



Oahu
HAWAII
NACADA REGION
9 & 10 CONFERENCE



HE WA'A HE MOKU, HE MOKU HE WA'A
"A CANOE IS AN ISLAND, AN ISLAND IS A CANOE"

MARCH 13-15, 2019
HYATT REGENCY WAIKIKI

2019 REGION NINE/TEN
CONFERENCE PROGRAM



NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

Welcome to the Global Community

NACADA: The Global Community for Academic Advising is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education and provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for research related to academic advising.

NACADA evolved from the first National Conference on Academic Advising in 1977 and officially formed in 1979. NACADA has over 13,000 members representing all 50 United States, US territories, Canada, as well as many other countries around the world. These members represent higher education institutions across a spectrum of Carnegie classifications.

NACADA Vision

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

NACADA Mission

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

NACADA Strategic Goals

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

NACADA Diversity Statement

NACADA values diversity within our leadership in regard to institutional type, size, and employment position as well as diversity in regard to ethnicity, gender identity, age, culture, and sexual orientation.

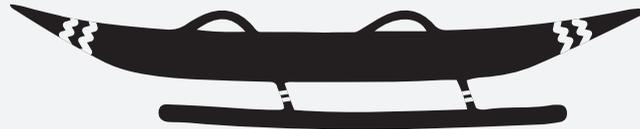


The NACADA website provides excellent programs, resources, and ways to connect and network with the global academic advising community!

nacada.ksu.edu

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MARCH 13-15, 2019
HYATT REGENCY WAIKIKI

He Wa'a He Moku, He Moku He Wa'a
"A Canoe Is an Island, an Island Is a Canoe"

NACADA Pacific Region Nine & Rocky Mountain Region Ten Conference
March 13-15, 2019 | Honolulu, Hawai'i
Hyatt Regency Waikiki Beach Resort and Spa



NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

Welcome to Honolulu!

From the Region Nine Chair

Dear NACADA Region 9 Colleagues and Friends,

Aloha! Welcome to Honolulu, Hawai'i and the Region 9 & 10 joint conference! How lucky are we that we get to enjoy this year's conference in one of the most beautiful places in the country?! This year's theme is "He Wa'a He Moku, He Moku He Wa'a," or "A Canoe is an Island, an Island is a Canoe." This proverb helps remind us that as advisors, we are like navigators for our students. We have to understand all of the specific conditions they face, and then help to guide them towards the best path. Our "canoe" (educational policies, divisions within the institution, etc.) holds all the resources we can draw on to help students best navigate the institution and in turn, help them achieve their goals. During the next three days, it is my hope that you will connect with colleagues during the reception, attend concurrent and pre-conference sessions, relax and recharge at the awesome wellness activities, and come together to share best practices. I would also encourage you to take advantage of the fact that this is a joint conference with Region 10! Get to know colleagues outside of our region and learn from their experiences!

Planning a conference is no easy feat and I would like to extend a huge thank you to the conference co-chairs: Cheri Souza, Tiana Loo, and Kelly Medley, as well as the whole planning committee! They have planned a great conference in this amazing area, so if you see a committee member, do not hesitate to say "Thank You." This year's sponsored community service project is the Hawai'i Literacy. This amazing organization is committed to helping adults and children build the essential reading and writing skills needed to do well in school, find and apply for jobs, and read stories as a family. Please consider stopping by the table and donating even 5 or 10 dollars to this important cause, everything helps!

I would like to extend my deepest gratitude to the Steering Committee I have had the pleasure working with for the past year and a half. This group of individuals are committed to helping progress Region 9's mission and increase the scope and diversity of our membership. I feel so lucky to know and work with them. Please consider going to the Business Meeting on Thursday, to meet these folks and learn about Region 9's goals and progress.

Lastly, if you see me around the conference, please say hello! Region 9 is always considering new ideas and I want to encourage you to get involved. Have an idea for a drive-in conference theme? Want to host/chair a regional conference? Feel free to connect with me here at the conference, Facebook page, or email me at amdillon@berkeley.edu. I look forward to sharing knowledge, learning from each other, and leaving the conference feeling re-energized and re-inspired by our amazing members.



Amber Dillon
2017-2019 Region 9 Chair

From the Region Ten Chair

Welcome Region 10 to Hawai'i!

We have this unique opportunity this year to partner with Region 9. The conference committee composed of members from both regions have been at work to make this event a reality. The committee represents a true commitment to the profession and we are thankful for their work over the past year. This event would not have been possible without their support and encouragement!

As you anticipate experiencing the conference consider your role in community building within the advising field and in education. Perhaps you advocate for your students and assist them in forming connections on your campus. Maybe your role involves adapting to the changing trends within your work environment and assisting with retention initiatives. However you are involved in advising, you impact the community.

We are often influenced by inspirational stories of those that are invested in our community. We hope you will engaged in the NACADA advising community during the conference by sharing in discussions that advance the advising profession and education. We want to thank you for joining us in Hawai'i. We hope you are able to engage, learn, refresh, and enjoy this truly amazing experience.



Carita Harrell
2018-2020 Region 10 Chair

ALOHA from the 2019 Regions 9 & 10 Conference Co-Chairs!

Welcome to beautiful Waikīkī Beach, home of the 2019 Region 9 & 10 Conference! The conference steering committee has been working tirelessly over the past two years, pulling together the best of Regions 9 & 10 to bring this years conference to you in this idyllic setting.

Our conference theme, **He Wa'a He Moku, He Moku He Wa'a (A Canoe is an Island, an Island is a Canoe)** is a Hawaiian proverb and is sure to be engaging and applicable to the common issues we face within our respective institutions. This proverb reminds us that the pursuit of education is a journey, and that success is dependent on our commitment to each other and to the students we serve.

With Waikīkī Beach and Diamond Head as the backdrop, this venue is an important dimension of this conference. For centuries, as a stopping place of explorers, Hawai'i has historically been enriched by the blend of ideas that have crossed our shores. We hope that the 2019 Region 9 & 10 Conference continues this tradition, encouraging you to share ideas with colleagues new and old, as you stock your canoe with the necessities to guide students on their journey. Spend some time sharing aloha with your peers from Region 9 (American Samoa, California, Guam, Hawai'i, Nevada, and Northern Mariana Islands) and Region 10 (Arizona, Colorado, New Mexico, Utah, and Wyoming).

Our goals for this conference are to:

- Provide opportunities to share and learn about challenges, strategies, and topics in higher education
- Network with colleagues from various institutions
- Provide ideas and motivation to take back to your institutions and apply to your profession

We are thrilled to welcome K. Puneihei Lipe as our keynote speaker. Dr. Lipe will focus her discussion on the conference theme as it is a great metaphor to describe the preparations and journeys experienced between academic advisors and their students. In addition to exploring this indigenous Hawaiian wisdom as a metaphor, Dr. Lipe will also explore some literal lessons to be gleaned and will invite the audience to reimagine "advising" and "student success".

We would like to send a huge mahalo to the conference steering committee for their roles in planning this conference. Their dedication, enthusiasm, and hard-work made this conference possible.

We hope you have a wonderful conference and save a little time to soak up some sun and enjoy the beauty of the island of O'ahu.



Tiana Loo
Conference Co-Chair
Leeward Community
College



Kelly J. Medley
Conference Co-Chair
Arizona State University



Cheri Souza
Conference Co-Chair
Kapi'olani Community
College



Conference Planning Committee Members

Tiana Loo Co-Chair <i>Leeward Community College</i>	Kelly J. Medley Co-Chair <i>Arizona State University</i>	Cheri Souza Co-Chair <i>Kapi'olani Community College</i>
Amy Amper Proposal Selection & Concurrent Sessions <i>Leeward Community College</i>	Leona Anthony Marketing & Promotion <i>University of Hawai'i at Mānoa</i>	Garrett Clanin Volunteer – Session Monitors <i>University of Hawai'i at Mānoa</i>
Lisa Fujikawa Volunteer – Registration <i>University of Hawai'i at Mānoa</i>	Clare Fujioka-Sok Volunteer – Hospitality Table <i>University of Hawai'i at Mānoa</i>	Daniel Jensen Proposal Selection & Concurrent Sessions <i>Weber State University</i>
Melissa Jones Registration <i>University of Hawai'i at Mānoa</i>	Alyssa Kapaona Wellness <i>University of Hawai'i at Mānoa</i>	Reid Kuioka Technology <i>University of Hawai'i at Mānoa</i>
Shannon Mark Volunteer – Hospitality Table <i>University of Hawai'i at Mānoa</i>	Rikki Mitsunaga Volunteer <i>University of Hawai'i at Mānoa</i>	Rachel Mullins Veney Social Events & Entertainment <i>Hawai'i P-20</i>
Shalece Nuttall Evaluations & Awards <i>Utah Valley University</i>	Kealohi Perry Location & Food <i>University of Hawai'i at West O'ahu</i>	Lauren Prepose-Forsen Keynote Speaker & Pre-Conference <i>University of Hawai'i at Mānoa</i>
Kaylee Roholt Poster Sessions <i>Utah State University</i>	Elise Ross Marketing & Promotion <i>Colorado State University</i>	Kalei Ruiz Evaluations & Awards <i>Leeward Community College</i>
Shannon Sakaue Corporate Sponsors & Exhibits <i>Kapi'olani Community College</i>	Kiana Shiroma Budget & Finance <i>University of Hawai'i at Mānoa</i>	Rayna Tagalicod Past Co-Chair <i>University of Hawai'i at Mānoa</i>
Heather Takamatsu Proposal Selection & Concurrent Sessions <i>Leeward Community College</i>	Megan Terawaki Volunteer – Volunteer Database <i>University of Hawai'i at Mānoa</i>	Kristy Yoshikawa Program <i>Kapi'olani Community College</i>

On-Site Volunteers

Mahalo to all of our on-site volunteers who helped make this conference possible. We apologize if your name was not included at the time of printing!

Hunter Bruce, *University of Wyoming*
Christy Burt, *University of Hawai'i at Mānoa*
Mike Cersosimo, *Loyola Marymount University*
Marilee Ching, *Brigham Young University-Hawai'i*
Stanley Choi, *University of Washington*
Vanessa Chong, *University of Hawai'i at Mānoa*
Garrett Clanin, *University of Hawai'i at Mānoa*
Kate Creveling, *University of California, Davis*
Jordan Dade, *University of California, Davis*
Erin DeRosa, *California State Polytechnic University, Pomona*
Matt Eng, *University of Hawai'i at Mānoa*
Allison Ewing-Cooper, *University of Arizona*
Leon Florendo, *Leeward Community College*
Lisa Fujikawa, *University of Hawai'i at Mānoa*
Clare Fujioka-Sok, *University of Hawai'i at Mānoa*
Pamela George, *Utah State University*
Leilani Harjati, *University of Hawai'i at Mānoa*
Greg Harris, *Hawai'i Pacific University*
Jason Higa, *University of Hawai'i at Mānoa*
Kulamanu Ishihara, *University of Hawai'i Maui College*
Tonya Jewell, *Utah State University*
Barbara Joyce, *University of Hawai'i at Mānoa*
Moana Kaho'ohanoano, *University of Hawai'i Maui College*
Samantha Kishida, *Hawai'i Pacific University*
Stephanie Kraft-Terry, *University of Hawai'i at Mānoa*
Gale Larson, *Brigham Young University*
Laurie Libarios, *Leeward Community College*
Cydne Louis, *University of California, Davis*
Amy Lowrey, *University of California, Davis*
Mike Maglaya, *University of Hawai'i at Mānoa*
Shannon Mark, *University of Hawai'i at Mānoa*
Maricarmen Martinez-Solano, *California State University, San Bernardino*
Thomas McGraw, *University of California, Riverside*
Carolina Meza, *California State University, San Bernardino*
Nanette Miles, *University of Hawai'i at Mānoa*
Ina Miller-Cabasug, *Honolulu Community College*
Eve Millett, *University of Hawai'i at Mānoa*
Nicole Mitani, *Honolulu Community College*
Rikki Mitsunaga, *University of Hawai'i at Mānoa*
Kara Moloney, *University of California, Davis*
Ron Morales, *New Mexico State University Carlsbad*
Irene Morrow, *University of Hawai'i at Mānoa*
Kehau Newhouse, *University of Hawai'i at Mānoa*
Andrew Nguyen, *University of Hawai'i at Mānoa*
Siobhán Ní Dhonacha, *University of Hawai'i at Mānoa*
Eri Nomura, *University of Hawai'i Maui College*
Jennifer Oshiro, *University of Hawai'i at Mānoa*
Victor Preciado, *California State University, Fresno*
Kathy Redd, *University of California, Riverside*
Chrissy Renfro, *University of Wyoming*
Juana Reynoza-Gomez, *University of Nevada, Reno*
Rebecca Richards, *California Polytechnic State University*
Lorena Segovia, *California State University, San Bernardino*
Lisa Shaw, *University of Utah*
Lani Suzuki-Severa, *Kapi'olani Community College*
Winnie Tang, *University of California, Santa Cruz*
Jill Teraizumi, *Honolulu Community College*
Megan Terawaki, *University of Hawai'i at Mānoa*
Rachel Terry, *Brigham Young University*
Diana Thompson, *University of Hawai'i at Mānoa*
Joy Velarde, *University of Utah*
Joe Wilson, *Brigham Young University-Hawai'i*
Jain Yi, *University of Hawai'i at Mānoa*
Lisa Yrizarry, *Kapi'olani Community College*
Drake Zintgraff, *Honolulu Community College*



