On the First Floor (follow the signs):

- Registration Desk
- Service Project (Tuesday Only) – Neuchatel Room
- Networking Lounge - St. Gallen/Thurgau Rooms
- Nursing Room – Basel Room
- More Restrooms
Second Floor – Conference Center
2018 Region 10 NACADA Planning Committee

Mykel Beorchia—Awards
Utah State University

Julianna Espinosa—Door Prizes
University of Utah

Wendy Farnsworth—Registration Desk
Utah Valley University

Daniel Jensen—Proposals
Weber State University

Mayumi Kasai—Volunteers
University of Utah

Verl Long—Preconference
Salt Lake Community College

Clint Moser—Audio/Visual
Utah Valley University

Frances Peacock—Poster Sessions
Westminster College

Liz Prettyman—Publicity/Social Media
Utah State University- Eastern

Madalyn Swanson—Vendors
Southern Utah University

Jeanne Tripp—Evaluations
Snow College

Cara Wiley—Hospitality
Brigham Young University

Brent Williams—Printed Program
LDS Business College

2018 Region 10 Leadership and Steering Committee

Kelly J. Medley
Region 10 Chair

Kayla Armstrong-Alfstad
Wyoming 2-Year Representative

Christina Anthony
New Mexico 4-Year Representative

Sarah Banner
Arizona 2-Year Representative

Mykel Beorchia
Awards Chair

Laura Brubaker-Wittman
Diversity Chair

Marcos Enriquez
Arizona 4-Year Representative

Carita Harrell
Incoming Region 10 Chair

Anna Hegedus
Colorado 4-Year Representative

Brandon Lowden
Colorado 2-Year Representative

Stephanie Miller
Communications Chair

Camelia Naranjo
Mentoring Program Chair

Kaylee Roholt
Utah 4-Year Representative

Susan Scott
New Mexico 2-Year Representative

Niki Weight
Technology Chair

erin donahoe-rankin
Research and Scholarship Chair

Christina Anthony
New Mexico 4-Year Representative

Laura Brubaker-Wittman
Diversity Chair

Anna Hegedus
Colorado 4-Year Representative

Camelia Naranjo
Mentoring Program Chair

Niki Weight
Technology Chair

NACADA REGION 10

#NACADAR10
Welcome to Utah, NACADA Region 10!

Our beautiful state is well known for its many exciting outdoor adventure opportunities across multiple climates, settings, and seasons. Whether it be mountain biking and skiing in the northern mountains, riding ATVs on the miles and miles of available trails, or hiking and white water rafting in the southern red rock canyons, each day can be filled with a different adventure. Often, those who want to experience these exhilarating opportunities to their fullest will seek out a professional or experienced guide. These guides specialize in helping their clients prepare, pointing them toward the most fulfilling activities, and always providing appropriate safety information and roadmaps to ensure a successful adventure.

Similarly, our large and active academic advising community in Region 10 functions as a vast team of guides for students who are navigating their educational and life adventures. As advisors, we provide students with the map and compass to guide them along their path, and we know that the best guides are truly experts who, through experience, study, and commitment, are in a position to help those they are serving become successful. By honing our craft and expanding our expertise through professional development opportunities like this regional conference, we stand to become even more valuable resources for the students to which we are devoted.

One of the most exciting parts of participating in a regional conference like this one is the opportunity to network and collaborate with colleagues from many different backgrounds and experiences. During this conference we encourage you to take a moment to meet someone new and share your own advising adventures!

Sincerely,

Wade Oliver & Shalece Nuttall
Region 10 Conference Co-Chairs

Thank you to The Planning Committee and all of our volunteers!
## CONFERENCE AT A GLANCE

### Monday 05.21.18

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>10:00 AM — 7:30 PM</td>
<td>Hospitality and Registration Open</td>
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<tr>
<td>12:00 PM — 1:50 PM</td>
<td>Pre-Conference Sessions 1</td>
</tr>
<tr>
<td>2:00 PM — 3:50 PM</td>
<td>Pre-Conference Sessions 2</td>
</tr>
<tr>
<td>4:00 PM — 5:00 PM</td>
<td>New Member Orientation</td>
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<tr>
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### Tuesday 05.22.18

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<tbody>
<tr>
<td>7:00 AM — 4:00 PM</td>
<td>Hospitality and Registration Open**</td>
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<tr>
<td>7:00 AM — 8:30 AM</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:30 AM — 8:50 AM</td>
<td>Welcome and Announcements</td>
</tr>
<tr>
<td>8:50 AM — 9:30 AM</td>
<td>Keynote Address</td>
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<tr>
<td>9:50 AM — 10:40 AM</td>
<td>Breakout Sessions 1</td>
</tr>
<tr>
<td>10:00 AM — 3:00 PM</td>
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</tr>
<tr>
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<td>Breakout Sessions 2</td>
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<td>Breakout Sessions 3</td>
</tr>
<tr>
<td>12:40 PM — 2:00 PM</td>
<td>Lunch/Poster Session</td>
</tr>
<tr>
<td>2:00 PM — 2:50 PM</td>
<td>Breakout Sessions 4</td>
</tr>
<tr>
<td>3:00 PM — 3:50 PM</td>
<td>Breakout Sessions 5</td>
</tr>
<tr>
<td>4:00 PM — 4:50 PM</td>
<td>State Meetings</td>
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### Wednesday 05.23.18

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 AM — 11:00 AM</td>
<td>Hospitality and Registration Open</td>
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<tr>
<td>7:00 AM — 8:30 AM</td>
<td>Breakfast</td>
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<tr>
<td>8:30 AM — 8:45 AM</td>
<td>Good Morning and Announcements</td>
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<tr>
<td>8:45 AM — 9:45 AM</td>
<td>Executive Panel</td>
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<td>10:00 AM — 10:50 AM</td>
<td>Breakout Sessions 6</td>
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<td>11:00 AM — 11:50 AM</td>
<td>Breakout Sessions 7</td>
</tr>
<tr>
<td>12:00 PM — 1:30 PM</td>
<td>Lunch/Door Prizes</td>
</tr>
</tbody>
</table>

**On the morning of Tuesday, May 22nd, a satellite registration desk will be setup in the Bernese Conference Center during breakfast so those who arrive that morning can check in by going straight there.
Dr. Charlie Nutt, a NACADA member since 1991, joined Kansas State University and the NACADA Executive Office in 2002 as Associate Director and Assistant Professor in the College of Education and was made Executive Director in 2007. Charlie served in various leadership roles in the Association before coming to work full-time for the Executive Office. He has served on the faculty of the NACADA Summer Institute, Academic Advising Administrators' Institute, and Assessment of Advising Institute. As Executive Director of NACADA, Charlie is responsible for coordinating the work of the Executive Office staff as well as working with the various NACADA units on professional development issues, external relations for the Association, and our International initiatives.

