Raise Your Hand and Answer the Call
by Candace Landwerlen, Senior Academic Advisor, University of Arizona
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Who is calling, you ask? The rocky mountain region opportunities for leadership and support. Early on a Friday afternoon outgoing Region 10 Chair, Tom Mabry, told me that anyone interested in working at the region level only needs to raise their hand and something can be found for them to do because there is always a need for volunteers and Region 10 will leverage their talents.

Now you might be asking, “What are these opportunities and how can I get involved?” A “peak” at the Region 10 leadership directory will give you a good idea of the specific leadership opportunities available and I have also included a visual representation for those of us that like pictures! The Region Chair is voted on by the members of the region (Congratulations to Joe Davis!) and then the Region Chair is charged with appointing members to the rest of the leadership positions as terms expire.

The leadership positions illustrated in the image make up the Steering Committee for Region 10. The responsibilities of the committee are to implement Region 10 bylaws and to serve in an advisory capacity to the Region Chair and Conference Planning Committee.

Region 10 Spotlight: Tom Mabry
By Renée Schafer Horton, Senior Academic Advisor, University of Arizona
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Tom Mabry is a natural leader, and like most advisors, also a natural helper, so it is no surprise he’s served in a number of NACADA leadership positions since joining the organization in 2000.

The Registrar and Director of Student Academic Affairs at U.S. Air Force Academy in Colorado Springs, Mabry said he got involved in NACADA leadership as a way to give back to the association. He was the 2010 Region 10 Conference Co-Chair, the pre-conference chair for the NACADA annual meeting in 2011, served two years on the annual conference advisory committee and is the Current Region 10 Chair.

“It is a great professional organization. I made a lot of connections and friends through membership and I learned a lot,” he said. “In fact, the current advising model at the Academy came from ideas gleaned at NACADA annual and regional conferences.”

Theory Roulette - Your Monthly Dose of Advising Theory
by Jared Burton, Arizona Liaison, University of Arizona
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At times, simply understanding our students can seem like an uphill battle; however, using tried and true advising theories can provide advisors with our own advising sherpa.

One of the most basic and most effective theories is that of Developmental Advising. This theory was brought to the forefront of the advising universe in 1972 when Burns B. Crookston wrote ‘A Developmental View of Academic Advising’. In this article Crookston talked about prescriptive vs. developmental advising approaches.
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State coordinators serve two year terms and can complete two consecutive terms as necessary. According to Tom, the goal is to bring in new people when terms expire and, when possible, have a representative from both 4-year and 2-year institutions within each state. The responsibilities of state coordinators are as follows: promote NACADA membership within the state, encourage professional development at the state level, serve as liaison to the Region Chair, and perform other tasks as designated by the Steering Committee.

When specific leadership positions become available they will be announced, but remember, if you want to get involved - in any capacity - all you have to do is literally raise your hand at the Region 10 Conference in Jackson, Wyoming or contact anyone currently on the Steering Committee.

For more information please see the Region 10 homepage at [http://www.nacada.ksu.edu/community/regions/region-10.aspx](http://www.nacada.ksu.edu/community/regions/region-10.aspx)

**And the Region 10 Steering Committee is...**

- **Tom Mabry**, Region Chair
- **Patty Pedersen**, Former Chair, Carbon County HEC
- **Chrissy Renfro**, 2014 Conference Chair, Laramie County C.C.
- **Scott Johnson**, 2013 Conference Chair, University of Arizona
- **Joseph Davis**, Arizona Liaison, Arizona State University
- **Jared Burton**, Arizona Liaison, University of Arizona
- **Mark Harben**, Colorado Liaison, Front Range C.C.
- **Kyle Neidt**, Colorado Liaison, University of Colorado- Boulder
- **Theresa Torres**, New Mexico Liaison, Central N.M.C.C.
- **Gregoria Cavazos**, New Mexico Liaison, University of New Mexico
- **Sidney Brown**, Utah Liaison, Salt Lake C.C.
- **Jason Barkemeyer**, Utah Liaison, University of Utah
- **Dianne Bath**, Wyoming Liaison, Laramie County C.C.
- **Christi Hutchison**, Wyoming Liaison, University of Wyoming
- **Kelly Bailey**, Technology Coordinator, Arizona State University
- **Samuel Banford**, Communications Editor, Utah Valley University

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**Theory Roulette continued from page 1**

Crookston introduced prescriptive advising as being “characterized by an authoritarian relationship in which the advisor makes a ‘diagnosis,’ prescribes a specific treatment for the student, and the student follows the prescriptive regimen” (Heisserer & Parette, 2002, p. 2). This approach relinquishes responsibility from the student and turns it over to the advisor. The advisor typically aids the student by focusing on course selection, degree requirements and course registration. This method of advising has been shown to be effective with minority students and many students are conditioned to expect this particular type of advisement (Heisserer et al, 2002). The weakness of this approach is a lack of student involvement in planning and decision-making.