Region Nine Steering Committee

Amber Dillon , Region Chair <i>University of California-Berkeley</i>	Julian Ledesma , Past Region Chair (2017-2019) <i>University of California Berkley</i>
Kristan Monique Venegas , Graduate Student Coordinator (2018-2020) <i>University of Southern California</i>	Comfort Sumida , Membership and Awards Coordinator (2018-2020) <i>University of Hawai'i - Hilo</i>
Marian Gabra , Professional Development Coordinator (2018-2020) <i>University of California- Los Angeles</i>	Jain Pak , Hawai'i State Liaison (2018-2020) <i>University of Hawai'i at Mānoa</i>
Aldrin Santamaria , Nevada State Liaison (2018-2020) <i>University of Nevada- Reno</i>	Avi Rosenzweig , California State Liaison (2017-2019) <i>University of California- Berkeley</i>
Winnie Tang , Communications Coordinator (2017-2019) <i>University of California-Santa Cruz</i>	Natasha Rudi , Diversity Coordinator (2017-2019) <i>University of Nevada- Reno</i>
Lauren Prepose-Forsen , Community College Liaison (2017-2019) <i>University of Hawai'i at Mānoa</i>	Kate Creveling , Past Conference Co-Chair (2017-2019) <i>University of California- Davis</i>
Melissa Whaley , Past Conference Co-Chair (2017-2019) <i>University of California- Davis</i>	Tiana Loo , 2019 Conference Co-Chair (2018-2020) <i>Leeward Community College</i>
Cheri Souza , 2019 Conference Co-Chair (2018-2020) <i>Kapi'olani Community College</i>	Elizabeth Tisdale , 2020 Conference Chair (2019-2021) <i>University of California - Riverside</i>

Region Ten Steering Committee

Carita Harrell , Region 10 Chair (2018-2020) <i>Arizona State University</i>	Kelly J. Medley , Past Region 10 Chair (2018-2019) <i>Arizona State University</i>
Shalece Nuttall , Awards Chair (2018-2020) <i>Utah State University</i>	Jennifer Lucero , Communications Chair (2018-2020) <i>University of New Mexico</i>
Felicia Toliver , Diversity Chair (2018-2020) <i>Yavapai College</i>	Ally Marringa , Mentoring Program Chair (2018-2020) <i>University of Utah</i>
Laura Novotny , Research & Scholarship Chair (2018-2020) <i>University of Arizona</i>	Brittni Strickland , Technology Chair (2018-2020) <i>Weber State University</i>
Marcos Enriquez , 4-Year Arizona Liaison (2017-2019) <i>Arizona State University</i>	Sarah Banner , 2-Year Arizona Liaison (2017-2019) <i>Mesa Community College</i>
(Position Vacant), 4-Year Colorado Liaison (2017-2019)	Brandan Lowden , 2-Year Colorado Liaison (2017-2019) <i>Pikes Peak Community College</i>
Christina Anthony , 4-Year New Mexico Liaison (2017-2019) <i>University of New Mexico</i>	Susan Scott , 2-Year New Mexico Liaison (2017-2019) <i>New Mexico Military Institute</i>
Kaylee Roholt , 4-Year Utah Liaison (2017-2019) <i>Utah State University</i>	Rebecca Berrett , 2-Year Utah Liaison (2017-2019) <i>Salt Lake Community College</i>
Charlette Lessenger , 4-Year Wyoming Liaison (2017-2019) <i>University of Wyoming</i>	Karen St. Clair , 2-Year Wyoming Liaison (2017-2019) <i>Sheridan College</i>
Sarah Maddox , 2020 Conference Co-Chair <i>Colorado State University</i>	Amy Quinn-Sparks , 2020 Conference Co-Chair <i>Colorado State University</i>

Keynote Speaker



Dr. Kaiwipunikauikawēkiu Lipe
Native Hawaiian Affairs Program Officer

Our keynote speaker is Dr. Kaiwipunikauikawēkiu Lipe. She is a Native Hawaiian daughter, mother, wife, educator, and 'ōlapa. She currently holds the position of Native Hawaiian Affairs Program Officer in the Mānoa Chancellor's Office, with a primary focus on advancing UH Mānoa as a Native Hawaiian place of learning. Her areas of research and praxis include transformative leadership, organizational transformation, and Indigenous research and education. She was the 2014 recipient of AERA's Division J Dissertation of the Year Award. She lives in He'eia, Ko'olaupoko, O'ahu with her family.

Region Nine Awards Recipients

Region 9 Conference Travel Scholarships

Attendee Scholarships



Dr. Virginia Beaufort
University of California, Santa Barbara



Christy L Burt
University of Hawai'i at Mānoa



Rachel M LeBrett
University of California, Davis

Excellence in Advising Awards

Advising Administrator



Donna Vivar
University of California, Davis



Melaney J Jones
University of Nevada,
Las Vegas

Advising Equity Champion



Letia Graening
University of California, Davis

Advisor Primary Role



Nancy L Davis
University of California, Davis



Debbie Pattni
University of Nevada
Las Vegas

Advisor Primary Role - Cert. of Merit



Danielle Huddlestun, University
of California, Davis

Faculty Advisor



Dr. Edward S. Spang
University of California, Davis

New Advisor



Jennifer Arin
San Francisco State University



Daniela De La Cruz Telles
University of California, Davis

Region Ten Awards Recipients

Region 10 Conference Travel Scholarships

Attendee Scholarships



Alyssa Atzenbeck
Western Colorado University



Paloma Boykin
University of Arizona



Amaris Leiataua
University of Utah



Amy Quinn-Sparks
Colorado State University



Katelyn Reese
Arizona State University



Elise Ross
Colorado State University

Excellence in Advising Awards

Advising Administrator



Denise Brenes
University of Utah

Advising Primary Role



Tonya Jewell
Utah State University

Advising Primary Role - Cert. of Merit



Leslie Hudson
Utah Valley State



Denise Fullmer
Utah Valley University

New Advisor



Leslie Buxton
Utah State University

New Advisor - Cert. of Merit



Ally Marringa
University of Utah



Announcements

New Member Orientation

Is this your first NACADA Conference?

Attend the New Member Orientation!

You know that orientation for new students is valuable. Getting involved early and building lasting connections to the campus creates a rich college experience. So take your own advice and attend the NACADA New Member Orientation to get the most out of this conference! If this is your first time at a NACADA conference, attending the New Member Orientation is highly encouraged. Come and meet other new members, as well NACADA leadership, and learn about the exciting association of which you are now a part!

Wednesday, March 13 | 5:15-6:15 pm

- Region 9 New Member Orientation, 'Ekahi
- Region 10 New Member Orientation, Leahi

School Spirit Day - Friday, March 15

Join the fun on School Spirit Day and see how many different institutions are represented as you wear a polo, t-shirt, or other branded item from your school!

Research Consultation Sessions in Hawai'i and beyond!

Need to talk through a research idea or potential inquiry question? The NACADA Research Committee is pleased to announce that attendees at the Region 9 and 10 Conference have the opportunity to arrange for a hour-long "consultation session" with a colleague who has been involved with research before. For more information and/or to schedule your consultation, please contact Dr. Kiana Shiroma at kianak@hawaii.edu for in-person consultations from Wednesday, March 13, 2019 to Friday, March 15, 2019 or Dr. Keith Proctor at keith_proctor@byu.edu for phone consultations after the conference.

Conference Logistics

Session Evaluations & Best of Region (9 & 10) Awards

Presenters appreciate feedback on every session you attend. Evaluations will be collected primarily through our WHOVA App, which can be downloaded for free on smartphones. Supplemental paper evaluations will be available in sessions, should attendees prefer to provide hard-copy feedback. Presenters will receive a spreadsheet compiling both their paper and WHOVA evaluation results shortly after the conference. Be sure to complete an evaluation for each session you attend as the session with the highest scores will win the prestigious "Best of Region" award. One presentation will be chosen from each region. The winning presenter(s) will receive a stipend to repeat their presentation at the 2019 annual NACADA conference in Louisville, Kentucky. If desired, presenters may request to have scans of their paper evaluations sent to them via email (contact Kalei Ruiz, kalei.ruiz@hawaii.edu).

Meals Provided by the Conference

Wednesday, March 13th

Welcome Reception 6:15 pm-8 pm | **Japengo Pool/Pool Terrace**, light refreshments will be served

Thursday, March 14th

Breakfast 7:30 am-8:30 am | **Regency Foyer**
Lunch 12:15 pm-1:45 pm | **Regency Ballroom**

Friday, March 15th

Breakfast 7:30 am-9 am | **Regency Foyer**
Lunch 11:30 am-1:00 pm | **Regency Ballroom**

Dinner Groups

No plans yet for dinner on Thursday, March 14th? The Social Events & Entertainment Committee has made group dinner reservations at a few local restaurants. Sign up at the Hospitality table by 5pm on March 13th to have dinner with your NACADA colleagues. Dinner groups will meet in the lobby of the Hyatt Regency Waikiki at time specified on sign-up sheet.

WiFi/Internet Connection

To connect to Hyatt Wi-Fi, simply select "@Hyatt_WIFI" on your computer or mobile device. You will automatically be directed to a "Log In" page. Please enter the required information (Name and Email Address). Once information is entered, you will automatically be logged in and this complimentary Wi-Fi will work in guest rooms, as well as all event space.

WHOVA App

Download the WHOVA App on your phone to access the latest announcements and updates about the conference. Customize your schedule and connect with other conference attendees. We also encourage you to evaluate the sessions using the session feedback in the app.

Welcome Reception

Come and enjoy an evening of entertainment under the stars poolside at the Hyatt Regency Waikiki Beach Resort. The evening will begin with a traditional Hawaiian oli, followed by hula, and local music performed by the Jon Yamasato Duo. Light refreshments will be served.

Wednesday, March 13th
6:15 pm-8 pm | Japengo Pool/Pool Terrace,
Hyatt Regency Waikiki Beach Resort and Spa

Lactation Room

A lactation room with a mini-fridge is available for use throughout the conference. If you would like access, please stop by the Hospitality table to sign up.

Wellness Track

Academic advisors can be thought of as "academic caregivers." To be the best for our students, we need to take care of ourselves too. With that in mind, for the first time ever at a NACADA regional or national conference, we are offering a wellness track! We hope that you are able to take advantage of this track and experience a room dedicated to advisor health and wellness! This room will feature informative sessions on topics like managing work/life balance, resources for advisor wellness, creating an office structure that can help advisors be productive without feeling overwhelmed, healthy eating ideas for busy advisors, a mentoring program for advisors, and more! We will also feature sessions to get your blood flowing and your mind calm like an introduction to hula, yoga, meditation, and mini-massages. Finally, be to check out our wellness walks through beautiful Waikiki. See the program for detailed descriptions and times. Mahalo and be well!

Registration Table

Conference check-in
Get lei'd
On-site registration for pre-conference workshops
On-site conference registration

Hours: Wednesday, March 13 | 11 am-6 pm
Thursday, March 14 | 7 am-5 pm

Exhibitors

National Society of Collegiate Scholars
BYU Independent Study
Curriculum Research & Development Group
Campus Labs
Nuro Retention

Hours: Wednesday, March 13 | 11 am-6 pm
Thursday, March 14 | 7 am-4:30 pm
Friday, March 15 | 7-5 pm

Hospitality Table

Session Moderators: Pick Up & Turn In Session Evaluations
Presenters: Pick up your session evaluations
Poster Sessions: Pick up your posters
Volunteer check-in
Sign up for Thursday night dinner groups
Donate/Drop off goods for the Hawai'i Literacy service project
Get information about local recreation and dining options
Sign up for wellness massages
Sign up for Lactation Room access

Hours: Wednesday, March 13 | 11 am-6 pm
Thursday, March 14 | 7 am-5 pm (open until 6:30 pm, as needed)
Friday, March 15 | 7 am-4:30 pm

Stay connected and follow NACADA Region Nine and Ten on social media for updates!



Find us on Facebook



Follow our conference on Twitter



Use #NACADAr9and10 and #2regionsarebetterthan1

Even Einstein's mother probably cried at freshman orientation.

College is a big step for everyone.

Luckily, students that strive for excellence can thrive among a network of nearly two million students and alumni as a member of The National Society of Collegiate Scholars, the nation's premier honor society for high-achieving first- and second-year students.

Lifetime members of NSCS gain access to exclusive scholarships, study abroad and internship programs, real and practical professional development, and on-campus and national leadership opportunities.

Accelerate and transform your first- and second-year students today!



nscs.org

The National Society of Collegiate Scholars is a 501c3 national nonprofit, certified by the Association of College Honor Societies requiring scholastic eligibility for membership, and certified FERPA compliant by the American Association of Collegiate Registrars and Admissions Officers.

