ENERGIZE your ADVISING

NACADA Region 10 Conference

April 28-30, 2009

www.nacada.ksu.edu
Welcome Reception Speaker:
Joan K. Evans

Joan K. Evans is the Director of the Wyoming Department of Workforce Services. Joan was appointed director of the agency in December 2006 by Governor Dave Freudenthal. The Department of Workforce Services provides employment and training, business and vocational rehabilitation services throughout Wyoming.

Joan came to the Department from the Carbon County Higher Education Center in Rawlins where she served as Director since 2004. Prior to her becoming director, she served as the Assistant Director for 13 years. Joan spent much of her career working with adult students who were seeking training for career advancement.

Evans holds a bachelor’s degree in finance and a master’s degree in adult education from the University of Wyoming. She has received numerous personal and professional commendations.

Wednesday Lunch Keynote Speaker:
Dr. Dave Throgmorton

Dave Throgmorton was raised in Cheyenne, attended Casper College and graduated from the University of Wyoming. He worked in the natural gas fields for three years prior to going to the University of Illinois where he earned his Ph.D. in sociology. His dissertation is on energy resource development in the Rocky Mountains. He taught at Centenary College in Louisiana, was Academic Dean and Executive Vice President at William Penn College in Iowa and Barat College in Illinois, and was Campus Vice President at College of the Redwoods prior to returning to Wyoming to serve as Director of the Carbon County Higher Education Center, destined to become the finest rural higher education organization in the nation. Dr. Throgmorton has published essays and articles on topics ranging from community attitudes towards former mental patients to an assessment of Catholic and Methodist teachings concerning nuclear weapons. Mostly he has tried to use the educational organizations he has served to address pressing human needs in the communities in which they are located.

Thursday Breakfast Keynote Speaker:
Dr. Jim Cook

Dr. Jim Cook, vice president of student services at Laramie County Community College is originally from Redlands, California. He and his wife, Heather, have two kids - Christopher (18) and Tucker (11). Dr. Cook has been a college/university administrator for 20 years, most of that time in student affairs, but with a short stint in academic affairs. He has also taught in a college or division of business for 18 years. Dr. Cook holds a bachelors in Business Administration, a masters in Business Administration, and a doctorate in Higher Education Administration with an emphasis in Student Development. He is about to finish his second year as Vice President of Student Services for Laramie County Community College.

† NBCC credit

Keynote abstract:
"Promoting Hope Through Perspective" - Many people, especially young people feel pessimistic today. No wonder - they are constantly inundated with bad news from every direction. This presentation will focus on good news in the world as a way of helping people gain a realistic perspective on the world and as a model of how higher education professionals can help our students gain a perspective that goes beyond current, local circumstances in their lives.
Welcome to Cheyenne!

To all our Region 10 members and friends,

We would like to extend a warm Wyoming welcome to all of you! It’s hard to believe that the hard work the entire conference committee has done this past year is finally done, but we are excited to share the result – a regional conference providing opportunities for professional skills building and fellowship with colleagues. We are offering a variety of session topics this year, ranging from perennial favorites like working with at-risk students and dealing with undecidness, to new frontiers like the use of online social networking sites in advising.

Our theme this year is “Energize Your Advising!” Wyoming has a longtime history of providing resources for our country’s energy needs, and we think the members of this region will find that they, too, will find new sources of energy and excitement around our chosen profession of advising. We are all diamonds; we are all looking to be renewed!

There are a few highlights about the conference to point out: Celeste Pardee, a board member from the University of Arizona, and Leigh Cunningham, Coordinator of Educational Programming from the NACADA Executive Office, are joining us; both are presenting throughout the conference. Be sure to say hello, and thank them for attending. Also, each evening there will be hosted dinners that will take you into town – more information will be at the check-in table Tuesday and Wednesday. Tuesday afternoon also features some side trips that will show you Cheyenne’s great features relating to our Western heritage.

If you have any questions or concerns during your time here, please don’t hesitate to talk to one of us or to any of the Steering Committee members – you’ll know them by the colored ribbon on their name tags.