Dr. Martha Bradley-Evans is a professor in the College of Architecture & Planning who teaches history and theory classes. Between 2002 and 2011, Dr. Bradley served as the Dean of the Honors College and in July 2011 became the Associate Vice President of Academic Affairs and Dean of Undergraduate Studies. An award winning teacher, Bradley is the recipient of the University of Utah Distinguished Teaching Award, the University Professorship, the Student Choice Excellence in Teaching Award, the Bennion Center Service Learning Professorship, the Park Fellowship and the Borchard Fellowship. In 2008, she received the Honorary AIA Award from AIA Utah, the Outstanding Achievement Award from the YWCA in 2013 and was made a Fellow of the Utah State Historical Society in 2013. She has served as the vice chair of the Utah State Board of History and Chair of the Utah Heritage Foundation and is on the Board of Trustees of Envision Utah.

David Connelly is the Associate Vice President for Academic Programs at Utah Valley University. He is a former faculty senate president and chair of the History and Political Science Department. His primary teaching interests are in public administration with specific interests in public management, leadership, performance measurement and survey research. David has worked extensively in economic and community development in rural areas while working for the Illinois Institute for Rural Affairs for eight years and teaching at Western Illinois University. He has also worked developing and implementing information technology policy at the local, state and federal level while at the Center for Technology in Government at the University at Albany. David has a Ph.D. from the University at Albany and an MPA from Brigham Young University.

Dr. Charles Lepper serves as the Vice President for Student Affairs at Salt Lake Community College (SLCC), a multi-campus institution that serves over 60,000 students annually. Dr. Lepper is responsible for providing college-wide strategic leadership for the Division of Student Affairs. Dr. Lepper’s accomplishments at SLCC include development of a new academic advising model, launch of a new admissions office, strengthening the Office of Diversity and Multicultural Affairs, and successful launch of the SLCC Promise, a program designed to provide financial support to students whose financial aid falls short of their financial needs.
2018 AWARD RECIPIENTS

Mary Steiner  University of Colorado-Boulder
EXCELLENCE IN ADVISING - ADVISING ADMINISTRATOR

Joseph Wright  Northern Arizona University
EXCELLENCE IN ADVISING - ADVISING ADMINISTRATOR CERTIFICATE OF MERIT

Taryn Horner  University of Utah
EXCELLENCE IN ADVISING - ADVISOR PRIMARY ROLE

Tressa Haderlie  Utah State University
EXCELLENCE IN ADVISING - ADVISOR PRIMARY ROLE CERTIFICATE OF MERIT

Heather Humphreys  Utah State University
EXCELLENCE IN ADVISING - NEW ADVISOR

Randa Alvord  Brigham Young University
EXCELLENCE IN ADVISING - NEW ADVISOR CERTIFICATE OF MERIT

Barbara Woerner  Western State Colorado University
REGION 10 CONFERENCE TRAVEL SCHOLARSHIP

Sean Kramer-Lazar  University of Arizona
REGION 10 CONFERENCE TRAVEL SCHOLARSHIP

Carol Stepan  Brigham Young University
REGION 10 CONFERENCE TRAVEL SCHOLARSHIP

Award winners will be recognized during lunch on Tuesday, May 22nd
HELPING STUDENTS CHOOSE THEIR OWN ADVENTURE: AN ADVISING PRACTITIONERS APPROACH TO UTILIZING MOTIVATIONAL INTERVIEWSING TO Elicit CHANGE

Cara Wiley, Brigham Young University
Amy Soto, Brigham Young University

Students are experiencing change in all aspects of their lives and sometimes become stuck when faced with “choosing their own adventure”. To paraphrase the Greek philosopher, Heraclitus, the only constant in our lives is change. Academic advisors can utilize the principles and techniques in Motivational Interviewing (MI) to help students work through their ambivalence to change. This presentation will focus on MI techniques within the scope of advisement practice and will give attendees practical ways to talk to students to elicit change while instilling hope. This session will be interactive and include examples and practice time. Attendees will receive a handout.

HELLO, MY NAME IS...

Cassandra Ott, University of Arizona
Yuliana Ruiz, University of Arizona

How many times have you sat in a group of students and welcomed questions, only to receive crickets? Often times, students need a push to feel comfortable opening up in front of, or to their, peers. The old school “Hello, My Name Is...” is out and fun interactive team building games are in. In this workshop, you will walk away with a toolbox of icebreaker type games guaranteed to build excitement for your students and foster an environment of collaborative learning.
NEW MEMBER ORIENTATION
Debbi Murphy, Membership Recruitment and Retention Committee
Kelly Medley, NACADA Region 10 Chair

As a new member or a first time attendee at a NACADA event, you most likely have questions you want answered: How can I benefit from my NACADA membership? I am only in my first year, can I even get involved? What is my NACADA region and what opportunities are available to me?

In this session you will be introduced to NACADA: The Global Community for Academic Advising and your NACADA region. This orientation is designed to provide guidance to new members and first time attendees as they begin their journey - learn how you can make the most of your “first year experience” in NACADA and with your region. 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 stories and connect with other new members to the association.

Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story!

OPENING DESSERT RECEPTION
Come and get your SWEET ON at our opening reception and enjoy catching up with old friends and getting to know new ones!

Cash Bar Available

ROUND TABLE DISCUSSIONS
You will notice that the last session listed for each period on Tuesday and Wednesday has been designated as a roundtable discussion. These sessions have been designed for small groups (15 max) to foster more intimate dialog. Participants must sign up ahead of time at the registration desk due to extremely limited space. If you want to join in, act fast!
Service Project

NACADA Region 10 Conference is proud to sponsor the Bags to Beds Project during the conference. If you would like to participate today, find the flyer in the conference materials for more information.