On the other side of the coin, we have developmental advising. This approach tends to be more hands on and involving a shared responsibility between the advisor and the student. Developmental academic advising is a “systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources” (King, 2005, Paragraph 6). The advisor and the student work together to develop a plan of action that can help a student to develop a greater sense of responsibility, greater decision-making skills and greater problem solving skills (Heisserer et al, 2002).

Some note that developmental advising also has problems including: a time consuming process, larger caseloads, lack of quality advisor training, inconsistency among advisors, autonomous advising units, poor departmental integration and lack of effective evaluation strategies (Heisserer et al, 2002).

Developmental advising is believed to facilitate a student’s rational process, environmental and interpersonal interactions, overall awareness and assist in the development of the student’s problem-solving, decision-making and evaluation skills (King, 2005).

Understanding basic academic advising theories can give you a better idea of your student motivation, goals and most their needs. Each month we will be exploring basic and complex advising theories. Please feel free to email me with questions, comments, or ideas on theories to discuss.

**Resources**


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**Save the Date!**

**Join us in Boulder, CO from May 9 to 11 for the 2015 Region 10 Conference.**
Until recently the Academy used a faculty-advisor model. Retention initiatives necessitated improving the first-year experience, Mabry said, and so the Academy began exploring professional advising options.

“We knew we needed to change our model,” he explained. “We hired four professional advisors and the way we are organized, those professional advisors each lead a smaller group of faculty advisors. They provide training and help with quality control and are the experts our faculty advisors can turn to for help.”

Mabry is a graduate of the Academy and a retired Lieutenant Colonel who began work at the Academy in 1988. His positions have included staff instructor navigator, associate professor, deputy department head and director of laboratories in the Behavioral Sciences and Leadership Department. During much of that time, he also functioned as a faculty advisor. He moved into administration with the Office of Student Academic Affairs in 2001 as deputy registrar.

In his current position, which he began in January, Mabry oversees 40 employees responsible for undergraduate advising, curriculum management, administrative computing, registrar functions and academic support services. The Academy serves 4,000 undergrads and offers a Bachelor of Science degree in 32 majors.

While his primary job is administrative in nature, Mabry still has contact with many students and retains his passion for advising. Evidence of this is the fact that he was the Academy’s nominee and national semi-finalist for the 2000 Outstanding First-Year Advocate award.

“What I love about advising is the chance to work with individual students to help them develop an educational plan and life plan that works for them and also help them navigate the complexities of our curriculum in a way that works for them,” he said. “It’s cool to get to know the students on an individual level. You don’t get that with many jobs.”

Mabry encouraged all advisors to join NACADA and get involved at the state, regional or national level. Service in the organization brings opportunities for career growth and leadership training that advisors should not pass up, he said.

**QUICK TAKES**

**BASIC BIO:** Master’s degree from Purdue University in human factors engineering (1987); Ph.D in biopsychology from the University of Virginia (1994). Married with two adult children.

**EATING NOW:** “I’m one of those people who eats because I have to, not because I want to. I don’t have a favorite food but I’ve come to appreciate all things southwestern.”

**READING NOW:** *Super Crunchers: Why Thinking-by-Numbers is the New Way to be Smart* by Ian Ayres

**WEARING NOW:** Suit and tie usually; blue jeans and a sweatshirt if Colorado snow gets out of control.

**TWEETING NOW:** Not tweeting.

**BEST ADVICE NOW:** “Take advantage of every day because something good can happen every day.”

**CALLING REGION 10!**

Have an idea for an article? Share your interest and ideas for advising research and practice with an article in the Region 10 monthly e-newsletter. The Region 10 Communications team is calling for submissions that are engaging, research driven, and related to advising theory and practice. Articles can be submitted by any Region 10 member and can be emailed to Samuel Banford. Submissions will be reviewed by the communications team and selected articles will be printed as space allows.

**General Submission Guidelines**

Please email your submission to samuel.banford@uvu.edu, subject: Region 10 Newsletter Submission

**Format:** Word document (.doc or .docx)

**Font:** Times New Roman

**Font size:** 12pt

**Length:** 250 – 750 words

Should your submission include graphics please attach separately as JPG, TIFF, PNG, or EPS.