Sincerely and warmly yours,

Chrissy Renfro, Conference Co-chair    Patty Pedersen, Conference Co-chair    Dawn Fettig, Region 10 Chair

At-a-Glance

Tuesday, April 28

12:00 – 7:00pm – Registration/Info Counter open
1:00 – 5:00pm Pre-Conference Workshops
3:30 – 6:30pm Hosted Dinners and Trolley Tour
7:00 – 9:00pm Welcome Reception with Speaker (Teton Room)

2:45 – 3:45pm Concurrent Session #4
3:45 – 4:15pm Informal Networking opportunity with sweet & salty break (Grand Ballroom C)
4:15 – 5:00pm State Meetings
5:15 – 6:00pm NACADA Update & Feedback session (Teton Room)
6:00 – 8:00pm Dinner on your own/Themed Dinners

Wednesday, April 29

7:30am – 6:00pm – Registration/Info Counter open
8:00 – 9:30am Breakfast – NACADA Welcome & Regional Business Meeting (Grand Ballroom C)
9:00 – 9:30am First Time Attendee NACADA Orientation (similar to pre-conference - Big Horn room)
9:45 – 10:45am Concurrent Session #1
11:00am – 12:00noon Concurrent Session #2
12:00noon – 1:30pm Lunch with Keynote (Grand Ballroom C)
1:30 – 2:30pm Concurrent Session #3

Thursday, April 30

8:00am – 12:00pm – Registration/Info Counter open
8:00 – 9:00am Breakfast with Keynote (Grand Ballroom C)
9:00 – 10:00am Concurrent Session #5
10:15 – 11:15am Concurrent Session #6
11:15am - noon Conference wrap up/sponsored snack time - (Grand Ballroom C)
Thank you to our 2009 Conference Planning Committee

Co-Chair: Patty Pedersen—Carbon County Higher Education Center

Co-Chair: Chrissy Renfro—Laramie County Community College

Aubrey Burkland—University of Arizona

Becky Asplund—Western Wyoming Community College

Christy Hutchinson—University of Wyoming

Dawn Fettig—University of Colorado Boulder

Haley Richards—Colorado State University

JoMarie Paintin—University of Wyoming

Marti Webster—Utah Valley University

Troy Archuleta—University of Wyoming

Victoria Trujillo—University of Utah

2009 Region 10 Scholarship Winners

Aubrey Burkland—University of Arizona

Carmel Hill—University of Northern Colorado

Liz Schoenleber—Colorado State University

Steve Johnson—Utah State University, Steve is also part of the NACADA Emerging Leaders Class of 2009-2011

NACADA Region 10 steering Committee (2008-2009)

Region Chair - Dawn Fettig (2010) University of Colorado Boulder


Colorado - Nancy West (2010) Front Range Community College

Colorado - Jeff Schweinfest (2009) University of Colorado Denver

New Mexico - Josie Gibson (2010) University of New Mexico

New Mexico - We are currently looking for a New Mexico liaison to finish the 2009 term

Utah - Patti Sanchez (2010) Salt Lake Community College

Utah - Dawn Chase (2009) Utah Valley University


Wyoming - Becky Despain (2009) University of Wyoming
NBCC credit will be given for sessions marked with this icon:

✓ NBCC credit

Please be sure to pick up an NBCC form at the Conference Registration and Information Counter. Be sure to have one of the Conference Co-chairs sign it before you leave! We will not be able to issue NBCC forms after the conference has ended.

Tuesday, April 28

12:00 – 7:00pm – Conference Registration and Information Counter open

Pre-Conference Workshops

✓ All pre-conference sessions are in the Sheridan Room

P1. 1:00 – 2:00pm NACADA Leadership Training
Presenters: NACADA Board Member – Celeste Pardee, NACADA Executive Office – Leigh Cunningham and Region 10 Chairperson – Dawn Fettig

Abstract:
This session is designed for NACADA current leaders and members recently elected to serve in any leadership role within the association, either on a state, regional or national level and including commission and committee chairs as well as regional steering committees, or anyone interested in leadership in the Association. Participants will be provided with a brief background on the Association’s governance model and an overview of their new responsibilities as a NACADA leader. Current and past leaders will be available to answer questions and give guidance on how they handle (or) their positions. Other members with an interest in future leadership roles within NACADA are welcome to attend to get an idea of how they might like to get involved.