Conference At-A-Glance

Wednesday, March 13

11 am-6 pm	Registration	Registration Table
11 am-6 pm	Exhibitors	Ballroom Lanai
1 pm- 3 pm	Preconference Workshop I	Various
3:15 pm-5:15 pm	Preconference Workshop II	Various
5:15 pm-6:15 pm	New Member Orientation	'Ekahi
6:15 pm-8 pm	Welcome Reception	Japengo Pool/Pool Terrace

Thursday, March 14

7 am-5 pm	Registration	Registration Table
7 am-4:30 pm	Exhibitors	Ballroom Lanai
7:30 am-8:30 am	Grab & Go Breakfast	Regency Foyer
8:30 am-9:30 am	Concurrent Session I	Various
9:45 am-10:45 am	Concurrent Session II	Various
11 am-12 pm	Concurrent Session III	Various
12:15 pm-1:45 pm	Welcome, Lunch & Keynote Speaker	Regency Ballroom
1 pm-4 pm	Mini Massages	'Eha
2 pm-3 pm	Concurrent Session IV	Various
3:15 pm-4:15 pm	Concurrent Session V	Various
4:30 pm-5:30 pm	Awards & Business Meetings	Region 9: Makai Ballroom Region 10: Kou Ballroom
5:30 pm-6:30 pm	Wellness Walk in Waikīkī (Optional)	'Eha
6:30 pm	Dinner Groups (Optional)	Various

Friday, March 15

7 am-8 am	Wellness Walk in Waikīkī (Optional)	'Eha
7 am-5 pm	Exhibitors	Ballroom Lanai
7:30 am-9 am	Grab & Go Breakfast	Regency Foyer
8 am-9 am	Poster Sessions	Regency Ballroom
9:15 am-10:15 am	Concurrent Session VI	Various
10:30 am-11:30 am	Concurrent Session VII	Various
11:30 am-1:00 pm	Buffet Deli Lunch	Regency Ballroom
1 pm-2 pm	Concurrent Session VIII	Various
2:15 pm-3:15 pm	Concurrent Session IX	Various
3:30 pm-4:30 pm	Concurrent Session X	Various



Preconference Workshops I — 1-3 pm

Grounding Holistic Advising: Put Your Training Where Your Praxis Is

'Elima | 1-3 pm

Based on the need for social justice training programs, it is clear that we need to expand on the current curriculum. Holistic practice in advising cannot be limited to career exploration, resource literacy, and campus referrals. Instead, we must continue to challenge ourselves to go beyond the checklist and consider other valuable topics such as crisis intervention, mental wellness, cultural humility, and other ways in which we can be intentional with our praxis. This session will include an overview of the Sacramento State Peer Mentor Program training and the University of California Davis "Developing Deeper Advising Relationship" Staff Advisor training program to equip advising staff with tools for their own campuses.

Katherine Parpana & Christopher Kent, University of California, Davis

Advising Portfolios: Why Every Advising Professional Should Have One

'Ekoku | 1-3 pm

While we may consider portfolios a requirement of artist and marketing professionals, this new age encourages and rewards professionals in all industries that can showcase and highlight their skills and abilities in a format beyond their resume. Portfolios are a great visual tool to share with employers, advising professionals, as well as with your students. A professional portfolio can help in your personal and professional development within advising, allow room for goal setting, reflection and growth as an advisor. This session will explain different portfolio types, what should be included, provide ideas on how to get started on your advising portfolio. Attendees must bring a laptop and have access to the following electronic documents: Current resume, advising philosophy, list of professional development activities, and student feedback.

Shalece Nuttall, Utah Valley University

Left in the Aft of the Canoe: Academic Coaching, A Model for Helping our Most Vulnerable Students

'Ekahi | 1-3 pm

Our most vulnerable student populations are charged with overcoming invisible challenges that impact their academic performance and adjustment to college. In 2016, LMU launched the Katz Family Academic Skills Program for Learning and Success to leverage the power of individual differences for success through its evidence based, strengths focused academic coaching curriculum. Framed through the lens of Yosso's Cultural Capital Framework and Self-Regulation Theory, LMU has successfully integrated a coaching program to serve its special populations through 1-1 individualized coaching sessions. The

purpose of the session is to present an academic coaching model and share best practices to provide the framework for leaders to develop and implement a coaching program on college campuses.

Natalie Aguilar & Audrey Calma, Loyola Marymount University

Region Review Focus Group Opportunity

'Eha | 1-3 pm

NACADA's Region Division has been charged to embark upon a review similar to those the Administrative and Advising Communities Divisions recently completed. This review is being conducted to determine how to provide the best possible professional development to members. We are taking the time to reflect on what it means to be a global organization in relationship to the regional structure. To this end, a survey was sent to all NACADA members in late 2018, and focused discussions are being conducted both virtually and in person. This session is another venue to gather input from our members and will focus on the region review project. Please attend ready to share your opinion regarding how the NACADA Regional Division can best meet your needs today and in the future.

Capitalizing on Career Theory to Enhance Academic & Career Advising Integration

Leahi | 1-3 pm

Academic advisors implement career development strategies on a daily basis. Academic advising approaches and career development theories share a common psychosocial foundation, and can produce successful student outcomes when used to collaboratively reinforce each other. From guiding open-options students through program decisions to discussing alternative occupational pathways with graduating seniors, you facilitate career exploration and promote professional skill building. Confident integration of academic and career advising theories will benefit interactions with both students and colleagues. Learn about the history of the major career development theories employed today, explore the shared heritage between academic and career advising, participate in active demonstrations that will illustrate the major career theories in action, and build your confidence in integrating academic and career advising.

Matt Eng, University of Hawai'i at Mānoa

Preconference Workshop II — 3:15-5:15 pm

He Wa'a He Moku He Moku He Wa'a: Forging the Path for Non-Traditional Student Success

'Ekahi | 3:15-5:15 pm

There is a rise of non-traditional students across the nation and recent research suggests that non-traditional students account for 40% of students in higher education today. As advisors we are tasked with molding our advising practices to meet the unique needs of this increasingly growing population of students and helping them succeed. Using self-authorship theory and principles from the book *Designing Your Life: How to Build a*

Wednesday, March 13

Well-Lived Joyful Life, you will learn how to address the needs of non-traditional students through effective questioning techniques and skills that will empower students in their pursuit of a degree.

Jordan Truex, Utah State University

Rowing Together in the Same Direction: The Voyage of Establishing an On-Campus Advising Conference

'Elima | 3:15-5:15 pm

How does your campus address professional development for your advising community? Has your campus established professional development activities to bring collaboration between student affairs and academic affairs? With the advisor to student ratio growing across higher education, the need for professional development is ever growing. In this presentation you will be introduced to viewpoints and samples resources on how Cal Poly Pomona established a one-day advising conference called 'Day of the Advisor' from start to finish. Session attendees will be given steps on how they can establish an on campus-advising conference or professional development trainings despite size of institution or budget constraints. This session is designed primarily for advising administrators, advisors, faculty, and other advising affiliates who want to implement an advising conference to bring the campus community together.

Ashley Ysaais, Jacquelyn Trejo & Erin Lion DeRosa, California Polytechnic State University

Strengthening the 'Ohana: Developing a Comprehensive Advisor Training Program

'Ekolu | 3:15-5:15 pm

As a part of its commitment to first-rate academic advising, Utah Valley University has incorporated training industry principles and standards when designing and implementing their comprehensive Advisor Training program. The ultimate goal of the program is to support the success of students as they interact with advisors who are professionally trained, and engaged in continuous professional improvement. This session will include a brief overview of UVU's program, interactively walk participants through the process used to create a comprehensive training program, explore the application of the NACADA core competencies, and empower participants to be able to apply these principles at their own institutions. While the content of a training program will most certainly vary from institution to institution, the principles of development outlined in this session are applicable anywhere. There will be ample time for discussion and to answer questions of session participants.

Wade Oliver & Clint Moser, Utah Valley University

Region Review Focus Group Opportunity

'Eha | 3:15-5:15 pm

NACADA's Region Division has been charged to embark upon a review similar to those the Administrative and Advising Communities Divisions recently completed. This review is

being conducted to determine how to provide the best possible professional development to members. We are taking the time to reflect on what it means to be a global organization in relationship to the regional structure. To this end, a survey was sent to all NACADA members in late 2018, and focused discussions are being conducted both virtually and in person. This session is another venue to gather input from our members and will focus on the region review project. Please attend ready to share your opinion regarding how the NACADA Regional Division can best meet your needs today and in the future.

Designing Beyond Failure: How the Design Process Can Help Academic Advisors Create Failure-Immune Students

Leahi | 3:15-5:15 pm

In this presentation, both an advisor and design professor provide insights into using the design process to improve student mentoring outcomes. The design process has typically been used in the design industries, but this presentation demonstrates how the design process can be applied in academic advising to help students realize self-actualization and become failure immune. Through applying the design phases of inventory, analysis, concept development, and implementation, advisors and students can successfully co-author academic plans and help students achieve success. Advisors will especially value the process of analysis and concept development, which provide a basis to help students recognize that failure is an important part of their growth and development.

Pamela George & Benjamin George, Utah State University

Region 10 New Member Orientation

'Ekahi | 5:15-6:15 pm

Region 9 New Member Orientation

Leahi | 5:15-6:15 pm

Get introduced to NACADA – The Global Community for Academic Advising and your NACADA region! This new member orientation introduce you to the organization, your region leadership as well as fellow members. During this session you will have the opportunity to: 1) Learn about the structure and opportunities of NACADA; 2) Develop ideas for resources and networking to help you both personally and professionally in your region; and 3) Listen to colleagues share their stores and connect with other new members.

Welcome Reception

Japengo Pool/Pool Terrace | 6:15-8 pm

Relax under the stars and engage your senses as you hear a traditional Hawaiian oli, watch a hula performance, listen to local music, and enjoy light refreshments with colleagues old and new.

Concurrent Session I — 8:30-9:30am

A Canoe of Resources for Advisor Wellness

'Eha | 8:30-9:30 am

Advisors are the guides who help student navigate educational waters. One aspect of higher education in which we must lead out and model for students is personal and professional wellness. In this session, we will explore important benefits of six key areas of personal wellness (social, intellectual, spiritual, emotional, physical, and occupational), examine how NACADA's Core Values support advisor wellness, and use self-assessment and practical techniques to create and maintain a lifestyle of wellness.

Melanie Burton, Brigham Young University & Patrice Carey, Utah Valley University

Even Islands Change: Keeping a Positive Perspective

'Ekahi | 8:30-9:30 am

Although change is discomfoting and disorienting, properly managed change can be a source of strength, learning, and renewal. Providing supportive opportunities for first-year students requires an ever-present ability to make changes in how we offer services aimed at their success. Drawing upon *Managing Transitions* by William and Susan Bridges, we can help staff and student workers learn from and let go of past processes, guide them through the neutral zone and its innate characteristic of chaos, and encourage the acceptance of newly emerging practices.

Rebecca Crawford & Daniel Chandler, Brigham Young University

Flying Lessons: Constructive Approaches to Working with Helicopter Parents

'Ekolu | 8:30-9:30 am

In a world where hyper-involved parenting has become a social norm, the importance and definition of student independence can vary widely from person to person. Even if parents seem to understand the need for their student to take personal responsibility, often their actions don't match their intent. For today's college student, the balance between parental involvement and parental take-over can be especially complicated. In this session, we'll explore common challenges and possible advising scenarios when working with hovering parents. Join us to discuss constructive solutions that encourage realistic expectations for both the student and parent.

Mary Stephenson, Utah Valley University

Guiding Faculty Advising to the Developmental Level: A Training Program for Faculty Advisors

'Elima | 8:30-9:30 am

"This major probably isn't for you." "I think you should consider taking a semester off." Students view their faculty advisor as a trusted guide, and take their advice to heart. When the advice is well-intentioned, but prescriptive, it can harm the personal connection between student and faculty advisor. To provide faculty with the skills to support students through advising, Cal Poly created a three-part faculty advisor training series that emphasizes advising-as-teaching and the developmental advising approach. In this session, participants will learn about the content of Cal Poly's training series, reflect on their own faculty advisor training programs, and leave the session with ideas for enriching faculty advising at their institution.

Christina Wolfe-Chandler & Mitra Nafisi, California Polytechnic State University

Engaging Exploratory Students into the World of the Arts: A Holistic Academic Journey

Kou Ballroom | 8:30-9:30 am

Advising students that need to pick a major can be a difficult conversation, especially if the student has an interest in the Arts. Artistic students often feel that they are unable follow their passion in form of a major, because they fear post-graduation employment prospects. In this session, participants will hear about one university's initiative to collaborate between an Exploratory Advising Office and major Arts advising office to help students see the benefits of incorporating the Arts into an academic journey. Attendees will get a breakdown of the project, learn the results of the project, and go through scenarios on how to implement a similar project at any institution.

Amy Schiffner & Eve Millett, University of Hawai'i at Mānoa

Region 9/10 Community College Conversations: Focus Group - Increasing Participation of our Community College Advisors

Leahi | 8:30-9:30 am

The overall goal of this focus group is to gain a better understanding of how NACADA can increase participation of our current community college members (e.g. present at conferences, participate in leadership positions) and increase general membership of our community college advisors. We invite all community college advisors to come and share what your experience with NACADA has been like thus far and to also discuss how NACADA can better support you and the important work that you do.

Opportunity, Hope, and Second Chances: Alternatives for Adults with a Criminal History and Current Aspirations to Pursue Higher Education

Makai Ballroom | 8:30-9:30 am

The lack of access to higher education in many low income communities across the U.S. often goes hand-in-hand with higher crime rates. What does this mean for individuals hoping to obtain a college degree while carrying a criminal history? If achieving a higher education increases the probability of employment, will formerly incarcerated individuals receive the academic advisement and additional support that they will need in order to graduate, gain employment, and ultimately lead a conventional life post-release? Research highlighting the possible benefits of post-secondary carceral educational programming and reintegration programs within colleges will be discussed as well as the possible approaches that academic advisors can take to help ex-convicts stay motivated.