Breakout Sessions 1

Location: Davos

Advising a la Carte

Jeff Parker, Red Rocks Community College

As we know, the hardest students to gather information about and truly know are the “unknown” students - the ones who don’t visit Advising offices as often as we’d like. So how can we reach those students where they are? Come learn about an exciting initiative at Red Rocks Community College in Colorado where we brought Academic Advising to them: in classrooms, in the hallways, and beyond! Be prepared to discover new and creative ways to bring Advising outside-the-box!

Like a Boss: Leadership to Maximize Engagement, Creativity, Morale and Productivity

Scott Hosford, Brigham Young University
Julie Preece, Brigham Young University
Ron Chapman, Brigham Young University

Leadership is an important aspect of effective advisement. Whether positively influencing a student in a one-on-one appointment, leading a team on a department project, or guiding the department as the director, understanding principles of effective leadership increases success at all levels. As a leader, how can we help our organization achieve its mission while simultaneously creating a work environment that facilitates employee engagement, creativity, productivity, morale and well-being? This presentation focuses on real world applications of leadership principles derived, from self-determination theory (SDT). SDT is a well-researched and supported metatheory in positive psychology that illuminates the essence of great leadership. Participants will leave with ideas in hand that they can begin applying immediately.
Location: Interlaken
BUILDING BONDS FOR LIFE: APPROACHES TO CATALYZE GROUP DEVELOPMENT AND COHESION
Stephanie Miller, New Mexico State University
Greg Mallory, New Mexico State University
Debora Gouldsmith, New Mexico State University

How well do you know your coworkers? Whether it is adding staff or restructuring advising within an institution, multiple situations can result in newly-introduced employees needing to quickly build relationships with each other. A number of problems can arise when adequate time and attention is not given to creating valuable bonds between advisors working closely together. This presentation will cover the importance of group development, strategies to facilitate group cohesion, and how administrators can positively affect their employees’ work environment by aiding in relationship building. The presenters will discuss theoretical prescriptions, as well as strategies utilized in their own experiences.

Location: Matterhorn
AWKWARD! COMMUNICATION STRATEGIES TO NAVIGATE UNCOMFORTABLE STUDENT APPOINTMENTS
Daniel Jensen, Weber State University
Amie Doepking, Weber State University

Have you ever been in an advising appointment where the advisee does not engage in the conversation? Have you been stuck, or not sure what to say when advisees disclose too much personal information? This presentation will cover helpful communication strategies that will help facilitate a healthy conversation! We will demonstrate and utilize concepts and theories from researched counseling approaches. Although advisors are not counselors, there is a wealth of research information that can help advisors utilize effective communication strategies to their advantage. Real life advising scenarios will be used to demonstrate how these research-based strategies can help academic advisors navigate the awkwardness.

Location: Monte Rosa
PROACTIVE ADVISING INITIATIVES- ALLOWING THEORY TO CREATE CHANGE
Deborah Decker, Dixie State University
Katie Armstrong, Dixie State University

Dixie State University (DSU) Academic Advisement has actively engaged in proactive advising over the last several years. Through presentation and discussion, attendees will leave with an understanding of what the term “proactive advising” means in theory. Participants will learn about four proactive advising based initiatives (Mandatory Advising, Quality Assurance Checks, Early Bird Registration, and Group Advising) along with a brief background on the demographics of the student population at DSU. Small group discussions will allow attendees to share ideas about proactive initiatives that might be possible on their own campuses.

Location: St. Moritz
COMMUNICATING ADVENTURES THROUGH SOCIAL MEDIA: HOW DO STUDENTS AVOID THE FEAR OF MISSING OUT (FOMO)
Sharon Aiken-Wisniewski, University of Utah
Joseph Witzke, University of Utah
Jose Morales Diaz, University of Utah

Social media platforms are connection tools that facilitate interaction for students. But as students tweet, post, and pin, other students begin to question their lack of experiences. This can result in students engaging with the fear of missing out, which is referred to as FoMO. Przybulska, Murayama, Dehaan, & Gladwell (2013) define FoMO as “a pervasive apprehension that others might be having rewarding experiences from which one is absent” (p. 1841). Depending on contact with social media, students might believe that they need to be more engaged at the peril of educational goals. The goals of this presentation are to define FoMO as well as identify advising strategies to support students.
Location: William Tell

**ROUNDTABLE DISCUSSION (SIGNUP REQUIRED): HOW DOES ACADEMIC ADVISING PRACTICE IMPACT STUDENT BELIEFS ABOUT LEARNING? A ROUNDTABLE FORUM ON ACADEMIC MINDSETS**

*Bryce Bunting, Brigham Young University*
*Phil Rash, Brigham Young University*
*Dan Chandler, Brigham Young University*

Students’ beliefs about learning significantly influence the way they respond to academic challenges and failure. High-achieving students face particular difficulties as they may be experiencing academic struggle for the first time. The good news is that students’ academic mindsets are quite malleable and can be shaped, in part, through high-quality interactions with academic advisors. While recent research has provided some insight into how interactions with faculty, staff, and advisors can impact students’ mindsets, this is an area of inquiry in advising practice that needs more attention and dialogue. This roundtable session will provide opportunities for exploring language, technological interventions, and other best practices that can encourage students to embrace productive academic mindsets. **Participants in this roundtable discussion must have previously signed up at check-in.**

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**10:50 AM — 11:40 AM**

**BREAKOUT SESSIONS 2**

Location: Davos

**RESETTLED REFUGEE COLLEGE STUDENTS - ADJUSTING TO OVERWHELMING NEW ADVENTURES**

*Melanie Burton, Brigham Young University*
*Raymon Burton*

Individuals displaced from their country of origin due to war and unrest find resettlement and acculturation daunting. The pathway to higher education involves realities such as meeting higher English and Math levels, finding employment and funding, adjusting to a new educational system and culture, as well as balancing familial demands. Obstacles may include discrimination and dispelling stereotypes, fear, and unfamiliarity with policies, paperwork, and processes. Understanding the background and cultural context of resettled students, as well as life demands faced, can increase effective advising and alignment to appropriate resources. The presenter will share strategies she has learned through working closely with this population the last 3 1/2 years.