P2. 2:00 – 3:00pm First Time Attendee NACADA Orientation
Presenters: NACADA Board Member – Celeste Pardee, NACADA Executive Office – Leigh Cunningham and Region 10 Chairperson – Dawn Fettig

Abstract:
This session is for new NACADA members and new conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will get an overview of NACADA and the benefits of membership. The session will be interactive with opportunities for participants to network, learn and meet new friends and colleagues.

P3. 3:00 – 5:00pm “Presenting 101”
Presenters: Dawn Fettig and Kerri Moncrieff – University of Colorado, Boulder

Abstract:
Please join us for this hands-on pre-conference workshop on presenting. Dawn Fettig, Region 10 Chair, will start by looking at the NACADA on-line proposal submission process. We will discuss how to write proposals for Regional and National NACADA Conferences. We will cover what the Proposal Readers look for when evaluating proposals. Kerri Moncrieff, Communication Advisor/Instructor, will give practical pointers on public speaking skills and strategies for connecting with your audience. We will work with each of you to develop a brief PowerPoint presentation (10-15 slides). You will then give your presentation to the group with constructive feedback on what can be improved.

While our session will focus on presenting at NACADA conferences, we believe these are practical skills that you can use in any group presentation. Please plan to bring a laptop and an idea of what type of presentation you would like to develop.

3:00—6:30pm
Optional Tours followed by Hosted Dinners: Sign up at the Conference Registration and Information Counter

Teton Room
7:00 – 9:00pm
Welcome Reception with speaker: Joan Evans
Complimentary hors d’oeuvres with cash bar

Wednesday, April 29

7:30am – 6:30pm — Conference Registration and Information Counter open

Grand Ballroom C
8:00 – 9:30am Breakfast – NACADA Welcome & Regional Business Meeting

Big Horn Room
9:00 – 9:30am First Time Attendee NACADA Orientation (similar to pre-conference)
Presenters: NACADA Board Member – Celeste Pardee, NACADA Executive Office – Leigh Cunningham and Region 10 Chairperson – Dawn Fettig

Abstract:
This session is for new NACADA members and new conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will get an overview of NACADA and the benefits of membership. The session will be interactive with opportunities for participants to network, learn and meet new friends and colleagues.
9:45 - 10:45am Concurrent Sessions

**Teton Room**

**C1. Title:** Early Intervention: Turning Potential Problems into Academic Success Stories  
*Presenter(s):* Nancy West and Karen Daine, Front Range Community College

**Abstract:**
After reviewing the histories of academic suspension students, we discovered that many of these students had been struggling for a long time, and that our interventions were occurring very late in their programs. We designed the Early Alert Program to identify students who are struggling EARLY and provide them with resources and assistance EARLY to help them be more successful in their college courses. In this presentation, we will discuss the origins and history of this program, describe the process we use to identify students through referrals from faculty and student services staff, and outline the process we use to assist these students. We will also describe the resources we have drawn upon and the partnerships forged with faculty and staff to provide assistance to these students.

**Wind River Room**

**C2. Title:** "What We've Got Here Is a Failure to Communicate": Creating More Effective Communication Paths within an Advising Department  
*Presenter(s):* Ned Muhovitch, University of Colorado at Boulder

**Abstract:**
Like the warden in Cool Hand Luke, advising administrators may view communication with advisors as one-way, top-down; advisors may feel like Luke, after a night "in the box." This presentation will explore obstacles to effective communication, especially in the context of building a collaborative environment among advisors, administrators, and support staff. We will explore the opportunities such tools as newsletters, listservs, blogs, wikis, instant messaging, record systems, and social networking sites provide—and pitfalls they may generate. After a brief discussion of the recent successes and failures in the College of Arts and Science at the University of Colorado-Boulder, participants will share ideas and strategies.