Desiré Ortiz & Nereida Garcia, California State University, Northridge

Pupukahi i Holomua, Unite to Move Forward: Supporting Undocumented Graduate Students on College Campuses, a United Effort to Improve Persistence

Mauka Ballroom | 8:30-9:30 am

Undocumented students are met with uncertainties related to career opportunities and job security, despite their educational pursuits and achievements, due to a tumultuous socio-political climate that presents legal and institutional barriers. However, in spite of difficulties there are students who choose to resiliently pursue advanced graduate degrees. The purpose of this session is to share the findings from a qualitative study that sought to generate an understanding of how undocumented Latinx students describe their experiences within graduate programs. The findings from the study frame best practices for supporting undocumented graduate students will be discussed in the session, including: alternative financial aid options, career development and exploration, and academic support services.

Natalie Aguilar, Loyola Marymount University

Concurrent Session II – 9:45-10:45am



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Wellness: Morning Hula with Mari

'Eha | 9:45-10:45 am

Hula is the beautiful and dynamic dance form unique to the Hawaiian Islands. We invite you to come learn more about the cultural significance of hula, its health benefits, and practice basic hula steps and motions taught by a fellow academic advisor. Comfortable loose clothing is recommended. Participants will need to sign a release form upon arrival.

Mari Ono, University of Hawai'i at Mānoa

Utilizing Self-Efficacy to Encourage and Empower Advisors during Institutional Change

'Ekahi | 9:45-10:45 am

When faced with multiple tasks, do you feel like you can rise to the challenge and accomplish your goals? Self-efficacy is a person's belief in their capability to perform a particular task successfully (Bandura, 1977, 1997). In recent years, The College of Arts and Letters Advisement Center, at Cal State L.A. has experienced major changes including increases in majors, revolving leadership, advising initiatives, and graduation mandates. Despite the challenges that come with change, the advisors have managed to successfully accomplish many goals and overcome hurdles. This activity based session will offer insight as to how administrators and advisors can meaningfully impact a diverse student body and maintain a positive outlook, during institutional change.

Evelyn Espinoza, California State University, Los Angeles

The Art of Positive Reinforcement in Academic Advising

'Ekolu | 9:45-10:45 am

The Art of Positive Reinforcement in Academic Advising will cover the basic concepts and principles of applied behavioral analysis and behavior modification that implement positive reinforcement based on the B. F. Skinner's model of operant conditioning. This will include a brief look at B. F. Skinner's work and achievements in behavior modification. This will also include how current Academic Advising Approaches have aspects of positive reinforcement in them. The presentation will review the self-authorship and strength-based advising approaches as well as advising practices of affirming and increasing self-efficacy. This presentation uses slide presentation, videos, discussions, handouts, and a self-reflective questionnaire at the end that will assist participants in how they can implement or improve the use of positive reinforcement when advising students in their own educational setting.

Kim Fale, Utah Valley University

Mental Health First Aid: How Advisors Can Support Students in Mental Health Crisis and Non-Crisis Situations

'Elima | 9:45-10:45 am

How do we respond if we suspect a student has a substance abuse problem, a panic attack or depression? Youth Mental Health First Aid teaches academic advisors how to respond to students in crisis and non-crisis situations, how to provide support and how to direct them to mental health professionals if appropriate. Participants will learn about risk factors and warning signs of common mental disorders and strategies for how to help students who are experiencing mental distress. Participants will also be introduced to the Mental Health First Aid Action Plan and will learn about how this training is being implemented across the country.

Jolene Muneno, University of Hawai'i at Mānoa

"But I've Always Wanted To Be a Doctor!" Challenging First Year Exploratory Students to Go Beyond Their Preconceived Ideas About the Health Professions

Kou Ballroom | 9:45-10:45 am

First year students sometimes have grandiose ideas of working in medicine without the knowledge to understand the "why" and "how" of what they want or how to get it. This presentation demonstrates how a "Making Major Decisions" course for first year Exploratory students interested in healthcare asks them to delve into their strengths and challenges. The classes were taught by 2 Academic Advisors with extensive pre-health professional advising experience who approached the class from an appreciative advising perspective. Starting with a StrengthsQuest Inventory, students focused on their

preconceived ideas about their major and career interests, challenging them to be realistic yet excited about their futures.

Sarah Friedmann & Kelly Weston, Northern Arizona University

Mindful Advising

Leahi | 9:45-10:45 am

The practices of mindfulness have been demonstrated to provide beneficial effects for a multitude of different populations over the past decade of research. We propose to discuss some specific techniques of mindfulness that can be utilized in advisors' and other higher education professionals' daily life as well as in advising sessions with students. Additionally, we will suggest specific practices to embody the spirit of mindfulness in these aforementioned three areas. We conclude by discussing how mindfulness was built into a first year seminar course curriculum.

Amy Quinn-Sparks, Colorado State University

The Next Frontier: Study Abroad Advising and the Resources to Get Your Students to Their Next Adventure

Makai Ballroom | 9:45-10:45 am

Consider when you were in college, how many people did you know that studied abroad? Can you think of anyone that went abroad? Times have changed, the number of students studying abroad today is nearly triple what it was 25 years ago, and we are seeing an increased demand for study abroad programs from students of diverse backgrounds and academic disciplines. While universities are embracing global learning, the logistics of the process often falls to academic advisors to navigate. This presentation will provide resources regarding how to discuss study abroad opportunities and benefits with students and parents, in addition to introducing various study abroad resources.

Lindsey Forbes, University of Nevada, Reno

Navigating Rough Waters: Succeeding in Leadership with an Ever Growing Caseload

Mauka Ballroom | 9:45-10:45 am

Academic Advisors and Counselors are on the front lines of student academic support, and are constantly being asked to do more with less. However, hardly ever anyone trains one for navigating the uncharted waters of departmental leadership while maintaining an active caseload. This session will review the process of effectively managing one's limited time and resources as an academic advisor with leadership responsibilities. Best practices on supervising professional and student staff will be shared, as well as strategies for developing departmental vision and mission to hit annual goals while maintaining an active caseload. Learning outcomes include: effectively implementing time management and goal setting strategies, developing strategic plans for departments, and learning how to implement appreciative/holistic advising.

Natalie Aguilar, Loyola Marymount University

Concurrent Session III — 11 am-12 pm

Wellness: Strategies for Promoting Health and Wellness in Higher Education

'Eha | 11 am-12 pm

This interactive presentation will demonstrate that developing a healthy lifestyle is the key to college success for students, staff and faculty. The presentation provides a variety of stress management techniques and showcases the Lokahi Wheel, a wellness model that can be used to create and maintain balance within the campus community.

Kristen Scholly, University of Hawai'i at Mānoa

California State University's Pathway's Community Program's Impact on STEM Student Retention and Sense of Belonging

'Ekahi | 11 am-12 pm

CSU, Bakersfield created a multi-dimensional support network that provides first-year STEM majors necessary to be academically successful in a chosen STEM major. Funded by a Title III Department of Education grant, the innovative approach to a student's first-year experience provides structured academic intervention strategies, academic distress monitoring, peer and advisor mentoring, weekly co-curricular workshops, community engagement opportunities, and creates accountability for URM STEM major student success. Data collected from the first cohort of student participants indicates significantly higher retention and first-year unit completion when compared to non-cohort student participants.

Jeannie Gonzalez & Jaimi Paschal, California State University, Bakersfield

Exposing Implicit Bias and Stereotype Threat in Advising

'Ekolu | 11 am-12 pm

Picture a computer science major. Who do you see? Do you envision a stereotypical image? Chances are, you are not alone. Join us for group activities and peer-to-peer conversations to uncover our own implicit biases and reveal stereotype threat in advising. Presenters will share relevant research and discuss how the findings might help advisors enhance their personal and cultural awareness. Participants will leave this session with a toolkit of resources to further explore these concepts.

Christina Wolfe-Chandler & Gina Salazar, California Polytechnic State University

Stop Lecturing to Your Students and Empower Them Instead! Be Engaging! Using Techniques From Classroom Pedagogy to Increase and Evaluate Student Participation During Advisement

'Elima | 11 am-12 pm

Many times advisement is simply telling a student what classes they should take, or what they should do regarding their future plans. Instead of this "Sage of the Stage" approach, our students should be making their own decisions and taking control of their own path forward. This means that our advisement sessions should empower students to success while the advisor acts as a guide. This session will discuss basic techniques from classroom pedagogy and their application to advising. We will discuss psychological reasoning behind student engagement and will focus on evaluation of student interaction as well as methods to increase or introduce active learning into your meetings. Stop telling your students what to do and empower them to walk their own path!

Nicholas Wilbur, Utah Valley University

"Alohamora!" Unlocking the doors for student athletes through the lens of Harry Potter

Kou Ballroom | 11 am-12 pm

A common misconception of student athletes is they are not held to the same standard as the rest of the student population. In part, this can be true since they are often held to a higher standard than what other students are expected to do. We see some of this in the way that student athletes are treated in the Harry Potter series. Not only do they need to juggle practice and study schedules, but they also do see some additional benefits as members of the Quidditch team. This presentation looks at some typical scenarios that student athletes experience, how the Harry Potter series depicts those situations, and how those scenarios have historically developed.

Derek Furukawa & Lindsey Forbes, University of Nevada, Reno

A Tale of Two Campuses: Advising the Voluntarily Exploratory vs. the Reluctantly Undecided Student

Leahi | 11 am-12 pm

While some students comfortably take their time to explore majors, others struggle to align their talents and skills with a singular choice. How does one advise a student who is unable or unwilling to change or declare their major? What happens when a campus requires major declaration at the point of admission?

In this session, we will discuss Gordon's (1998) seven subtypes of decided and undecided students, as well as strategies for working with each. Perspectives will be shared from campuses with very different approaches to undecided students: the

Thursday, March 14

Exploratory Program at University of Hawai'i at Mānoa and the UC Davis College of Engineering, which does not have an undeclared major option.

Jordan Dade, University of California, Davis & Eve Millett, University of Hawai'i at Mānoa

Academic Coaching: A Collaborative Navigation through the Tides of Higher Education

Mauka Ballroom | 11 am-12 pm

How does Academic Coaching differ from Academic Advising? Academic coaches combine major elements of Developmental and Intrusive Advising models to offer a unique, holistic approach that focuses on building individual relationships to enhance feelings of connection to the institution. Research shows that this meaningful partnership between the student and institution is one of the most important factors in determining student success. In this interactive session, you will learn how to enhance your developmental advising style by incorporating the gently intrusive realm of Academic Coaching. Participants will leave with a better understanding of how to effectively coach students to create a plan centered around SMART goals by using active listening techniques that allow for student led discussions and solutions.

Mary Pluff & Kianni Lewand, Brandman University

Welcome, Lunch & Keynote Speaker

Regency Ballroom | 12:15-1:45pm

Wellness: Mini Massages

'Eha | 1-4 pm

Please come down and ease some tension courtesy of the students from the Massage Therapy program at Kapi'olani Community College. Sign up available at Hospitality Table. First come first served.

Concurrent Session IV — 2-3 pm

The Unanticipated Dangers of Empathy in Advising

'Ekahi | 2-3 pm

The drive for empathy has been gaining speed in popular and advising literature for years, often with the argument that we should increase our reliance on empathy in advising. The impulse for relying on this tool is too hasty, however, as empathy is more nuanced than we seem to be acknowledging. Employing empathy in advising can lead to several unexpected turns. This presentation will help advisors reflect on how shifting into an empathetic gear while advising might unintentionally alter their

Exclusive Pre-sale for NACADA Region 9-10 Members

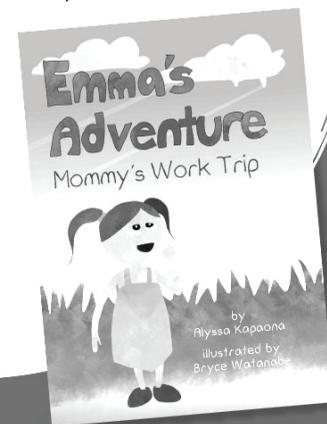
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course from their overall aim of student support, and will re-direct them to allow students to drive their advising practice. Handouts as well as some direction for how to move toward our shared goal of supportive and safe advising will be provided.

Stephanie Shiver, University of Utah

The Mutual Appreciation Society: An Autoethnography of a Faculty Advisor and Staff Advisor

'Ekolu | 2-3 pm

In higher education, students need strong support and excellent advisement. However, the path for seeking out advisement resources can be confusing. It is most beneficial to students when their support network acts together to create a unified success strategy. In 2014, we began a collaboration at our institution which yielded positive results for both students and the fine arts programs in the coming years. This session explores our story, strategies for building a collaborative faculty/staff advisement team, and the tangible benefits which include gaining multiple perspectives, early intervention, expanding networks, and program improvement.

Rachel Perovich & Robin Giebelhausen, University of New Mexico

Becoming the Future of Advising: Diversity in NACADA Leadership

'Elima | 2-3 pm

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.

Matthew Markin, California State University, San Bernardino & Sarah Maddox, Colorado State University

Assessment Road Trip: Mapping Advisor Learning Opportunities to NACADA Core Competencies

Kou Ballroom | 2-3 pm

With the initiation of a representative committee focused on advisor training and professional development in 2015, UC Davis established a mechanism to offer valuable advisor learning opportunities. After NACADA revised the core competencies, the committee recognized the need to ensure alignment. These assessment rookies, guided by the campus assessment lead, started on a journey mapping the curriculum to NACADA competencies, and writing learning outcomes and syllabi for each workshop. Join us on our assessment road trip as we recount the twists and turns of our quest to provide useful, quality advisor learning that supports student success. Come away with ideas for your own road map to assess advisor learning opportunities on your campus or to build your own program.