Location: Grindelwald

**IT TAKES A VILLAGE: INTRUSIVE ADVISING FOR LARGE STUDENT POPULATIONS**

*Kristy Kulhanek, Texas A&M University*
*Valerie Wilson, Texas A&M University*

In 2015, advisors in the College of Liberal Arts at Texas A&M wanted to find ways to increase their first year retention rates and 4-year graduation rates. However, many of our departments have large student populations and some departments had an above average advisor-to-student ratio? In this presentation, we will discuss the programmatic efforts and intrusive advising practices that several advising units enacted in order to: reach consistent above average retention rates, improving graduation rates, aiding students in their understanding of educational opportunities in and out of the classroom, and strengthening the holistic advising services we provide to our students.

Location: Interlaken

**LEVERAGE STUDENT COMMUNICATION FOR ACADEMIC SUCCESS**

*Michael Purles, Salt Lake Community College*

What can you do to facilitate change in students habitually violating academic standards or underperforming? Empower them through a proven coaching/communication model that is not manipulative, but designed to create the “ah ha” or conversion experiences needed for substantive change. The results of three research development studies are embraced in this “tool.” It has the intrinsic power to facilitate change for the successful completion of academic goals. Linking the studies’ results through the communication model design, provides a simple, easy to use template for successful advising/coaching—the achievement of student goals through an aligned pathway with the academic institution. Instilling
10:50 AM — 11:40 AM (continued)

student ownership is far more likely when utilizing the “Empowerment” feature of the model. All communication steps will be taught through interactive explanation.

Location: Matterhorn
ADVISING FOR LIFE: THE FORMULA FOR CONNECTING TO YOUR STUDENTS’ LIVES
Andrea Calaway, Utah Valley University
Clint Moser, Utah Valley University
Do your students know how much you truly care about them? Do you really understand where your students are coming from? Do your students trust you enough to share their personal struggles with you? Come learn the proven formula to truly connect with others! In this session we will discuss the importance of human connection. You will learn to look beyond the surface and will understand that there is much more to your students than you may have realized. You will leave our session inspired and equipped with hands-on tips that will enable you to really get to know your students. You will be a better advisor after attending this session!

Location: Monte Rosa
HELPING POST-TRADITIONAL STUDENTS CHOOSE THEIR OWN ADVENTURE: ADJUSTING YOUR NEW STUDENT SEMINAR
Whitney Hills, University of Utah
Natascha Knowlton, University of Utah
First year experience (FYE) seminars have been an emerging trend in higher education, as they help new students successfully adjust to a university setting. These courses conventionally focus on the needs of traditional freshmen students, while neglecting the various needs and experiences of post-traditional students (transfer, adult learners, etc.). In this engaging session, participants will discuss the challenges faced by incoming post-traditional students, and how their college needs can be incorporated into an existing FYE seminar. Come learn how two University of Utah advisors made changes to their FYE course to enhance the educational experience of post-traditional learners and the results of the post-semester assessment of the students in their course.

Location: St. Moritz
PUBLISH WITH NACADA: FIND THE APPROPRIATE NACADA VENUE FOR YOUR WRITING
Sharon Aiken-Wisniewski, University of Utah
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.

Location: William Tell
ROUNDTABLE DISCUSSION (SIGNUP REQUIRED):
BECOMING THE FUTURE OF ADVISING: DIVERSITY IN NACADA LEadership
Brandan Lowden, Pikes Peak Community College
Dawn Pettig, University of Colorado-Boulder
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. Participants in this roundtable discussion must have previously signed up at check-in.
interacting components of emotions, the purposes of emotions, and how to identify and manage emotions. We will use class discussion, self-reflection, mindfulness exercises, and role play to learn and practice these concepts. Attendees will leave with their own emotional first aid tool kit of skills to master and hopefully teach to their advising students.

Location: Matterhorn

ADVISING GENERATION Z
Sydney Phillips, University of Utah

"Advising Generation Z," is a session discussing just that. Students born in the mid-1990s to mid-2000s are starting to enter college, and they are looking for their own unique experience. Come learn what defines Gen Z’s expectations, work style, motivation and views on authority. In this session we will explore past and current research, as well as walk away with tools and new insight on how best to serve this broadening student population.

Location: Monte Rosa

YOUNG & INEXPERIENCED, PASSIONATE & DRIVEN: PERSPECTIVES ON MILLENNIAL ADVISING
Rachel Fergason, Southern Utah University
Marshal Beach, Southern Utah University

While in many institutions, academic advising is considered a basic and entry level position, the reality is, the position is often held both by seasoned advisors, with years of experience in many facets of higher education, as well as newbie advisors, coming in fresh out of their own college years with less institutional experience than their colleagues possess. There is power in diversity within any institution, and so having advisors from all walks of life is of service to students. But what is the real value that the young advisors can bring? This session will address the true potential of Millennials as advisors, noting the characteristics they possess that aid them in working with students – especially those in Generation Z.
Location: Bernese Events Center
Lunch

12:40 PM — 2:00 PM

Prison to School Pipeline: Working with Formerly Incarcerated Students
Kendra Bell, Arizona State University

There is ample evidence of higher education’s positive impact on reducing recidivism and increasing the chances of a successful reentry into society, but few advisors know how to work with students who have been incarcerated, or how to help our colleges address the needs of this population. In this session, we will discuss the myths surrounding post-prison education, the facts about federal financial aid, existing programs and best practices, the role of self-efficacy and perceived structural barriers on motivation, questions you are likely to encounter, and ways to become an advocate for these students on your campus.

11:50 PM — 12:40 PM (Continued)

Location: St. Moritz
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Location: William Tell
Roundtable Discussion (Signup Required): Building Blocks for Advising, Supporting, and Retaining Online Students
Emily Vedder, Arizona State University
Brittnie Donzella, Arizona State University

In our modern society, the growth of technology is imminent. More than ever, traditionally on-ground institutions are establishing degree programs online for students around the world with transient lifestyles. The increase in enrollment in online education programs means we must ensure that online students are achieving academic success similar to our on-campus students. Looking at theoretical frameworks of advising and utilizing an interactive, roundtable discussion, we will explore methods of developing a foundation for best practices in online advising and re-envisioning procedures for supporting the online student population experience through the lens of a newly developed online program in STEM. Participants in this roundtable discussion must have previously signed up at check-in.