**Yellowstone Room**

**C3. Title:** Empowering Students to Believe and Trust Their Advisor  
*Presenter(s):* Aubrey Burklund, University of Arizona  
*NBCC credit*

**Abstract:**
One of the largest factors in the development of any relationship is the level of trust the relationship holds. In order to gain students' trust, they must feel that we are genuinely interested in them. This presentation will review several techniques advisors can use to build relationships of trust with our students, including the use of dialogue, SOLER, attending, and other microskills essential to demonstrating genuine interest in other people. Use of these and other microskills improve the effectiveness of advisor/student interactions and strengthen the advisor/student relationship (Garmet, Roach, Smith, 2006). Vignettes will be used to demonstrate the skills and techniques reviewed.

11:00am - 12:00noon Concurrent Sessions

**Teton Room**

**C4. Title:** Academic Privilege: Uncovering Assumptions That Stop Advisors from Shining  
*Presenter(s):* Haley Richards and Demetrios Godenitz, Colorado State University  
*NBCC credit*

**Abstract:**
Enculturation is a term used to describe the status of being so immersed in a culture that one assumes it is natural and ordinary. As advisors—having completed our own degrees, valuing education, and spending several hours daily in academic settings—we are enculturated in higher education. How many ways can this enculturation impede our communication and interactions with students? This session will feature guided self-reflection activities and group discussions to promote self-awareness about educational privilege and assumptions. We'll focus on uncovering our own academic privilege and ways that might be a barrier to us offering students the best connections and insight possible (as outlined in NACADA core values & CAS standards). This workshop focuses on self-reflection; a reference list will be provided for further reading.

**Big Horn Room**

**C5. Title:** Successful Advising and Retention Solutions  
*Presenter(s):* Steven Johnson, Lirida Skabelund, Joyce Allen, and Suzanne Anderson, Utah State University  
*NBCC credit*

**Abstract:**
Utah State University collaborating with advisers and departments has developed successful practices for engaging students early and often as they pursue their majors and degrees. Advising includes the fundamentals of student involvement in what we do, ask, and recommend. Creative web pages, e-mail contacts, peer advising, and advisors communicate encouragement, courses, prerequisites, placement, proficiency requirements, etc., saving students from failures or low GPA coursework.

Adviser/faculty lists identify students on academic risk, warning, probation, suspension, or having 45+ credits with no major. Students are sent e-mail messages with registration holds on their records requiring advisement before the next term. Other activities/data include: graduation status, multicultural information, student summary totals/lists, scholar and dean's lists, student application, admission, and enrollment. This panel discusses activities that affect overall student satisfaction, success, retention, and graduation.

**Wind River Room**

**C7. Title:** Diamonds in the Rough: Yes We Can (Train Faculty Advisors)  
*Presenter(s):* Jeff Schweinfest, University of Colorado Denver and Mary Lou Van Voorhis, Metropolitan State College of Denver

*NBCC credit*
Abstract:
While professional advisors may understand that advising is an integral component of the teaching/learning mission of higher education, faculty may not always be aware of the crucial work we do and how advising is an extension of faculty's teaching responsibilities. This may be particularly true in institutions where advising is housed in student affairs rather than the academic affairs division, or where research is a higher priority than instruction. This session will provide a conceptual framework for faculty advising and review a multi-level faculty advising training module that was developed and piloted at the Metropolitan State College of Denver. The last half of the session will be devoted to a discussion of various approaches to training faculty in advising.

Yellowstone Room
C8. Title: Mild Traumatic Brain Injury- The Invisible Disability: How to Best Serve Our Students with MTBI
Presenter(s): Laurel Amsel, University of Colorado at Boulder
\* NBCC credit

Abstract:
Have you ever felt frustrated with a student because they couldn't track what you were saying? Did you ever feel discouraged when a student didn't follow through with recommendations that you made after spending valuable time trying to assist them? These are just a couple of situations that may indicate that the student with whom you are working is suffering from a brain injury. After advising for over a decade, I recently incurred an MTBI and can now more easily identify, understand and assist this “hidden” population. Through sharing my experience and recently acquired extensive knowledge on this topic, as well as providing practical and useful tips, I hope to lessen advisor anxiety when working with this challenging population.