Erin McMurry, University of California, Davis

Better Late than Never? Assisting Students in the Major Exploration Process Late in their Academic Journey

Leahi | 2-3 pm

When is too late for a student to declare a major? What happens to students who are foreclosed from the major they have been pursuing? How do transfer students with upper-class standing find their major in a timely manner?

This session will examine some of the experiences that Exploratory students late in their academic career face, and some of the solutions that two offices have created to assist these students. The presenters represent Student Athlete Advising and the Exploratory Advising offices and will discuss the unique challenges represented by each of these environments. A review of Exploratory strategies and Career theories will be presented.

Matt Eng & Garrett Clanin, University of Hawai'i at Mānoa

"Talk Story" Session

Makai Ballroom | 2-3 pm

Join Dr. Kaiwipunikauikawēkiu Lipe, our keynote speaker, for a "talk story" session, where participants can ask questions about her keynote speech or about her experiences.

Dr. Kaiwipunikauikawēkiu Lipe

15 Going on College: The Duality of College Classes in High School

Mauka Ballroom | 2-3 pm

According to the National Center for Education Statistics (NCES), Dual Enrollment and Advanced Placement (AP) programs started to become common place in the early 1990s. Just recently, increasing amounts of students are entering college with earned credits. Are students academically prepared to jump into upper division courses at a much younger age? Is Dual/AP providing students with an equivalent level of rigor and academic discourse? Utilizing interviews of first-year students who participated in Advanced Placement and Dual Enrollment programs during their high school career, the following interpretivist case study addresses issues such as, perceived academic preparation, usefulness of such courses and compares expectations of college as described by such programs to their lived reality.

Rosa Law, University of Northern Colorado

Concurrent Session V — 3:15-4:15 pm

Lessons Learned from a Guided Pathways Advising Pilot

'Ekolu | 3:15-4:15 pm

Salt Lake Community College's concern with student completion and transfer rates led it to set in motion a new strategic plan incorporating guided pathways and case management student advising. We will outline our strategic plan to meet the goals of degree and/or certificate completion from 23% to 40% and transfer conversion from 39% to 60%. The new advising model will be detailed with required advising visits, tools and processes. A "pilot semester" has been completed, providing helpful information needed for a full college rollout. We will share the lessons learned with the need for efficiencies leading to best practices. The landscape for advisers can now be seen with greater clarity leading to a higher level of professionalism and effectiveness.

Ashley Sokia & Michael Purlles, Salt Lake Community College

Share the Paddling: Solutions to Advisor Isolation

'Ekahi | 3:15-4:15 pm

What happens when we are the only advisor who works with a specific group, perhaps even housed apart from other advisors? The resulting professional and personal isolation hinders our ability to help students and creates burnout. With guiding questions by the presenter, participants in this roundtable will be invited to explore this issue and to search for solutions. We will focus on informal and passive actions that we can easily implement, no matter our degree of autonomy. The roundtable format of this breakout specifically models the kinds of conversation that we can bring back to our campus.

Participants will: 1) better understand silos of excellence; 2) articulate concrete actions they can take to reduce isolation and increase communication on their campus; and 3) have built relationships across disciplines and campuses.

Hilary Taylor, California State University, San Marcos

Toto, we're not in Kansas anymore: Helping Students Transition from High School to College

'Elima | 3:15-4:15 pm

The first year of college is filled with change, challenges, and adjustment. Successful students adapt and thrive. The new expectations and responsibilities can be overwhelming. Come to this session to learn about advising first-year students. We will discuss theories that will help in understanding the mindset of freshmen students. We will cover ways advisors can help students assimilate into their college environment. We will examine the differences between high school and college in detail. Participants will be encouraged to share their ideas and experiences with assisting students through a successful transition from high school to college.

Dave Belt, University of Utah

Strategic Recognition: Constructing the Framework for a Successful Awards System

Kou Ballroom | 3:15-4:15 pm

UC Davis skyrocketed out of NACADA academic advising awards obscurity and into the limelight, beginning in 2016—and every year since. Why? In 2015, UC Davis established a strategically aligned academic advising awards program that led to numerous NACADA regional and national awards for UC Davis academic advising staff, faculty, and administrators—and valuable exposure for the campus. The presenters will share insights about developing a robust awards program and strategies for award submission success. Participants will have an opportunity to explore transferrable ideas to initiate informal recognition processes or a formalized awards program at their home

institution. Participants will also practice writing elements of a “winning” award nomination/support letter that could provide a basis for a future submission.

Kate Creveling & Nicole Wood, University of California Davis

This Is How We Row

Leahi | 3:15-4:15 pm

Collaborative Advising: How professional and faculty advisors work hand in hand.

What do professional and faculty partnerships regarding advising look like on your campus? Would you like to improve collaboration between staff and faculty? Our interactive presentation will incorporate the perspective of faculty and professional advisors in creating a collaborative advising model. Advisors representing the School of Social Sciences and Education (SSE) at CSU Bakersfield will review how we have built successful relationships and its' impact on the advising model. Topics include a brief history, how the model within SSE has been successful (i.e., retention & graduation), and challenges we've encountered. Attendees will walk away with a unique perspective on collaboration and tips on how this model could be implemented on their campus.

Yvette Morones, Jennifer Thompson, Gilverto Herrera, Karen Ziegler-Lopez, Irene Monroy & Kris Grappendorf, California State University Bakersfield

Using Breath, Thoughts, and Movement to Combat Advisor Burnout

Makai Ballroom | 3:15-4:15 pm

The running joke among academic advisors is that we could get our work done if it weren't for the students. While this comment is used in jest, the thought has probably crossed the minds of a few advisors on the verge of burnout. Advisor burnout negatively impacts work performance, leaving advisors mentally drained and imbalanced. The stress associated with burnout may cause adverse effects on physical health and psychological well-being. This workshop will teach you how to recognize and prevent burnout by practicing self-care strategies that increase resilience to stress, cognitive activity, concentration, and improve and develop metacognition. You will learn how to recognize signs of advisor burnout and participate in a 30-minute chair yoga practice that includes diaphragmatic breathing and a Metta meditation.

Rainie Ingram, Weber State University

Invisible Diversity: Examining the Online Student

Mauka Ballroom | 3:15-4:15 pm

One of the largest growing populations within the higher education community is students completing courses online. Online students bring an important level of diversity and inclusivity to colleges and universities, which is often overlooked due to the invisible nature of "being online." This presentation will demonstrate the online student's unique contribution to diversity in examining demographic information regarding ethnicity/race, gender, age, and geographic location, as well as characteristics of online students compared to on-campus students. National data will be compared to student data pulled from Institutional Research at Colorado State University. CSU is a large public institution with students in on-campus and online undergraduate/graduate programs. This session will include advising technique suggestions for retaining diverse students as well as dialoging on topics of inclusivity and diversity related to online students.

Amy Quinn-Sparks, Colorado State University

Region 10 Business Meeting & Awards

Kou Ballroom | 4:30-5:30pm

Region 9 Business Meeting & Awards

Makai Ballroom | 4:30-5:30pm

Wellness: Walk in Waikīkī

'Eha | 5:30-6:30pm

Come join a fun walk around Waikīkī, taking in all the sights. Meet Eve at the Wellness Room at 5:15pm to sign release form. Option to walk for 30 minutes or 1 hour depending on personal preference. Comfortable attire recommended. (Sponsored by GUIDE, an academic advising mentoring program).

Dinner Groups

6:30-9pm

To sign up for a dinner group please visit the Registration Table. Deadline to sign up is March 13th, 5pm.



Wellness: Walk in Waikīkī

'Eha | 7-8am

Come join a fun walk around Waikīkī, taking in all the sights. Meet Eve at the Wellness Room at 6:45am to sign release form. Comfortable attire recommended. (Sponsored by GUIDE, an academic advising mentoring program at the University of Hawai'i at Mānoa).

Poster Session

Regency Ballroom | 8-9am

A Compass on Campus: Guiding Students to Their True North

Regency Ballroom | 8-9am

Higher education is an ocean of possibilities. The waters may be treacherous, and it's easy to get lost at sea. Adventurers need a good map, a tight crew and a reliable compass to find hidden treasures, and eventually, their own true north.

Using the 6 phases of Appreciative Advising (Bloom, 2008), this presentation will focus on graduate and undergraduate student populations, and will help academic advisors to:

1. Utilize technology to track student records and identify key milestones for graduate students.
2. Assist undergraduate students through stressful times and difficult transitions in competitive engineering programs.
3. Help students in social and behavioral science majors make connections between their education and their broader life and career goals.

Tracey Farnsworth, Cynthia Ruiz & Megan McAllister, University of Utah

Equitable Advising, the Ethics of Care, and Cultural Humility in a Global World: A New Approach to Advising

Regency Ballroom | 8-9am

Academic advising continues to be an integral part of higher education operations. The field has evolved from prescriptive to student-centered advising models. One key element in advising is creating safe advising spaces for students to explore, to make concrete connections, to discover, and to ask questions. Creating environments for students to become empowered through critically examining the synergy between practical and emotional choices, and the consequent interface with academic/life requirements is vital. Two advisors will discuss the developing theoretical approaches emergent in their daily praxis, as related to the Ethics of Care, Cultural Humility, and Global Awareness. The possible applications to advising curriculum, education, student development and empowerment will be examined.

Siobhán Ní Dhonacha & Eve Millett, University of Hawai'i at Mānoa

Finding the Secret Sauce: Mentoring Resources used by Corpsman Nursing Students for Academic Success

Regency Ballroom | 8-9am

A mentoring program was developed to match a prior or active duty military corpsman or medic with a practicing nurse to help retain and transition these individuals through the completion of their BSN. Nurse mentors were challenged to provide career networking, nursing skills and competency tutoring, and professional and personal development opportunities. Findings reveal that students used certain aspects of mentoring more than others, with an overall higher engagement and academic performance compared to their peer student-nurses in the program.

Paul Tontz, National University

How to Sail through Storms of Mental Health: Holistic Graduate Advising Approach

Regency Ballroom | 8-9am

A mental health crisis in graduate education is imminent. According to a series of studies, graduate students are significantly more vulnerable to anxiety and depression, often triggered by social isolation and uncertainty in their job market. Unfortunately, the extent of their struggles may never be recognized by advisors, affecting students' academic performance and ultimately knowledge production of institutions. To support graduate students effectively, advisors must use a holistic and proactive advising approach; invest in relationship building with graduate students and offer support for their scholastic and mental well-being. This presentation provides graduate advisors with key information about current mental health issues among graduate students as well as advising tools to detect and help students alleviate their problems, which may lead to more effective advising and most importantly, students' success.

Andrea Pineda & Akiko Ota, University of Arizona Pharmacy

Preventing Advisor Wipeout, How to Hang Loose When You've Reached the Impact Zone

Regency Ballroom | 8-9am

When the last student has been helped and you've bid your farewell, you then proceed back to your monitor and prepare to finalize your session notes, when suddenly it hits you. You draw a blank and reach an intellectual stop. You realize you've witnessed countless scenarios, scholarly questions, real life issues, all day. Our study aims to address how to help yourself when you've helped everyone else. We will present some techniques that could be used throughout the day in the midst

of real life academia. It is important to take care of self in order to allow for further productivity and reasonably aid in both advisor and student well-being.

Agustin Martinez, Stepan Steve Asipyan, California State University, Los Angeles & Evelyn Chicas, California State Polytechnic University, Pomona

STEMbytes and MESA Mentors: Strengthening Underrepresented STEM Student Communities

Regency Ballroom | 8-9am

Tutoring and mentoring are two high-impact practices that increase student engagement, community building and retention. These practices are especially critical in areas of science, technology, engineering and mathematics (STEM). Sonoma State's Mathematics Engineering Science Achievement (MESA) program aims to improve student success and increase the number and diversity of students in STEM fields through innovative changes to both tutoring and mentoring. In tutoring, we launched "STEMbytes": a "byte" sized presentation study tip or tool that a MESA peer tutor found helpful in the course(s) they are tutoring, allowing senior students to share their experience and knowledge. In mentoring, we employed a peer mentoring model in which a graduate student coordinator works towards building meaningful relationships within the MESA community.

Megan D'Errico, Sonoma State University

Understanding and Applying Personality Type Theory to Enhance Understanding and Appreciation of Differences

Regency Ballroom | 8-9am

When we understand and apply the theory of personality type, we can enhance our understanding and appreciation of individual differences. We are better at understanding how individuals prefer to use their perception and judgment in learning and engagement activities. Knowing our preferences provides insight on how they affect us, how they affect our communication style, and how they differ from others. Advisors can apply this knowledge to the development of group advising sessions, advising materials, programs and services. This presentation will focus on understanding the Myers-Briggs Type Indicator (MBTI) instrument, relate this knowledge to others and ourselves and apply it to our advising practices.

Lori Epperson, Colorado School of Mines

Concurrent Session VI — 9:15-10:15 am

Wellness: Finding Balance in an Advising Office Schedule

'Eha | 9:15-10:15 am

It is no secret that academic advisors have multiple duties and pressure that can lead to high rates of job burnout. Learn how an advising office prevents potential burnout with the implementation of an effective shared leadership and work model that provides a healthy environment where advisors feel motivated, productive, supported, and balanced.

Alyssa Kapaona, Reid Kuioka & Jolene Muneno, University of Hawai'i at Mānoa

Empowering Students through the Power of the Internet

'Ekahi | 9:15-10:15 am

This presentation will teach participants how to leverage technology to streamline processes for student learning. The Directing Outreach, Enrollment, and Advising Menu (DREAM) team in the Gateway Student Success Center at Northern Arizona University sought to use social media in order to reach first-year students on their terms. Additionally, they worked inter-departmentally to develop tutorial videos which fit into an online data portal aimed at creating autonomous student learners who can prepare, enroll, and access resources on their own schedule. Ultimately aimed at retaining students through empowerment and ownership of their education and resources, two DREAM team advisors will walk participants through the multi-semester process of developing these online tools."

