose of this interactive presentation is to inform colleagues across the region of the type of advising experiences at our community college to help them understand and best support our shared transfer students.

Maintaining Advisor Wellbeing through Tumultuous Times

Anna Brown, Washington State University

Kyle Ross, Washington State University

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

The Checklist Approach to Better Advising

Arturo Zavala, University of Oregon

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

It’s Not Just in My Head: Talking about Mental Health in Cross-Cultural Situations

Chin Yi Chen, University of Oregon

Veronica Vold, University of Oregon

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

a stronger understanding of the needs of students with non-apparent disabilities and concrete ways to discuss advocacy strategies with students.

Advising International Students at Community Colleges

Ginger Villanueva, Shoreline Community College

Allison Blizzard, Portland Community College

Tomomi Kurosaki, Lane Community College

Paco Hadley, Chemeketa Community College

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

Inspired Management: Supervising as Advising

David Gruber, Reed College

Katie McFaddin, Lewis & Clark College

Kimberly Johnson, University of Oregon

Jesse Nelson, Oregon State University

Traci Simmons, Portland Community College-Cascade Campus

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

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

Basic Needs: An Overview of Food and Housing Insecurity Among College Students

Kris Katkus, University of Oregon

Megan Flanigan, University of Oregon

Rebecca Hodges, University of Oregon

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