Sheridan Room
C9. Title: Back to School: Applicability of a Master’s Degree in Education to Improved Academic Advising Practices
Presenter(s): Suzanne Nelson, University of Colorado at Boulder
\* NBCC credit

Abstract:
The Presenter is about to complete a MA in Science Education at University of Colorado - Boulder. Education classes provide a unique perspective, as well as many ideas and tools, which may be applied to more effective advising and improved interactions with students. This presentation will highlight the most readily applicable material from my degree program.

Big Horn Room
C10. Title: Winds of Change: Best Advising Practices in the School of Engineering at UNM
Presenter(s): Lourdes Garcia-O’Keefe and Beth Isbell Tapley, University of New Mexico

Abstract:
The Pre-major Program in the School of Engineering has a university retention rate that is currently almost double the university rate. We feel that our high-energy, hands-on advising methods and frequent contact with our students have contributed to the successful rate we now have. Pre-Major advisors are willing to change our practices as necessary to improve and enhance our existing programs. Presenters will outline how data has driven us to change and adapt best advising practices employed by our advisors. We will also discuss how these practices have led to increased retention and matriculation efforts. Advising services are now included in a one-stop student services center in the School of Engineering and enhance the advising process.

Grand Ballroom C
12:00noon – 1:30pm Lunch with Keynote Speaker:
Dr. Dave Throgmorton

1:30 – 2:30pm Concurrent Sessions

Teton Room
C11. Title: What to do with Students in Distress: Creating a Crisis Management Team and Incorporating a Personal Counseling Program
Presenter(s): Timothy Beecher and Stacey Hogan, Front Range Community College
\* NBCC credit

Abstract:
The presenters of this session will give clear instructions on providing services to assist students who are emotionally distressed. The material will be presented by offering general guidelines, citing empirically supported research, and describing specific examples. Participants will be encouraged to explore how students at their institution are currently being served when they present emotionally distressed. Participants will get a step by step model on how to create a crisis management team and how to provide personal counseling services at their college.

Wind River Room
C12. Title: Online Social Networks: To Use or Not to Use? That is The Question!
Presenter(s): Carla Barela-Bloom and Melanie Nichols, Colorado State University
\* NBCC credit

Abstract:
Initially, the question was “SHOULD we use online social networks (OSNs) in higher education; today we know the answer is YES! Now we are asking ourselves, “What is the most effective use of them?” This session will serve as an overview of the current literature on OSNs, how students are using them and how institutions of higher education, specifically student services, are using them to connect with their students. In addition, we will discuss our successes and challenges of using Facebook and hope to hear from you as well on this and other OSNs. Finally, we plan on creating a group on Facebook that will allow participants to share ideas through an ongoing discussion.

Yellowstone Room
C13. Title: Utah Valley University's Personalized, Seamless, Intentional Advising
Presenter(s): Marty Webster, Utah Valley University
\* NBCC credit

Abstract:
Academic advisors at Utah Valley University (UVU) have a high student-to-advisor ratio. Yet, UVU want their academic advisors to establish strong, interpersonal relationships with each of their advisees. UVU decided to try the personalized, seamless, intentional advising model on first-year students. How well is this advising model working? This workshop will attempt to answer this question. The workshop will first give a review of the personalized, seamless, intentional advising model UVU adopted. Next, major concerns UVU had such as the advisor-to-student ratio, student retention, and reduc-
ing or streamlining duplication of student services will be addressed. Lastly, information gleaned from the first semester of utilizing the personalized, seamless advising model will be presented at the workshop.

**Sheridan Room**

C14. **Title:** "Energizing the Laid-Off Bunny"---Techniques to Help the Unemployed find Hope Through Education and Retraining

*Presenter(s): Barbara Silva and Cindy Brennan, Central New Mexico Community College

Abstract:
Advisors are seeing more individuals affected by the downturn of the economy exhibiting various psychological stages of loss. Some are uncomfortable dealing with these emotional situations. The objective of this presentation is to present, in a fun setting, ways to instill trust and confidence in the applicant so that career exploration will be effective. The right words to use will be presented and new and future job trends will be discussed as well as how to develop a career educational plan.