12:40 PM — 2:00 PM

Location: Bernese Events Center
Poster Session

G.O.A.L.S.
Diana Lovendino, University of Nevada, Reno

When academic difficulties hit our students, it is imperative they know and remember that “this semester” does not have to define them. Our two-hour G.O.A.L.S. workshop is designed to recognize where things went awry and empower the students to make the necessary changes to embark on a new future. We teach students to understand probation, factors hindering them from achieving academic success, academic actions for improvement, how to set and achieve goals, time management and test taking skills, as well as campus resources available to them. Students attend the workshop then meet individually with an advisor to discuss specific issues. Students report that the G.O.A.L.S. workshop empowers them and gives them the tools and support they need to be successful.

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The Gender Spectrum: Engaging Students Outside the Gender Binary
Holly Kopp, Aims Community College

Are you confused about the multitude of gender identity labels discussed on campus today? Does the notion of preferred pronouns have you baffled? This presentation will increase your knowledge of the gender identity spectrum. As more students identify outside the traditional gender binary, it is important advisors have a working knowledge of the differences between sexual and gender identities, and how to use language which empowers students outside the binary construct. You will leave with new ideas to make your advising practice welcoming to our non-binary/gender queer students.
HELPING THE UNDER-RESOURCED STUDENT ACROSS THE CAMPUS
Shanna Sasser, San Juan College

The Under-resourced Student across the Campus- Over the years we have expanded access to higher education, but many institutions still struggle with increasing retention and persistence rates. Come join me on a virtual walk around campus while learning some innovative ideas to take back and share. From Advising to the Library, many low cost strategies can be implemented that will increase the persistence and retention rates of students.

IMPACTING RETENTION: IMPLEMENTING ADVISING IN THE CLASSROOM
Megan Roegner, Northern Arizona University
Joseph Wright, Northern Arizona University

During the 2017/2018 academic year, academic advisors at Northern Arizona University implemented a high-involvement, classroom-based advising intervention aimed to increase enrollment and retention of first-year and at-risk students. This presentation will provide attendees with an overview of the intervention, including the planning, training, methods and materials needed. Evaluation of the success of the intervention and opportunities for future growth will also be discussed. Attendees will learn the steps they can take to implement a collaborative advising intervention at their institution.

ADVISING YOUR WORTH: MARKET VALUE OF ACADEMIC ADVISORS IN REGION 10
Andrea Pineda Ruiz, University of Arizona
Akiko Derbridge, University of Arizona

Salary is one of the most relevant factors on employees’ performance, job search, and career advancement according to a series of research, yet it tends to remain as a taboo subject among peers and at professional conferences. This comparative quantitative study examines the monetary value of academic advisors in 5 states of the NACADA Region 10. Latest salary data of existing and open academic advisor positions from 5 flagship universities are collected and analyzed in terms of disparities, similarities, and emerging trends. The key statistics such as a range and an average of salary will serve current and future academic advisors as powerful resources for their salary negotiation and career decision making.

DIVERSITY IN APPRECIATIVE ADVISING
Cristobal Villegas, Utah Valley University

The Six Phases in Appreciative Advising has an opportunity to have an aggregate theme—Diversity. This topic presentation will look at each phase through a culturally competent lens, which will in turn allow advisor to build upon diversity, instead of viewing it as a barrier. The diversity amongst the student body needs to be viewed as an abundance of opportunities for the student body, staff, and faculty of a university rather than a barrier to progress—a deficit mentality.

COMBATING HIDDEN OBSTACLES IN ADVISING:
MICROAGGRESSIONS TOWARD MUSLIM STUDENTS ON CAMPUS
Akiko Derbridge, University of Arizona

As the current political climate remains unstable for immigrant populations in the US, certain groups of university and college students may experience additional difficulties in their campus life. Notably, the population of Muslim students have been increasingly facing challenges including microagressions, a form of prejudice in daily communications towards marginalized people. Microaggressions are a negative factor for students’ academic success, and advisors must be mindful of this issue, as they guide students for not only coursework but often for their life in general. With awareness and self-reflection, advisors and other professionals on campus can improve their support for Muslim students in a holistic manner and contribute to a bias-free and diverse learning environment at their institution.

COLLABORATIVE PEER ADVISING: STUDENTS CONNECTING THROUGH PEER MENTORING PROGRAMS
Tramaine Jones, University of Utah

This presentation will be framed around Frost et al. (2010) talking about collaboration and learning in learning communities. This piece is very important regarding building relationships with students. Peer advisors are an important piece to develop relationships with students and connecting advisors with students. During this presentation the presenters will talk about their experiences related to collaborative peer advising. There will be perspectives from student peer advisors and a professional staff advisor.
Breakout Sessions 4

Location: Davos
**“YOU MAJORED IN WHAT?” GUIDING STUDENTS ON A MAJOR AND CAREER EXPLORATION JOURNEY**

*Niki Weight, Utah State University*
*Deborah Reece, Utah State University*
*Brittani Neagle, Utah State University*

Major and career exploration is a crucial task for undergraduate students to undertake to effectively select their major. Pressures to graduate on time, anxiety over picking the wrong major, and linear career path mindsets paralyze many students in the major exploration process. To address the need for an alternative method to engage students in major exploration, Exploratory Advising developed a low cost, group workshop using Katherine Brook’s book “You Majored in What” as the framework. The workshop guides students through making a “Wandering Map” for determining the core themes in their life and how to use those themes to find well suited majors and careers. This presentation will discuss the development and learning theories used in formatting the workshop, a walk-through of the workshop activities, and feedback from students regarding the workshop.

Location: Grindelwald
**FINDING YOUR ADVISING SUPERPOWERS: USING SELF-AUTHORSHIP AS A TOOL IN PERSONAL DEVELOPMENT AND DECISION MAKING**

*Jordan Truex, Utah State University*

Look in the sky! It’s a bird...it’s a plane...it’s a Super Advisor! Just like superheroes, you as an advisor have special characteristics, strengths, and abilities that can save the day when your students need you the most. Using self-authorship theory and best practices to mold our discussion; you will learn to recognize, analyze, and find ways to cultivate your personal strengths and abilities to further your personal development as an advisor. After finding your advising superpowers, we will practice using self-authorship interviewing techniques to connect with and empower students in finding their own identity and empower them to make insightful life decisions.