Joseph Wright & Precilla Cox, Northern Arizona University

Sailing through the Storm: Empowering First Generation, Single parents and International Students to Best Navigate Unknown Academic Waters

'Ekolu | 9:15-10:15 am

Why is it that some students, faced with issues and challenges, are able to succeed and even thrive, while others, faced with the exact same challenges, do not? Theories dealing with grit (Duckworth et al, 2007), resilience (Waxman et al, 2003) as well as self-efficacy (Bandura, 1977, 2007), and growth mindset (Dweck, 2006) help to provide potential answers. Three advisors explore anecdotes and lessons learned about first generation students, single parents and international students, and provide tips on how to best support and empower these groups of students. They will also incorporate the framework of appreciative advising and show how related overall strategies can best encourage these students to succeed.

Megumi Makino-Kanehiro, Nanette Miles & Leilani Takeuchi Harjati, University of Hawai'i at Mānoa

ABBA and AcAc: The Soundtrack for the Academically At-Risk

'Elima | 9:15-10:15 am

Are your students sending out an "SOS"? As advisors we are responsible for administering academic actions ("AcAc") for students and we work closely with these students to develop academic recovery strategies. Though these actions are serious, we want to reframe these experiences to encourage growth. As ABBA fans, we found that their lyrics were applicable and timely, as well as supportive to students' situations.

This presentation will introduce attendees to academic actions taken at a large research university, relate the actions and student situations to ABBA songs, and offer suggestions to help students on their journey to academic recovery. Don't be defeated like Napoleon—be the Super Trouper advisor that your students need!

Eve Millett, Andrew Nguyen & Megan Terawaki, University of Hawai'i at Mānoa

Fostering Community: Supporting Former Foster Youth through Wraparound Advising and Cross-Campus Collaboration

Kou Ballroom | 9:15-10:15 am

The former foster youth population is often overlooked within Higher Education. According to the National Foster Youth Institute, less than 3% of former foster youth successfully graduate from college. During this session, presenters will share best practices utilized by the partnership between the University Advisement Center and Toro Guardian Scholars program at California State University, Dominguez Hills. They will discuss how these strategies can impact academic resilience and personal development amongst the students served, and they will provide a model for cross-campus collaboration aimed at providing holistic, wraparound support to former foster youth students.

Elsa Sanchez & Joshua Williams, California State University, Dominguez Hills

Strategies for STREAMlining Academic and Career Conversations for Study Abroad Student Success: Resources, Conversation Starters, Programming and Partnerships

Leahi | 9:15-10:15 am

When your student comes back from study abroad, what conversations are you having? We want to provide some simple approaches to integrate career, academic, and study abroad advising in order to create a more holistic conversation about the benefits of study abroad after the program is over.

It is crucial that students are reflecting about the value of study abroad throughout their experience (before, during, and after) and our goal is to provide attendees with some strategies to assist students during these advising conversations.

We will define holistic advising with an image we created based on Wilcox's (2016) six Academic Advising Core Competencies, the importance, as well as common barriers advisors face during this process and provide the audience with examples to demonstrate our approach to accomplishing this goal.

Katie Weibel & Justin Oliver, University of California, Berkeley

Instagram: A Transitional Window into Interactive Higher Ed Communication in the Digital Era

Makai Ballroom | 9:15-10:15 am

Instagram is one of the most used platforms for social networking (Knight-McCord et al., 2016). As higher education professionals navigate communicating with student audiences in the digital age, Academic Advisors from various academic units at CSUSB are proactively utilizing this revolutionary method of communication in both similar and unique ways to provide educational resources and formulate better engagement with students. Instagram utilizes various interactive tools to promote storytelling for everyone (Instagram, 2018). This storytelling gives Advisors the ability to connect with students, track effectiveness and remain socially "relevant" in this day and age. Presenters will conduct an interactive presentation for participants to create an appealing and student-centered advising Instagram profile.

Brittany Dennis, Luis Huante & Matthew Markin, California State University, San Bernardino

Written Life Goals and Reflection: 2 Oars to Propel Students with Direction

Mauka Ballroom | 9:15-10:15 am

Research suggests that written goal-setting which is specific and expressive, combined with reflection, can have significant educational and life benefits for college students. Advisors who guide and model effective goal-setting and reflection can empower all students, but particularly first-year or at-risk students struggling to transition, survive, and succeed in higher education. Students who utilize this strategy can experience less stress and more confidence in the future. Students can learn to "edit" their life narratives, changing outcomes over time (Wilson, as cited by Schultze, 2016). Presenters will share research, demonstrate practical tips for use in student appointments or the classroom, and give participants the opportunity to practice using goal-setting and reflection.

Landon Tooke & Melanie Burton, Brigham Young University

Concurrent Session VII – 10:30-11:30 am

Wellness: Healthy Eating for Busy Advisors

'Eha | 10:30-11:30 am

Come and learn how four advisors incorporate nutritious whole foods into their busy work days. Discover recipes that are easy, quick and delicious!

Even the Smallest Advisor Can Row the Biggest Canoe: Implementing Intrusive Advising With a Small Team

'Ekahi | 10:30-11:30 am

Getting students to advising offices is always a challenge - unless it's required through intrusive advising. This session will examine how a small academic department with one advisor and 1300 students at a large, public four-year institution implemented an intrusive advising model with various face-to-face methods, including scheduled appointments, walk-ins, and group advising. This session will address the benefits and limitations of the model, as well as how the students' GPAs were impacted after the first semester. Marketing materials and students' feedback from a post-advising survey about the most effective advising methods will also be shared. Participants will leave with some strategies to implement similar models at their institutions.

Michelle Knowlton, San Diego State University

The Realist Adjusts the Sails: Re-imagining New Student Advising at Arizona State University

'Ekolu | 10:30-11:30 am

In May 2018, Arizona State University's College of Liberal Arts and Sciences relocated and redesigned a 46,000 square foot space dedicated to Academic Advising, career readiness and student success. Within two months, 24 people who had not worked together before established an Advising Center for 90 undergraduate majors, nearly 3,000 students, and 142 first-year seminars. So how did we get here, what has happened so far, and what is next? The Realist Adjusts the Sails: Re-imagining New Student Advising at Arizona State University explores the philosophy, onboarding process, and Advisor-Facilitator delivery model designed to know our students better and help them discover their intellectual home.

Tim Weiss, Arizona State University

"College (Un)bound" and the Future of Academic Advising

'Elima | 10:30-11:30 am

Are advisors professional problem-solvers? Do advisors impede on students' ability to develop resiliency and independence? In his 2013 book, "College (Un)bound", Jeffrey Selingo has some harsh criticisms for advisors. His target audience consists of parents of pre-college students and these views are shaping

assumptions of what takes place in advising sessions before students even step foot on a college campus. Come and join us in what is bound to be a lively discussion about advising criticisms, countering those criticisms, and how technology is influencing our advising practices. Participants are not expected to have read "College (Un)bound" or "There Is Life After College" prior to attending.

Megan Terawaki & Clare Fujioka-Sok, University of Hawai'i at Mānoa

Unifying People from Different Islands: Utilizing Collaboration to Establish Strong Relations

Kou Ballroom | 10:30-11:30 am

The word island is often associated with a sense of isolation and independence. In higher education, we are always working to share experiences rather than to try and work things out on our own. NACADA activities are a prime example of how we seek to gain knowledge from others in an effort to make the process easier. One of the key components to achieving this is a willingness to collaborate with other colleagues to reach these goals. This session is designed to show strategies of how to collaborate as well as create strong relations with colleagues. Participants will walk away with a better appreciation for collaboration and some tips on how to drive collaboration with their own units.

Derek Furukawa, University of Nevada, Reno

BYU
INDEPENDENT STUDY

Have students with academic gaps to fill? We can help!

BYU Independent Study offers over 200 fully accredited and transferable online university courses. Students have the freedom to begin and finish at their own pace, with a full year to complete each course. With free tutoring and affordable tuition, BYU Independent Study is a great option for students who need just that—options.

Visit is.byu.edu for a full list of courses.

Dual/Concurrent Enrollment: Measures To Promote Program Integrity

Leahi | 10:30-11:30 am

Snow College has been delivering concurrent enrollment courses to high school students via technology since the 1990's, and has become a national leader in this unique delivery method to accommodate the rural populations the college serves. Utilizing Interactive Video Conferencing (IVC), Snow College serves nearly 60 high schools across the state of Utah while keeping the academic integrity of the courses and providing students with a cohesive path to the college/university.

This presentation will address some of the challenges Snow College has faced with keeping the academic integrity of concurrent/dual enrollment courses, advising high school students from a distance, and providing a cohesive plan to their college of choice for concurrent enrollment students. Solutions to these challenges will be discussed.

Landon Peterson & Jason Springer, Snow College

How to Enhance and Encourage Growth: Creating an Empowering Leadership Environment for Peer Advisors

Makai Ballroom | 10:30-11:30 am

Growth is an important part of any process, and obtaining an education is no different. Our work as advisors is often focused upon how to help our advisees develop. We use Student Development Theory to improve our advising skills to help our students. However, do we pay enough attention to the leadership development of our student workers? In this session, participants will hear from an Academic Advisor and three Peer Advisor Leaders who will share their leadership focused approach to training, learn how to use this approach in conjunction with Chickering's Theory, discuss the benefits to using this approach, and participate in an activity for implementation.

Eve Millett, Sherylynne Andrada, Leeyannah Santos, Kainoa Reponete & Megumi Makino-Kanehiro, University of Hawai'i at Mānoa

Publish with NACADA

Mauka Ballroom | 10:30-11:30 am

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.

Kiana Shiroma, University of Hawai'i at Mānoa

Buffet Deli Lunch

Regency Ballroom | 11:30 am-1 pm

Concurrent Session VIII – 1-2 pm

Wellness: GUIDE: The Steersman of Personal and Professional Growth in an Advising Community

'Eha | 1-2 pm

GUIDE (Growth, Understanding, Insight, Development, and Experience) is a highly successful mentoring program for academic advisors at the University of Hawai'i at Mānoa. It provides opportunities to nurture the professional development and personal health and well-being of new and experienced academic advisors. Through one-on-one mentoring, participants engage in meaningful and mutually beneficial relationships exploring academic, career, and personal life. Additional GUIDE initiatives include professional development opportunities, community service, parent support group, promotion and tenure support, and a walking club.

Denise Nakaoka, Alyssa Kapaona, Eve Millett & Rayna Tagalicod, University of Hawai'i at Mānoa

How to Create an Advising Assessment Plan

'Ekahi | 1-2 pm

A key component of any advising office is a solid assessment plan. This interactive presentation will detail how one college advising team developed a mission statement, learning objectives, and assessment tool using the NACADA Advising Institute guidelines. The objective of this presentation is to present our advising assessment plan while providing attendees opportunities to brainstorm their own goals, objectives, and measures.

Allison Ewing-Cooper & Rachael Ronald, University of Arizona

Challenging the SySTEM: Engaging Students of Privilege in Social Justice Conversations

'Ekolu | 1-2 pm

As a main, consistent university contact for students, Academic Advisors are on the front line for developing and encouraging students. Advising sessions for technical majors can quickly become focused on policies, procedures, and academic success, while engaging students in developmental, critical thinking, social justice focused conversations may fall to the back burner. This session will focus on how advisors working with students with privileged identities in technical majors (i.e. STEM) can engage students in complex dialogue, specifically social justice focused conversations. This session will give advisors the tools to

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recognize opportunities for difficult conversations, theory based skills to engage the student in critical thinking, and hands on practice utilizing these in scenario based activities.

Rebecca Richards, California Polytechnic State University & Katie Barnard, University of Utah

Where You Wen' Grad?

'Elima | 1-2 pm

In Hawai'i, a typical question to ask someone new is "Where you wen' grad?" Your answer, the association with a local high school (or none), carries many expectations and judgments about who you are and what you will accomplish.

In this session, attendees will be introduced to stereotype threat, the situation where an individual worries about fulfilling negative stereotype(s) about their social group; and learn how stereotypes, such as those associated with high school alma mater, can affect a student's educational journey.

This session will explore how stereotype threat can unknowingly be activated, and impacts on student learning and success. Strategies proven to reduce stereotype threat will be discussed. Scenarios and real-life stories will aid in understanding of both theory and reduction methods.

Comfort Sumida & Keian Shon, University of Hawai'i at Hilo

A Conversation with NACADA Leadership

Kou Ballroom | 1-2 pm

NACADA's Region Division has been charged to embark upon a review similar to those the Administrative and Advising Communities Divisions recently completed. This review is being conducted to determine how to provide the best possible professional development to members. We are taking the time to reflect on what it means to be a global organization in relationship to the regional structure. To this end, a survey was sent to all NACADA members in late 2018, and focused discussions are being conducted both virtually and in person. This session is another venue to gather input from our members and will focus on the region review project. Please attend ready to share your opinion regarding how the NACADA Regional Division can best meet your needs today and in the future.