**Big Horn Room**

C15. **Title:** Using Mindfulness to Energize and Enhance the Academic Advising Process

*Presenter(s): Kristin Douglas, Laramie County Community College

Abstract:
Mindfulness increases intentionality, clarity, balance, and a here-and-now presence. It can also help with developing deep listening and self-awareness skills. As we tune in to our own needs and care for ourselves better, we can in turn, improve and/or renew our ability to better care for and attend to the needs of others, including our advisors. This experiential presentation focuses on the benefits, application and integration of mindfulness meditation practices in the academic advising process... as well as in everyday life.

2:45 – 3:45pm Concurrent Sessions

**Teton Room**

C16. **Title:** The effects of undeciderness on career and academic decision making

*Presenter(s): John Batchelor and Rachel Davis, Aims Community College

Abstract:
The increasing development of articulation agreements and guaranteed transfer programs has led to increased curriculum specificity. While these developments aid student transfer, it puts greater pressure on students to decide on a program or major earlier or risk loss of credits. As advisors, what new practices can we devise, or new services can we develop to help students make better and timelier career and college major decisions?

Towards this end the presenter will review issues that arise from undeciderness and what programs and strategies are typically employed to aid undecided students. Then the presenters will facilitate a discussion that, given the expertise represented by the attending NACADA members, should develop some new strategies for helping undecided students.

**Wind River Room**

C17. **Title:** From Analog to Digital: the freshman orientation upgrade

*Presenter(s): Christi Hutchison, University of Wyoming

Abstract:
In June 2008 the advising process for the College of Education freshman orientation sessions at the University of Wyoming was significantly altered. The results of our modifications were very positive. Students began developing academic responsibility and understanding through the structured changes. Advising time was shortened while understanding of critical program information and the advising processes increased. A stressfully event was replaced by a much more relaxed and exploratory atmosphere. What changes were enacted to render these results? We altered our information and techniques to fit a technologically savvy student! Come and see the before and after freshman orientation advising processes and share your thoughts and experiences.

**Yellowstone Room**

C18. **Title:** Integrated Advising in Outreach Sites

*Presenter(s): Patty Pedersen, Carbon County Higher Education Center

Abstract:
Academic Advising is one of the services offered on the main campus of all site-based colleges and universities. Other departments are admission, enrollment, financial aid, student development, counseling, ADA accommodations, and tutoring. The student visits each department depending upon the concern. In an outreach site, students receive the same services administered by one or two people. Integrated Advising combines these services, which allows the student to make the connection between academics, career, and life goals. Integrated Advisors learn in-depth information about all the departments to serve the students in their outreach site. This session will inform advisors, administrators, and outreach directors of the advantages of integrated advising in outreach sites of site-based institutions and will provide the model developed by Carbon County Higher Education Center for others to consider.

**Sheridan Room**

C19. **Title:** Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs

*Presenter(s): Leigh Cunningham, NACADA Kansas State University, Celeste Pardee, University of Arizona

Abstract:
There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. While NACADA publishes books, video-dvd-cds, and brochures, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

**Big Horn Room**

C20. **Title:** Advising Redesign: One University’s Efforts to Evaluate and Restructure its Advising Program

*Presenter(s): Barbekka Hurt, Rocky Vista University and Beverly Schulke, Shenandoah University

Abstract:
Shenandoah University engaged a 15 person task force charged with evaluating and re-structuring their undergraduate advising model to better serve the needs of both students and faculty. Our advising model was historically faculty-student centered. Feedback received from students by professional retention consultants and an anonymous task force survey revealed student dissatisfaction with advising
related to career relevance, misinformation resulting in delayed
graduation timelines, and perceived disinterest by faculty with respect
to advising. Faculty feedback on advising practices based on an
anonymous task force survey revealed dissatisfaction with advisor
training, advisor support, and recognition of advising in credit-hour
load calculations and promotion portfolios. The task force report ad-
dressed these concerns and made recommendations for improve-
ments to be implemented over a 5 year time frame.