Location: Interlaken
**THE NECESSITY OF FAILURE FOR ACADEMIC SUCCESS: THE RECONCEPTUALIZATION OF FAILURE**

*Sean Kramer-Lazar, University of Arizona*

Failure is a topic very few people like to talk about. These days many of our students struggle with recognizing the value of failure as a learning tool and develop strategies to overcome and bounce back when failure happens. In this interactive session, presenters will help participants identify different types of failure and reactions to failure, learn how to help student of various demographics (including online and high-achieving students) reconceptualize failure, learn to utilize failure as a source of data to make informed decisions, and discuss strategies to address failure when working with students.

Location: Matterhorn
**BLUNT EMPATHY: DELIVERING UNWANTED NEWS DOESN’T HAVE TO BE AN AWKWARD MIDDLE SCHOOL DANCE**

*Nathan Walch, Brigham Young University*
*Melanie Burton, Brigham Young University*
*Julee Briathwaite, Brigham Young University*
*Sam Brown, Brigham Young University*
*Lisa Parkinson, Brigham Young University*
*Scott Hosford, Brigham Young University*

Failure delivering unwanted news to students in a clear, effective, and supportive manner weighs heavily on the minds of advisors in higher education. It can be difficult to clearly communicate consequences, obstacles, realities, and options while maintaining trusting relationships. Although models for this process exist in areas such as healthcare and human resources, what about advisors in higher education? How can they convey necessary information and avoid becoming a wallflower at an awkward middle school dance? Our session will 1) highlight research showing how people prefer to receive unwanted news, 2) present findings regarding the types of unwanted news advisors have to give, 3) digest typical student responses, and 4) provide specific tools and techniques to succeed in difficult discussions.
Location: Monte Rosa
**GUIDED PATHWAYS: TRANSFORMING THE TWO YEAR COLLEGE EXPERIENCE**
*Sarah Banner, Mesa Community College*

With only 5% of two year college students completing their degree in two years, community colleges must re-envision their approach to increase college completion. The Guided Pathways movement across two year colleges has shown promising results towards this goal. Implementing Guided Pathways successfully requires cross-college collaboration, significant culture shift, and redefining the role the academic advisor plays at the community college level. With significant barriers including limited resources, outdated technology, and high student-advisor ratios, the Maricopa County Community College District (MCCCD) is undergoing a transformation to improve the student experience and progression outcomes. Come join us to discuss best practices from institutions across the nation, the MCCCD approach to implementation, and new approaches and ideas from the advising community.

Location: William Tell
**ROUNDTABLE DISCUSSION (SIGNUP REQUIRED): CHEATING OR INNOVATION? IMPROVING PROCESSES WITH A HACKER MINDSET**
*Marshal Beach, Southern Utah University*
*John Johnson, Southern Utah University*

Every advisor, department, and institution has processes that help reach a goal or solve a problem. When these processes are critically assessed and creatively challenged, more effective and efficient processes can result leading to greater outcomes. Is “hacking” the status quo in advising something that should be more embraced? The unconventional, innovative mindset of hacking organizational and student processes is presented and discussed in broad terms with its influence on outcomes, ethical nature, and utter necessity. Come see your work and its goals in a new light as you listen and participate in this discussion about life hacks for advisors. **Participants in this roundtable discussion must have previously signed up at check-in.**

Location: St. Moritz
**ADVISING ACROSS GENERATIONS: WORKING WITH NON-TRADITIONAL STUDENTS ACROSS FIVE GENERATIONS**
*Noel Wilkinson, Weber State University*

The Silent Generation, Baby Boomers, Gen-Xers, Millennials, Generation Z – never before have college advisors needed to work with students across so many generational periods. Generational theory explains how individuals develop an underlying shared system of values through shared experiences of society and global events. Utilized in the workplace and marketing arenas with great success; the presenter suggests the theory has use within higher education because of the influx of non-traditional students enrolling today. This presentation will look at undergraduate students—representing five generations—and will explain how the center has approached engaging with these students during peer mentoring and advising sessions using generational theory.
Breakout Sessions 5

Location: Davos

EXPERIENTIAL ADVISING: TAKING ADVISING FROM THE OFFICE INTO THE COMMUNITY

Gabriel Aponte, University of Colorado, Boulder
Laura Brubaker-Wittman, University of Colorado, Boulder

In this session, two University of Colorado Boulder Academic Advisors will share their story of how they created and implemented a service-learning study abroad retention initiative focused on underperforming students. We will dig into the role of advising and how advisors can team up with academic programs and departments to create programs to meet the needs of their student population and aid in their retention. We will be focusing on academic performance, students not feeling connected to a professional at their school, and not feeling like a valued part of their community as drivers of underperformance. We will look at how we as professional advisors can engage in creative solutions that address these three major drivers by expanding our role and the boundaries of our purview.

THE EIGHT CRISSES OF COLLEGE STUDENTS: ADVISING WITH ERIKSON ACROSS A STUDENT’S ACADEMIC LIFESPAN

Allison Ewing-Cooper, University of Arizona
Kami Merrifield, University of Arizona

Erik Erikson’s influential theory of psychosocial development postulated that humans encounter eight major conflicts (or crises) across the lifespan: trust vs. mistrust, autonomy vs. shame/doubt, initiative vs. guilt, industry vs. inferiority, identity vs. identity confusion, intimacy vs. isolation, generativity vs. stagnation, and ego integrity vs. despair. These eight conflicts also apply to college students’ lifespans. Advisors play a critical role in helping students overcome each conflict/crisis and ultimately achieve ego integrity (success upon graduation) versus despair (never graduating). The goal of this interactive presentation is to present Erikson’s eight conflicts, discuss their application to college students’ journeys, and have participants brainstorm ways advisors can help students resolve each conflict.