If you prefer to participate in a virtual focus group please visit the NACADA Region Review website: nacada.ksu.edu/about-us/NACADA-leadership/regional-division/region-review

Advising the International Student who is drowning academically- Concerns and Consequences

Leahi | 1-2 pm

In 2016, 1.2 million international students were attending colleges and universities in the USA. Even though this number is thought to be declining it is highly likely that international students are on all our advisement caseloads. We may be aware of some of the stresses/challenges that international students face, but

what about the added stress of academic sanctions such as academic probation, suspension and/or dismissal? Sanctions can leave a student not only out of school but out of the US. In this presentation we will examine simple ideas and strategies academic advisors/academic standards advisors can employ to assist the international student on academic sanctions. We will share what one institution is doing to address the needs of these students.

Melanie Burton & Vanessa Ocana, Brigham Young University

The Role of [Academic] Advising in the CSU Graduation Initiative 2025: Examination of Campus Student Plans and Reflections from Directors of Advising

Makai Ballroom | 1-2 pm

This presentation reveals findings from a recent dissertation focusing on the role of academic advising in the nation's largest four-year public higher education system with a student population exceeding 480,000. Participants will learn innovative strategies for how institutions are leveraging advising to increase persistence, graduation rates and close opportunity (equity) gaps amongst traditionally underserved students and their peers. Perspectives from advising leadership (responsible for implementing campus based strategies) will be explored providing insight to the challenges and opportunities facing the advising community. Participants will engage in discussion around shifting expectations for advisors, the advising administrators leading these efforts and approaches for leveraging the spotlight on the profession.

Kaitlyn Baumgartner Lee, California State University, Chico

It Wasn't My Fault! Exploring Attribution Theory and the Application of Attributional Retraining in Academic Advising

Mauka Ballroom | 1-2 pm

The professor is hard to understand, the tests are not on the material we covered, my cat had an existential crisis... While it may be tempting to dismiss these reasonings as simple excuses or a student's lack of personal responsibility, there is a significant body of academic research that seeks to explain the processes fueling these rationales. This presentation will introduce attendees to the basics of attributional theory. This foundation will be built upon through the interactive exploration of attributional retraining, and how these techniques can be integrated into personal advising styles. These approaches aim to promote students' self-efficacy and sense of control over their academic performance and progression. Advisors in attendance will leave with a working knowledge of attribution theory, as well as a set of attributional retraining techniques.

Robbie Runk, Arizona State University

Concurrent Session IX — 2:15-3:15 pm

Wellness: Yoga

'Eha | 2:15-3:15 pm

Come get your yogi on with a seasoned instructor. Please bring a yoga mat or towel from your room. Comfortable clothes encouraged. Participants will need to sign a release form upon arrival.

Tale of Two Cities: Different Academic Intervention Programs from Two Neighboring Campuses

'Ekahi | 2:15-3:15 pm

Both UC, Riverside's Department of Biochemistry and CSU, San Bernardino's Advising & Academic Services Office provide similar, yet different proactive intervention tools for undergraduate students not meeting adequate academic progress in their major or on academic probation. Within both approaches, students explore their academic strengths and challenges while developing skills in becoming successful in their educational and personal lives. Together, students and academic advisors become active participants by way of various advising models including coaching and appreciative advising. This presentation will focus on how differing applications utilizing related methods and approaches can be used to help students in similar academic circumstances at two different institutions within miles of each other.

Matthew Markin, Richard Rangel, California State University, San Bernardino & Michael Harrison, University of California, Riverside

Analytics: you've got data, now what?

'Ekolu | 2:15-3:15 pm

Love it or hate it, you've heard about analytics. Now, learn how analytics can help you save time and build positive relationships with students. Whether your university uses Civitas, Starfish, Argos, EAB, Degree Works, we'll show you how to find success across platforms and navigate through potential stumbling blocks. By spending less time tracking, you can devote more time to having meaningful conversations with your students. We'll explore why analytics matter, and how your professional touch can have major positive impact to a student's path of study. Participants will leave with a variety of ideas that can be implemented in their offices immediately.

Caisa Shoop & Heather Humphreys, Utah State University

The Power of Check-in: Collecting Data through an Intentional Process

'Elima | 2:15-3:15 pm

Any advisor wanting to gather data has probably asked the question—where do I start? Creating an assessment plan can be time-consuming and intimidating, but it doesn't need to be. In this presentation, we will encourage attendees to start at their front

desk with a simple, straightforward approach to data. From the perspective of two departments, we will share the development, implementation, and impact of our check-in processes. In doing so, we will demonstrate how to change your check-in process from arbitrary to intentional. Participants will leave understanding how to connect the relationship of assessment to advising theory, identify assessment resources, and be empowered to create their own intentional check-in process.

Cameron Vakilian, Ashley Glenn, Travis Ciaramella, Stephanie Krusell & Christy Hoffmann, University of Utah

Rowing the Same Canoe: Impactful Mentorship Among Women of Color Advisors

Kou Ballroom | 2:15-3:15 pm

Maya Angelou said, "each time a woman stands up for herself, without knowing it possibly, without claiming it, she stands up for all women." As women of color, we are called to support and guide each other so that we all may succeed. In light of the #metoo and #timesup movements, academic advisors must recognize the need to centralize the stories of women of color, both in their advising practices and in the overall profession. This session will focus on Critical Race Theory and Relational Cultural Theory, and how these frameworks can impact advisor-to-student relationships and mentor-to-mentee relationships among women of color. Presenters will then discuss how different mentorship models have influenced their advising approaches and their career trajectories.

Julienne Jose-Chen, University of Southern California & Khalia li, University of San Diego

Clarifying the Murky Middle: Fostering Connections with Disengaged Students through the Personal Progress Program

Leahi | 2:15-3:15 pm

Engagement initiatives target those on opposite sides of the spectrum: high achievers or students experiencing difficulties. The Personal Progress Program (PPP), piloted at the Mihaylo College of Business, focused on students who are underrepresented, first-generation, and vulnerable to losing good standing—the "murky middle." The program, grounded in group counseling theory, fostered an environment of motivation and responsibility. Personal Progress Leaders (PPLs) facilitated sessions that addressed academic skills, goal-setting, and social support. Students felt more accountable, connected, and capable of navigating college resources. The key takeaway was the relationship students formed with their PPL. Attendees of this session will explore the importance of connecting with disengaged students and discover strategies for increasing students' sense of connectedness.

Lindsay Burt, Marina Balban & Farifteh Shahbazian, California State University, Fullerton

Program Planning 101: Creation, Evaluation, and Revision

Makai Ballroom | 2:15-3:15 pm

This presentation will detail the process of formulating, creating, evaluating, and revising a learning support program, utilizing the University of Hawai'i at Mānoa's Student-Athlete Academic Services' (SAAS) Peer-Mentor Program (PMP) and Writing Center (WC) as examples. The presenter will detail the process of creating a Mission Statement and Student Learning Outcomes, including the creation of evaluations that respond to them. Furthermore, the presenter will outline ways to collect, discover, and sort evaluation data to produce valuable results. Lastly, the presenter will detail how to utilize evaluation data to make meaningful program alterations to better support the student population. The culmination of this process resulted in the Peer-Mentor Program being Internationally Certified by the College Reading and Learning Association (CRLA).

Justin Clapp, University of Hawai'i at Mānoa

Advising Month; Reaching Students Across Campus

Mauka Ballroom | 2:15-3:15 pm

In academic advising we strive to provide the best service and support to our students. With that in mind, it can be challenging to ensure we are connecting with as many of our students as possible. This can be extra challenging with campus populations that may have high levels of commuter, part-time, non-traditional, and/or distance students.

At this session we will share one of the methods used at Honolulu Community College to address these challenges, an initiative that we call Advising Month. Participants will learn about the key elements of Advising Month which include: classroom visits, workshops, special events, promotional materials, and outreach advising methods. In addition, participants will learn how the benefits of the initiative are measured, and how assessment plays a key role in its ongoing development.

Melodee Kawano & Drake Zintgraff, Honolulu Community College

Concurrent Session X — 3:30-4:30 pm

Wellness: Fun and Laughter

'Eha | 3:30-4:30 pm

Join the fun with care-free games and activities that'll make you laugh and forget your worries!

Rayna Tagalicod, University of Hawai'i at Mānoa

Building Confidence in Arts & Humanities Students: Here to Career

'Ekahi | 3:30-4:30 pm

A shift in what many consider the purpose of higher education has occurred in recent years. Where once was a training ground for liberal thinking has become a place of vocational training. Parents and students alike want surety of tuition well spent with a promising career waiting soon after graduation. This trend has led to proliferation of linear career paths in areas such as science and technology and consequently a shift away from the arts and humanities. Students in arts and humanities often struggle to reconcile choosing their passion over courses of study society deems acceptable for professional success after graduation. This workshop will demonstrate how advisors play a key role in building confidence while preparing their students early for successful careers.

Tricia Cook, Weber State University

Bridging Faculty and Academic Advising for an Intervention Program for At-Risk Students

'Ekolu | 3:30-4:30 pm

Despite mandatory advising for students on probation, students continued to have academic difficulties. I contacted the Sociology program, who had a high percentage of these students, to discuss their students' academic concerns and difficulties. The result was a co-facilitated workshop for students with deficient grades, on academic probation, disqualified or reinstated. The workshop aimed to identify academic barriers to provide students with tools, strategies, and resources to be successful. We will share data of students' improvement, retention and graduation rates; and will provide a copy of the Student Action Plan utilized. Participants will leave with strategies to create student success workshops with academic and faculty advisors, and how to adopt an effective intervention program for at-risk students.

Monica Rivas, California State University Channel Islands

Wine, Doctors and Advisors.....How Do You Choose?

'Elima | 3:30-4:30 pm

Does age play a role in advisor effectiveness? Like a recently licensed doctor, is a younger advisor more familiar with contemporary technologies and research? Does an advisor improve with age and experience, like a fine wine?

Multi-generational teams are common in today's workplace, including within advising units. In any setting, each generation brings their own personalities, perspectives, and skills. This growing diversity has brought corresponding collaborations, resulting in innovative programs and products; as well as generation-based stereotypes and conflicts.

In this session, presenters will explore these challenges and triumphs within an advising unit through personal anecdotes, scenarios, and activities. Attendees will be provided with engaging insight into an office that spans multiple generations and works well together (most of the time).

Comfort Sumida, Keian Shon & Jon Sakurai-Horita, University of Hawai'i at Hilo

Making the Grade: Advisors in the Classroom

Kou Ballroom | 3:30-4:30 pm

A National Resource Center survey indicates that the majority of four-year institutions have implemented a first-year seminar. Academic advisors at many institutions are taking an active role in these courses by serving as instructors. Since many advisors do not have formal training in classroom management and teaching, some enter the classroom feeling underprepared for classroom challenges. To help advisors better engage first-year students outside of the traditional one-on-one advising setting, advisors must be provided with proper training, resources, and support that teaching requires. Reflecting on feedback from advisors collected throughout their first semester teaching a first-year seminar, this presentation will provide advising units with strategies that lead to successful teaching experiences, professional development, and impactful connections with students.

Miranda Milovich & Geoffrey Hamilton, Arizona State University

Navigating the Retention Highway: Using Targeted Transitional Advising Approaches to Increase Graduation Rates of STEM Students

Leahi | 3:30-4:30 pm

Advisors and students share the same ultimate goal: paving a successful path to graduation. For students in rigorous STEM programs, this road often contains speed bumps that can leave students feeling discouraged and jeopardize their persistence. This presentation will introduce a unique take on transitional advising techniques while incorporating digital interaction applications and audience discussion. After participating in the presentation, attendees will leave with a new toolset of transitional advising resources which they can tailor to the needs of their institution and student populations. These data-driven tools have produced consistent results that can be applied to both two-year and four-year institutions.

Jessica Meeker & Robbie Runk, Arizona State University

Paddling the Canoe Upstream: Working Collaboratively with Students, Community College Advisors, and Campus Advisors to Create a Holistic, Creative, and Integrated Advising Model

Makai Ballroom | 3:30-4:30 pm

It is oftentimes challenging to advise students seeking admission to in-demand majors that require a supplemental application. The Psychology Department at CSU Sacramento has created a holistic and integrated advising approach that includes e-advising tools, advising in student-centered areas, and proactive advising practices. In this session we will discuss specific strategies that have made this model successful in changing the program admission narrative to one that is goal-oriented. We will provide a specific overview of the advising structure which will help you identify ways in which you can scale it to your institution.

Cheryl Lugo & Mayrose Acob, California State University, Sacramento

The Promise Group: Retention & Mentorship

Mauka Ballroom | 3:30-4:30 pm

The objective of this round table discussion is to describe a newly instituted mentoring initiative created for first-generation, low income, undergraduate students in the San Jose State University's College of Education. Our goal is to describe the development and structure of the Promise Group mentoring initiative, present some early data on its impact and stimulate discussion on the use of mentoring and social-emotional support for retention.

Preliminary data gathered at the end of Year 1 suggests that participants valued the social support of their first-generation college student peers, and the encouragement and advocacy of a mentor. As the initiative begins its second year, the college reflects on elements of the program that have worked and changes that might be made for the coming year.

Donna Bee-Gates, Janene Perez & Robin Love, San Jose State University

Mahalo!

On behalf of the 2019 Region 9 & 10 Conference Steering Committee, mahalo (thank you) for attending this year's conference. We hope you had a great time as you connected with colleagues old and new while filling your canoe with knowledge that will journey with you back to your institution. Over the past few days, we welcomed over 625 academic professionals to our annual conference composed of nearly 70 workshops, forums, focus groups, activities, and discussions that addressed today's most pressing academic issues.

We would also like to recognize our amazing volunteers and the NACADA Executive Office, who contributed hundreds of hours into making sure your every need was addressed throughout this conference. A huge mahalo also goes out to our Wellness track instructors, who helped ensure that our minds and bodies received the same quality of attention we provide our students.