Grand Ballroom C
3:45 – 4:15pm Informal Networking opportunity with sweet & salty
snack break sponsored by: Carbon County Higher Education Center

4:15 – 5:00pm State Meetings

Teton Room – Colorado/Wyoming
Wind River Room - Arizona
Sheridan Room - Utah
Big Horn Room – New Mexico

5:15 – 6:00pm

Teton Room
Title: NACADA Update & Feedback session
Presenters: NACADA Board Member – Celeste Pardee, NACADA
Executive Office – Leigh Cunningham and Region 10 Chairperson –
Dawn Feittig

Abstract:
This informal roundtable discussion is to provide a forum to visit
with NACADA Leaders and members of the Executive Office staff
regarding the Association’s many initiatives and programs and to give
participants an opportunity to provide feedback and ask questions.

6:00 – 8:00pm Dinner on your own or
Themed Dinners – sign up at the Conference Registration counter

Thursday, April 30

8:00am – 12:00 noon – Conference Registration and Information Counter open

Grand Ballroom C
8:00 – 9:00am Breakfast with
Keynote Speaker: Dr. Jim Cook

9:00 – 10:00am Concurrent Sessions

Wind River Room
C21. Title: Energizing At-Risk Students: Integrating Career and Self Exploration with Academic Advising
Presenter(s): Tami Breske, Tonya Gerharter, Kristen Rigoni, and Sande Yentles, University of Wyoming

Abstract:
Tired of saying the same old thing to academically at-risk students?
Questioning how effective some previously used techniques are in
helping students to make truly significant changes in their approach to
academic work? This session offers a fresh perspective on energizing
your at-risk students and motivating them toward academic success.

We will review a new program we are piloting this spring utilizing self-
exploration tools in working with reinstated students. The goal of the
program is to empower reinstated students to expand their self-
knowledge by identifying their own strengths, personality preferences
and values in order to achieve greater success both academically and
personally. This interactive session will review and demonstrate some
of the tools we are using.

Yellowstone Room
C22. Title: Do You Need to Energize Your MO?
Presenter(s): Jeff Schweinfest and Janet Postma, University of Colorado Denver

Abstract:
While prevailing advising theories inform our approaches to our stu-
dents, being aware of our own philosophical outlook and psycho-social
preconceptions is crucial in advising students. How do we advise stu-
dents with complex issues/dilemmas when our own systems of values
and ethics conflict with/contradict institutional rules and policies? How
do we establish boundaries and assume responsibilities as we balance
the needs of the student/institution, while not losing our human-
ity? Drawing on theories of student development (e.g., Chickering),
nationalism (e.g., Stipe, Muller, Kinzie, & Simmons, 1998),
critical pedagogy (Freire), NACADA’s core values, CAS Standards,
and other principles guiding academic advisors’ conduct, this work-
shop will explore our own MOs and how they affect our academic
advising. Participants will be expected to bring specific case studies or
scenarios for discussion.

Sheridan Room
C23. Title: Advising Non-Traditional Students at Branch -Campus Sites
Presenter(s): Leann Newman, University of Arizona South

Abstract:
University of Arizona Extension programs have been in existence for a
long time. Services originally consisted of agricultural programs and
recreation. Today, the University of Arizona offers a wide vari-
ety of off-campus programs. The largest of these is the branch cam-
pus, UA South. UA South began offering courses in Sierra Vista. We
now offer programs in Cochise, Pinal and Pima Counties. Non-
traditional students (average age, 32) come to the university setting
with a wide variety of experiences; their needs and goals are often
different from traditionally-aged students. The advising for these students must reflect this reality. Some of the
strategies in advising non-traditional students are obvious; others are
more subtle. This presentation will highlight the most advantageous
techniques for advising non-traditional students enrolled in off-campus programs.