Location: Interlaken

EMPATHIC ADVISING: HIGH-IMPACT STRATEGIES FOR ENGAGING WITH FIRST-GENERATION STUDENTS

Garrett Nagaishi, Utah Valley University
Marcy Glassford, Utah Valley University
Martha Wilson, Utah Valley University

The number of first-generation students (FGS)—students whose parents have not completed a bachelor’s degree—attending Utah colleges is increasing. At Utah Valley University, one out of three students is first-gen. Unfortunately, FGS retain and graduate at lower rates than their continuing-generation peers. As this population grows, so does the need for advisors who can strategically navigate students’ lived experiences and empathically address any preconceived notions they may bring. Advisors who identify and connect with FGS will foster growth and instill confidence. This presentation will provide attendees a glimpse of the FGS experience and highlight strategies for responding to many of the obstacles that FGS encounter. Attendees will have an opportunity to reflect on and share individual and institutional best practices.

Location: Grindelwald

RELAX AND RECHARGE: DEVELOPING SELF-CARE PRACTICES TO EXPAND CAPACITY AND WELL-BEING

Scott Hosford, Brigham Young University
Julie Preece, Brigham Young University
Ron Chapman, Brigham Young University

Assisting students as an academic advisor can be richly rewarding. Advisors however, also frequently face high caseloads and many daily demands both in and outside of work. These conditions can tax even the most capable individuals and if not addressed with effective self-care strategies can result in periods of fatigue, decreased compassion and performance or burnout. Research suggests that resilient individuals commonly employ practices that help buffer stress and increase well-being, capacity and resiliency. This
session will assist advisors in beginning to assess current self-care practices and exploring several effective self-care strategies. Advisors will receive guided “hands-on” practice with specific relaxation and mindfulness strategies to begin developing personal self-care practices that can help maximize well-being and professional effectiveness.

Location: Monte Rosa

**ADVISING AND RETENTION: LETTING OTHERS KNOW THAT ACADEMIC ADVISING IS AT THE CORE OF RETENTION.**

*Leslie Park, Weber State University*

*Daniel Jensen, Weber State University*

Does anyone ever question the value of what you do as an academic advisor and how you contribute to student success? Advising administrators are expected to document how advisement contributes to retention and persistence to graduation. Over the past three years, Weber State University has taken the initiative to document student retention with the use of technology and partnerships across campus. Various programs will be discussed to demonstrate the effectiveness of academic advising initiatives on student retention and persistence to graduation.

Location: St. Moritz

**LOOKING BACK TO LEAD FORWARD: A HISTORICAL MODEL FOR MODERN ADULT EDUCATION AND ADVISING**

*Christi Thompson, University of Wyoming*

The summer of 1905 was the inaugural session of summer school at the University of Wyoming. The term was specifically marketed to teachers in Wyoming and regionally. Over the following 40 years, the program grew quickly in terms of the number of students who attended in the summer, visiting faculty, and opportunities for subjects of study. Open to all interested persons, teachers remained the primary targeted and attending population well into the middle of the 20th century. This summer school became known as the “Coolest Summer School in America”. Using UW’s summer program as a case study, this session will look at how these programs met the needs of adult learners and how we may be able to apply our institutional histories into our modern advising and teaching.

Location: William Tell

**ROUNDTABLE DISCUSSION (SIGNUP REQUIRED): A CONVERSATION WITH NACADA LEADERS**

*Amy Sannes, NACADA President & Board of Directors*

*Kelly Medley, NACADA Region 10 Chair*

This informal discussion is to provide a forum for attendees to visit with NACADA leaders regarding the Association’s many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions. **Participants in this roundtable discussion must have previously signed up at check-in.**

**4:00 PM — 4:50 PM**

**STATE MEETINGS**

Take the opportunity to meet with other conference attendees for your state to cover business items and to network.

Location: Grindelwald

**ARIZONA**

Location: Davos

**COLORADO**

Location: Interlaken

**NEW MEXICO**

Location: Matterhorn

**UTAH**

Location: St. Moritz

**WYOMING**
correlate to more confidence and less anxiety about the job market (Boram, et al., 2014). Understanding and practicing these skills enables students to confidently answer the question: “What will you do with that major?”

Location: Grindelwald

GEN Z AS OUR STUDENTS: UNDERSTANDING THEIR STORY AND HOW TO COMMUNICATE WITH THEM
Randa Alvord, Brigham Young University
Becca Wiedner, Brigham Young University

As professionals in higher education, we must be able to adapt our advising style to meet the needs of all of our students. The Millennial Generation is leaving college, giving rise to the Z Generation (Students born after 1995). Who is “Gen Z”? How are they different from other generations? More importantly, how will they affect what we do as advisors? Using research and ideas from the book ‘Generation Z goes to College’ by Seemiller and Grace, in addition to other sources, this presentation will explore how the generation shift will change higher education, while also providing concrete ideas to improve advising appointments and utilize technology in advancing our communication to better serve Gen Z.

Location: Interlaken

ARE YOU LECTURING YOUR STUDENTS OR ENGAGING THEM? USING TECHNIQUES FROM CLASSROOM PEDAGOGY TO INCREASE AND EVALUATE STUDENT PARTICIPATION DURING ADVISEMENT
Nicholas Wilbur, Utah Valley University

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 strategies from classroom education research and their application to advising.
Techniques from pedagogy research as well as informal methods of evaluating engagement will be addressed. Stop telling your students what to do and empower them to walk their own path! Warning: This talk will encourage audience participation!

Location: Matterhorn
THE TRIBE HAS SPOKEN: HOW TO OUTWIT, OUTLAST, AND OUTPLAY DURING TIMES OF CHANGE
Jennifer Wright, Weber State University
Kelly Simerick, Weber State University
Explore an advising office’s Survivor experience as they faced the challenges of stress, uncertainty and the most “dramatic tribal council ever” in the history of the office. This session will explore the effects of stress on an individual as well as a group in times of change. We will share our challenges and achievements as we embarked on creating meaningful team building challenges and competitions and how two tribes merged to create a powerhouse advising office. Along the way we will share how alliances were formed, blindsides were inevitable and how the immunity idol helped bring this tribe together.

Location: Monte Rosa
THE UNDER-RESOURCES STUDENT ACROSS CAMPUS
Shanna Sasser, San Juan College
The Under-resourced Student across the Campus- Over the years we have expanded access to higher education, but many institutions still struggle with increasing retention and persistence rates. Come join me on a virtual walk around campus while learning some innovative ideas to take back and share. From Advising to the Library, many low cost strategies can be implemented that will increase the persistence and retention rates of students.