Finally, we would like to offer our sincere gratitude to the University of Hawai'i System for serving as the conference host institution. Their generous donations and contributions have truly made this conference a success.

Upcoming NACADA Events



Summer Institutes

*June 23-28, 2019 in Lexington, KY
July 21-26, 2019 in Little Rock, AR*



International Conference

July 8-11, 2019 in Hasselt, Belgium
**Student Autonomy: Advisors Creating
Positive Change for Students**



Annual Conference

October 20-23, 2019 in Louisville, KY
**In Their Corner: Advising Students to
be the GREATEST!**



"Throw Your Hat in the Ring" for the 2019 FUNdraiser!

Monday, October 21 | 6-7:30 pm

Held during the Annual Conference and on behalf of the NACADA Scholarship Fund, all proceeds support scholarships for members with limited institutional support to attend NACADA events. See you in Louisville, home of legendary boxer Muhammad Ali!

Region Nine Conference - 2020

*Be sure to check the NACADA
website for the 2020
Region 9 Conference in
Southern California*

Region Ten Conference - 2020

*Be sure to check the NACADA
website for the 2020
Region 10 Conference in
Northern Colorado*

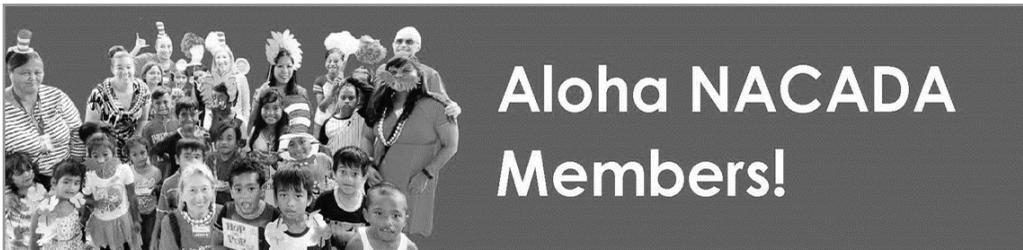
Community Service Project

Hawaii Literacy

Each year the NACADA Regional Conferences select a service project to benefit a local program. This year the committee has selected an important issue that many face, literacy. The committee encourages you to donate to this worthy cause. You can either donate some of the items listed simply shop online using their wish list! If you shop or donate online, don't forget to mention that it's on behalf of the NACADA Region 9/10 Conference!

Hawaii Literacy's five programs focus on those with the lowest literacy skills and help disadvantaged children prepare for and succeed in school, give adults a second chance to learn to read and write, and train hundreds of literacy volunteers to teach in our communities. They provide books, mentors, literacy promotion, and the skills needed to break cycles of poverty and under-education.

Please donate and find more information online: hawaiiliteracy.org/donate



Mahalo from Hawaii Literacy for selecting us as your 2019 conference community partner!

We are so excited for and appreciate your support, as we are committed to helping adults and children build the essential reading and writing skills needed to do well in school, find and apply for jobs, and read stories as a family. In Hawaii, about 1 in 6 adults is functionally illiterate, but we firmly believe it's never too late to learn to read!

Our programs work every week in communities with the lowest rates of literacy in Hawaii, including serving families on-site in public housing and transitional and homeless shelters. For kids, we provide safe and fun afterschool spaces with free book lending, learning games, literacy tutoring, reading campaigns, technology, and college visits/educational field trips! The thousands of young keiki and hardworking adults we work with join us voluntarily as eager readers and learners.

Donations Directly Help Young & Adult Readers

We're a small agency working to fill big needs! To see a specific wishlist, click the icons:



School Supplies: By reading challenging books, kids earn points to redeem in our in-house School Supply Store! This ensures children have the supplies they need year-round, but may not be able to afford. This is one of our top needs!



Books in new or gently used condition are needed for our free lending libraries (there are NO late fees or lost fines ever) and are used for many story hours.



Books from our Amazon wish list are handpicked and well-loved!

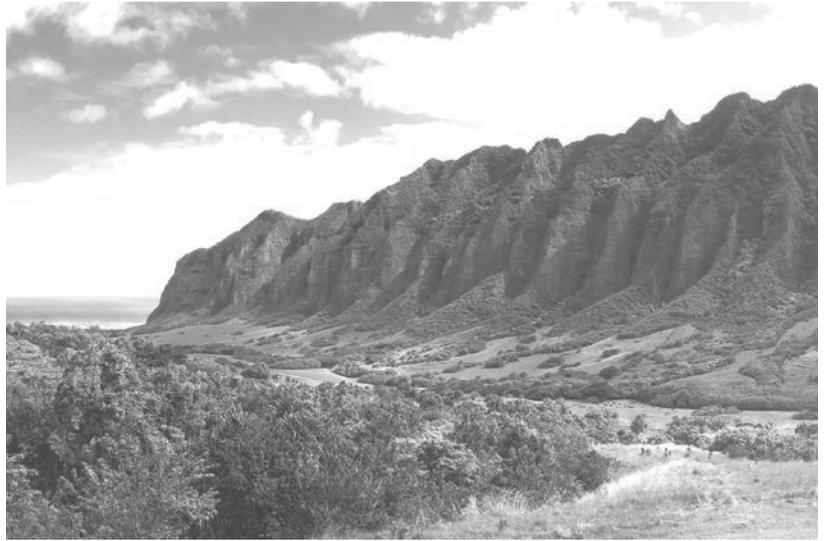


\$5 or \$10 gift cards: CVS/Longs, Jamba Juice, 7-11, McDonalds, or Burger King cards are earned by learners for special goals and achievements.

Financial donations are gratefully accepted via PayPal or by check to "Hawaii Literacy" and are used to meet the greatest program needs. Thank you for your gift!

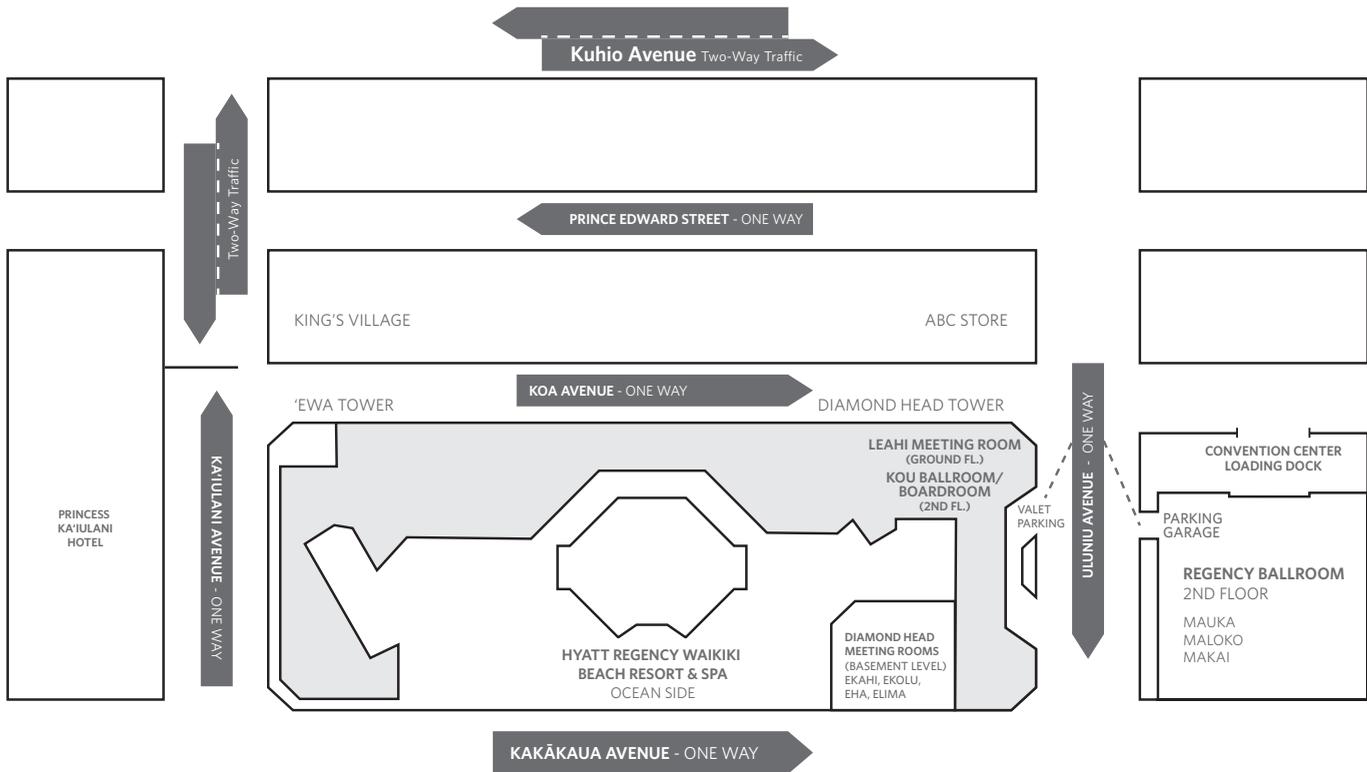


Mahalo for your care, and for all that you do to support education!



Conference Parking and Leahi Map

Day Parking rates: \$10 Self-Parking, \$15 Valet Parking



Driving on Kaka'aua Avenue in the Diamond Head (East) direction:

1. After passing the International Market Place on the left, turn left onto Ka'iulani Avenue.
2. Take the first right and turn onto Koa Avenue.
3. As you reach Uluniu Avenue, the Hyatt Regency Waikiki parking structure is straight ahead to the right. Proceed up the ramp and park (above the 4th floor). Take the elevators to the "B" or Ballroom Level.
4. If you prefer to valet park, turn right on Uluniu Avenue, then drive into the hotel's Porte Cochere (front entrance) on the right. Walk across Uluniu Avenue to the Regency Ballroom.

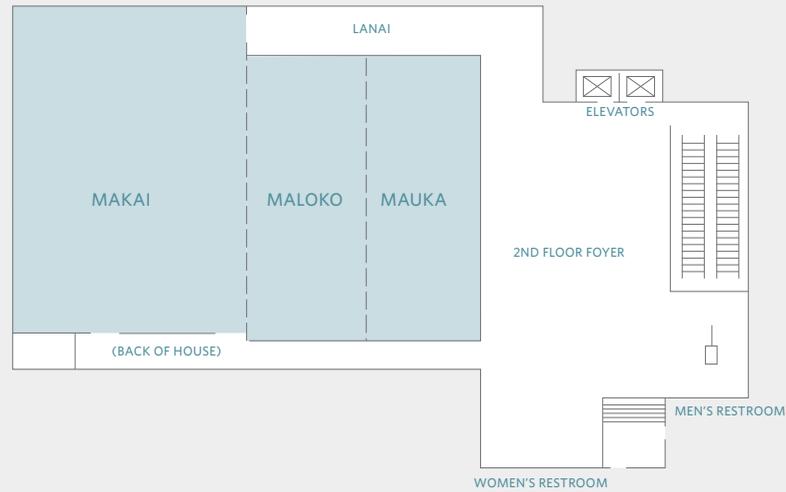
Driving on Kuhio Avenue in the 'Ewa (West) direction:

1. From Kapahulu Avenue, turn right onto Kuhio Avenue. Proceed five blocks and turn left onto Uluniu Avenue.
2. Cross Koa Avenue. The Hyatt Regency Waikiki parking structure is located immediately to the left. Proceed up the ramp and park (above the 4th floor). Take the elevators to the "B" or Ballroom Level.
3. If you prefer to valet park, turn right on Uluniu Avenue, then drive into the hotel's Porte Cochere (front entrance) on the right. Walk across Uluniu Avenue to the Regency Ballroom.

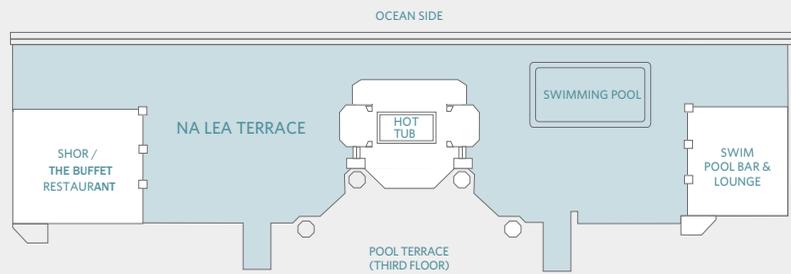
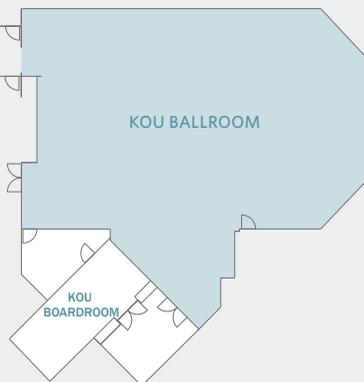
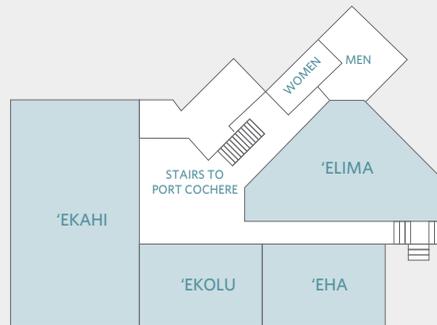
Hyatt Regency Waikiki Floor Plans

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Hyattregencywaikiki.com

Regency Ballroom Convention Center (2nd Level)



Diamond Head Meeting Rooms & Third Floor—Pool Area





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