Big Horn Room
C24. Title: Swirlers & Hoppers: Communicating critical information to transfer students
Presenter(s): Christi Hutchison, Todd Krieger, University of Wyoming
Abstract:
A round topic discussion for all institutions to discuss ideas on how to best share specific critical program information with other advisors and especially with students regarding transfer processes. What types of handouts are used? What information is critical for students to have and what additional information is beneficial? What are ideas on advising students who continually “swirl” between institutions and “hop” from one to another to another when “course shopping”? Come and share your ideas, experiences and get some tactics to take home!

10:15 – 11:15am Concurrent Sessions

Wind River Room
C25. Title: Have You Twittered?  
Presenter(s): Aubrey Burkland, University of Arizona

Abstract:
Do you ever feel lost in the sea of new technology and terms you hear students and other staff and faculty using? What is Twitter? How do I Skype? New technologies are coming on board so often it can be difficult to keep up with all of the new terms. Some of these new technologies are being used by students and institutions alike to help students feel connected to their homes away from home at college. Tinto (1993) declares that students are more likely to persist in college and graduate when they feel a sense of connectedness with their institution. This presentation will introduce and explore some of these new technologies that are being used communicate with and connect students with their colleges. Technologies introduced include Twitter, Skype, Elluminate and GoogleDocs.

Yellowstone Room
C26. Title: Bridging the Generation Gap  
Presenter(s): Jo Marie Painlin, University of Wyoming  
✓ NBCC credit

Abstract:
Energize your advising by gaining knowledge about generational differences. Age differences and various life experiences can affect relationships advisors have with students, parents, coworkers and supervisors. This session will provide information about the four main generations; Matures, Baby Boomers, Generation X and The Millennials. The session will also look at what has influenced the development of values, needs, beliefs and work styles of the different generations.

Sheridan Room
C27. Title: 2010 Region 10 Conference – Planning Meeting  
Presenter(s): Dawn Fettig, University of Colorado at Boulder

Abstract:
If you are interested in participating in the planning of next years’ Region 10 conference please attend this informal planning meeting. The next state in our clockwise rotation is Colorado. The 2010 conference will be somewhere in Colorado... come help us decide where and when. All NACADA members are welcome – you do not need to be from Colorado. We will discuss some of the duties of Planning Committee members and will begin to gather names of interested participants. Your input is greatly appreciated even if you do not wish to become a committee member at this time.

Big Horn Room
C28. Title: Integrating Study Abroad into Your Students Academic Plans: The Vital Role Academic Advisors Can and Should Play  
Presenter(s): Steven Luther, AustraLearn, AsiaLearn and EuroLearn

Grand Ballroom C
11:15am - 12:00 noon Conference wrap up with coffee, tea and treats, sponsored by: University of Wyoming Outreach School
A Special Thank You to these Sponsors for the Generous Support to the NACADA Region 10 Conference

BP AMOCO
P.O. Box 157
Wamsutter, WY 82301
307-328-3700

STOCKS SERVICES
Robert Stocks
PO Box 176, Baggs, WY 82321
Phone 307-383-7745

CL WELL SERVICE, INC.
P.O. BOX 518 
RAWLINS, WY 82301
Office Ph. 307-328-1903

UNIVERSITY OF WYOMING
OUTREACH SCHOOL

PMPC CIVIL ENGINEERS
Paul McCarthy
PO Box 370, Saratoga, WY 82331
Phone 307-326-8301
Fax 307-326-8302
pmpc@pmpc-eng.com E-mail
www.pmpc-eng.com Website

HIGH DESERT SERVICES
Phone: 307-333-6797
Toll Free: 866-333-0004
Fax: 307-333-6799
775 Howard St
PO Box 233
Baggs, WY 82321
Shawn Hall
Call: 307-333-6797

PEPSI
Pepsi Cola of Rawlins
Michael Fleet, Branch Manager
PO Box 818
109 5th Street Rawlins, WY 82301

Also a special thanks to the Colorado/Wyoming Academic Advising Association
Welcome Reception to be held in the Teton Room

All Meals and Breaks will be held in Grand Ballroom C

All Concurrent Sessions will be held in the following rooms: Teton, Yellowstone, Wind River, Sheridan and Big Horn.