Location: St. Moritz
“I SOUND LIKE THAT?” USING VIDEO ANALYSIS TO HELP PEER ADVISORS IMPROVE THEIR PRACTICE
Bryce Bunting, Brigham Young University
Phil Rash, Brigham Young University
Hayley Jensen, Brigham Young University
Peer advisors are a tremendous resource for institutions seeking to provide additional advising support to students. However, to be effective in their roles peer advisors must have a deep knowledge of institutional and advising policies, as well as be well-trained in foundational advising skills. How can we provide high-impact training experiences to peer advisors that prepare them to productively engage with students? And, how do we move from providing information to actually building peer advisors’ practical skills? This session will introduce an innovative approach to training that uses video analysis to facilitate peer advisors’ self-awareness, offer personalized feedback on advising practices, and build core advising skills.

Location: William Tell
ROUNDTABLE DISCUSSION (SIGNUP REQUIRED): TWO-YEAR COLLEGE ADVENTURES!
Brandan Lowden, Pikes Peak Community College
Working within a community college environment as an advisor, advising administrator, or as a transfer advisor at a university is always an adventure! Please come share your adventure stories with colleagues in this interactive roundtable discussion session! Topics of discussion will include development education, multiple measure placement strategies, caseload management, transfer issues, and more! This is a great opportunity to learn from each other and network with other folks who have an interest in community college advising! Participants in this roundtable discussion must have previously signed up at check-in.
understand their experiences in ways that help them overcome their failures and accomplish their personal learning goals.

Location: Interlaken
CONNECTING WITH STUDENTS ACROSS A VARIETY OF ACADEMIC DISCIPLINES
Madalyn Swanson, Southern Utah University
Katie Evans, Southern Utah University

The object of the presentation is to help advisors connect with their students to have a positive impact on overall campus retention. At our university, advisors connecting with students is seen as one of the key factors that has improved retention. Since we have incorporated holistic advising techniques, retention has improved by 7% in the past 2 years. This training will help advisors learn about ways to incorporate holistic advising into their daily practice, focusing on how to connect with students across several academic disciplines. We have a unique perspective on connecting with students because we advise for a wide variety of academic disciplines as well as, our students have a wide variety of goals after graduating from SUU; from medical school to becoming a teacher.

Location: Matterhorn
BEYOND THE NUMBERS: THE IMPORTANCE OF NARRATIVES IN ADVISING
Anna Hegedus, Metropolitan State University of Denver

As colleges face growing pressure for accountability from stakeholders, administrators are placing increasing weight on the importance of data. Though data and predictive analytics can provide valuable insight for our efforts with students, much of our work as academic advisors depends on skills that cannot be easily quantified. Building relationships with students and learning their complex stories to help them reach their goals are critical parts of the advising role, yet they are pieces that are often left out of the picture when we rely solely on data. In this session, attendees will reflect on the value of stories in advising, consider how stories can work in conjunction with data, and develop time-efficient strategies for incorporating narrative approaches into advising practice.
Location: Monte Rosa  
**CHOOSE YOUR OWN MARKETING ADVENTURE: HOW TO BRAND ACADEMIC ADVISING**  
*Maria Lara, University of Utah  
Jen Wozab, University of Utah*  
Just do it! Got milk! Academic Advising? Can Academic Advising be a brand? Find out how one University created a marketing campaign with a unique “brand” and slogan to elevate advising across campus. Over the course of four years, a campus-wide marketing committee, involving advisors and campus services, researched, created, and implemented a marketing campaign. The committee's objectives were to elevate the advising position across campus, increase recognition and awareness of advising among stakeholders (students, staff, faculty, and advisors), and create a sense of community. This session will outline the history of the marketing committee, share the marketing plan including branding examples, and strategies to market to key stakeholders. Participants will leave with tools to get them started on their own campuses. Applicable for large and small universities.

Location: St. Moritz  
**CREATING ADVENTURE IN ADVISING USING MOBILE TECHNOLOGY**  
*Tressa Haderlie, Utah State University*  
Are your students attached to their mobile devices? Let’s take advantage of that by using these same devices to engage in advising. Mobile technology can be an ideal way to reach students on their own time, in their own place. Come explore several free, user-friendly, platforms that can be great advising tools as well as bringing a little adventure to the advising experience. Play “The Graduation Game” on your own IOS device as we explore the possibilities. See real student feedback on the effectiveness of this “game”. Discuss challenges and benefits of utilizing mobile technology in advising. (To play along with the presentation, please download the ARIS app and the SIFTR app to your IOS device prior to session)  

Location: St. Gallen (1st Floor)  
**CHOOSE YOUR OWN RESEARCH ADVENTURE**  
*erin donahoe-rankin, Utah State University*  
You and your friends are on the trail of research and scholarship in the wilds of Region 10. Do you search for others to share your ideas or strike out on your own? Are there clues you can use to guide your next steps? How can Region 10 support you and your fellow scholar-practitioners on the path to gold? Come and discuss what’s next!

Location: William Tell  
**ROUNDTABLE DISCUSSION (SIGNUP REQUIRED): WHEN THE GOING GETS TOUGH: HAVING DIFFICULT DISCUSSIONS WITH STUDENTS IN ACADEMIC DISTRESS**  
*Allison Rivera, Texas A&M University*  
No advisor or counselor looks forward to those difficult academic discussions. You know what we mean. The “you aren’t making the grades” or the “you’re dismissed” conversations. We want our students to succeed and no matter how much we dread them, difficult conversations are part of that process. Are you conveying information in an empathetic, clear manner or are you so overwhelmed that students leave even more confused? Being prepared and knowing how others approach these conversations can be key to transforming difficult conversations into moments of opportunity.  
This roundtable discussion will address the types of conversations you have and the ways you approach resolution. We will also illustrate how to use TAP’s “3 Rs” method in your advising practice. Be prepared to ask questions and talk! **Participants in this roundtable discussion must have previously signed up at check-in.**

**Lunch**  
12:00 PM — 1:30 PM  
*Door Prizes*  
*Juliana Espinosa, University of Utah  
Cara Wiley, Brigham Young University*
Thank You Donors!

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