Flourishing
In Tough Times

Implementing
An Advising "Stimulus Package"
On Your Campus
Welcome Reception Speaker

Pamela S. Shockley-Zalabak

Pamela S. Shockley-Zalabak serves as chancellor of the University of Colorado at Colorado Springs. A more than 28-year veteran of the University of Colorado, Shockley-Zalabak was named to the position of interim chancellor September 6, 2001 after serving more than three years as vice chancellor for student success on the campus. She was named chancellor May 13, 2002. Shockley-Zalabak began her CU career in 1976 as instructor of communication in the College of Letters, Arts and Sciences. She was promoted to assistant and associate professor and in 1992 was named professor of communication and director of CU-NET and Media Center. In 1994, she was named special assistant to the chancellor and assumed responsibilities of the university's Student Success Initiative including enrollment management and Project Excel, a nationally recognized student academic improvement effort.

Keynote Speaker

Dr. Anthony G. (Tony) Kinkel

Dr. Anthony G. (Tony) Kinkel was named President of Pikes Peak Community College on February 15, 2007. Prior to his arrival in Colorado, Dr. Kinkel served as Chancellor of the University of Arkansas Community College at Batesville (UACCB) in Batesville, Arkansas. He has also served as Executive Director of the Maryland Association of Community Colleges (MACC) and as a legislator for 15 years in the Minnesota State Legislature spending his entire career on the Education Committee and serving as both a State Representative and a State Senator. He also represented Minnesota on the Education Commission of the States.

Kinkel started his career in education as a high school social studies teacher and was named the Minnesota Farmer's Union Teacher of the year in 1986. Kinkel went on to teach Political Science at Brainerd Community College in Minnesota. Kinkel also served as Dean of General Education at Northwest Technical College in Minnesota and as the Executive Director of a North Carolina education board. Kinkel received his Bachelor's degree in Teaching Social Studies from the University of Minnesota-Duluth. While in college, Kinkel was active in student government and was elected to serve as a Student Representative to the University of Minnesota Board of Regents.

Dr. Kinkel did his Master's work at Bemidji State University and was awarded an Ed.D. in Higher Education Administration from the University of Minnesota, where he was a member of the Leadership Academy program. Kinkel's dissertation topic was on indicators of effectiveness of higher education governing boards.

Kinkel is active in the Colorado Springs community, serving on the boards of Goodwill Industries, The Urban League of the Pikes Peak Region, Inc. and the University of Colorado at Colorado Springs College of Education Advisory Board.

Welcome to Colorado Springs!

To all our Region 10 members and friends,

We would like welcome you all to Colorado! After a year of hard work and planning by the entire conference committee we finally get to enjoy this year's Region 10 Conference. We are excited to provide opportunities for professional development and a chance to share ideas with fellow colleagues. This year we are offering a variety of session topics, ranging from working with students in transition to building bridges for success in tough times.

Our theme this year is "Flourishing in Tough Times: Implementing an Advising Stimulus Package on Your Campus". This past year we have seen the direct impact of economic challenge on campuses, on our students and within our units. However, when presented with challenge there is always opportunity to grow and bring forth new ideas to encourage success. We hope that this conference will bring new resources and ideas to help your students and campuses thrive.

There are a few highlights about the conference to point out: Kathy Stockwell, a board member from Fox Valley Technical College and Bobbie Flaherty, Executive Director, from the NACADA Executive Office, are joining us. Be sure to say hello and thank them for attending. We have the privilege of hearing from Dr. Pamela Shockley-Zalabek and Dr. Tony Kinkel, our Keynote Speakers and we thank them for their words and time. Also, on Thursday evening there will be themed dinners at restaurants that will provide a chance to discuss advising interests with fellow members. There are also many beautiful sites to see in Colorado Springs and we hope you will have a chance to enjoy the community and resort.

If you have any questions or concerns during your time here, please don't hesitate to talk to one of us or go to any of the Planning Committee members—you'll know them by the colored ribbon on their name tags. We would like to thank you for coming and look forward to the next few days.

Cheers to a wonderful conference,

Kerric Munceff, Conference Co-chair
Tom Mahy, Conference Co-chair
Dawn Fettig, Region 10 Chair

Conference Schedule

Wednesday, 3 March 2010

noon to 7:00 pm: Check-in Desk Open
2:30-3:30 pm: Pre-conference Session 1
4:00-5:00 pm: Pre-conference Session 2
5:00-7:00 pm: Dinner on your own
7:00-8:30 pm: Centennial Ballroom
Welcome Reception, with remarks from University of Colorado at Colorado Springs Chancellor Pamela Shockley-Zalabek

Thursday, 4 March 2010

7:00 am-12:30 pm: Check-in Desk Open
7:00-8:00 am: Continental breakfast – Continuous Break 7:00-11:30 am with tables in Colorado Hall for breakfast networking
8:00-8:50 am: Concurrent Sessions 1
9:00-9:50 am: Concurrent Sessions 2
10:00-10:50 am: Concurrent Sessions 3
11:00-11:50 am: Concurrent Sessions 4

11:50 am-1:15 pm: Buffet Lunch in Mountain View Restaurant (Included)
1:15-2:05 pm: NACADA Welcome and Keynote Speaker, Pikes Peak Community College President Tony Kinkel
2:15-3:05 pm: Concurrent Sessions 5
3:15-4:05 pm: Concurrent Sessions 6
4:15-5:00 pm: State Meetings
5:00 pm: Dinner on your own; themed dinners will be organized, sign up at Check-in Desk

Friday, 5 March 2010

7:00-8:00 am: Continental breakfast – Continuous Break 7:00-11:30 am, with tables in Centennial Ballroom for breakfast networking
8:00-8:50 am: Concurrent Sessions 7
9:00-9:50 am: Concurrent Sessions 8
10:00-10:50 am: Concurrent Sessions 9
11:00-11:30 am: Centennial Ballroom – closing session with regional business meetings and prize drawings
2010 Region 10 Scholarship Winner
Joanne Theobald, Caspar College, Wyoming

2010 Region 10 Conference Planning Committee
Co-Chair Kerri Moencrieff, University of Colorado at Boulder
Co-Chair Tom Mabry, United States Air Force Academy
Anna Solano, Pikes Peak Community College
Chris Cavacos, Central New Mexico Community College
Frank Santagato, University of Arizona
Jan O'Dell, University of Wyoming

Region 10 Steering Committee
Region Chair
Arizona: Dawn Fettig, University of Colorado at Boulder
Patsa Furr, Northcentral University
Sabrina Matthes (resigned)
Colorado: Nancy West, Front Range Community College
Blaine Harding, Colorado State University – Fort Collins
New Mexico: Josie Gibson, University of New Mexico
Brian Johnson, New Mexico State University-Grants Community College
Utah: Patti Sanchez, Salt Lake Community College
Dawn Chase, Utah Valley University
Wyoming: Becky Asplund, Western Wyoming Community College
Jo Marie Painin, University of Wyoming

Region 10 Members Receiving National NACADA Awards
These individuals were recognized at the Annual Conference in San Antonio, October 2009
2009 - Individual Awards
Ruth Checketts Harrison
Utah State University, Logan, UT
Administrators' Institute Scholarship Winner
Kathy Bayn
Utah State University, Logan, UT
Outstanding Advising
Primary Role Category - Certificate of Merit
Susan Mueller
Arizona State University, Tempe, AZ
Outstanding Advising
Primary Role Category - Certificate of Merit
Dwight Radcliff
University of Arizona, Tucson, AZ
Outstanding Advising
Primary Role Category - Certificate of Merit
Brian W. Warnick
Utah State University, Logan, UT
Outstanding Advising
Faculty Category - Certificate of Merit
Kellie M. Richardson
Aims Community College, Greeley, CO
Outstanding New Advisor
Primary Role Category - Certificate of Merit
Victoria Trujillo
University of Utah, Salt Lake City, UT
Outstanding New Advisor
Primary Role Category - Certificate of Merit
Mia Kroeger
Arizona State University, Tempe, AZ
Outstanding New Advisor
Primary Role Category - Winner
Teresa Pratt
University of Utah, Salt Lake City, UT
Outstanding Institutional Advising Program Winner
Clint Moser
Utah Valley University, Orem, UT
Outstanding Institutional Advising Program Certificate of Merit

2010 Region 10 Scholarship Winner
Joanne Theobald, Caspar College, Wyoming

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Frank Santagato, University of Arizona
Jan O'Dell, University of Wyoming

NOTE: All concurrent sessions are eligible for .75 Continuing Education Units for the National Board for Certified Counselors. 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.

Wednesday, March 3
Lower Lobby
Noon - 7:00 pm
Conference Registration and Information Counter Open
2:30 - 5:00 pm
Pre-conference Session I

White River II Room
W1: Title: NACADA Leadership Opportunities. Presenters: NACADA Board Members - Kathy Stockwell, NACADA Executive Office – Bobbie Fishery, and Region 10 Chairperson – Dawn Fettig

Abstract
Interested in learning how to become more involved in NACADA? In learning what the Leadership opportunities are? In learning what the volunteer opportunities are? In learning how the NACADA Emerging Leader program can help you grow? In learning how NACADA can benefit you professionally? If so, come to this important and interactive session to learn this and more from members of the NACADA Leadership

4:00 - 5:00 pm
Pre-conference Session II

White River II Room
4:00-5:00 pm
W2: Title: Introduction to NACADA (First-time Attendee Orientation)
Presenters: NACADA Board Members – Kathy Stockwell, NACADA Executive Office – Bobbie Fishery, and Region 10 Chairperson – Dawn Fettig

Abstract
On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this regional conference, attending our NACADA Orientation is REQUIRED! Come meet new members as well as members of the NACADA leadership and learn about the exciting association of which you are now a part.

Arkansas Room
Cl: Title: Advising in the Sophomore Year: A Special Case? Presenters: Julie Teitley, Janelle Dozar, Colorado College

Abstract
There is growing discussion in American higher education of the sophomore year experience. As the call for special programs or new approaches grows, institutions are also attempting to balance the many demands presented by numerous student populations. This presentation will examine the developmental experience of sophomore students and make a connection between these experiences and the advising as learning model (Hemwall & Trachte, 2005). The presenters will provide insight into the sophomore year using results from a quantitative study of sophomores. The results will be connected to theoretical perspectives of the sophomore student. Participants and presenters will work together to develop possible learning outcomes for academic advising in the sophomore year, with the final goal of identifying best practices for advising second-year students.

Platte Room
Cl: Title: The Changing Face of Non-Traditional Students
Presenters: Deborah Reese, Utah State University

Abstract
With the economic downturn, the number of non-traditional students returning to campus has increased. The needs of
this population have also changed and it is essential to their
success that we provide them appropriate resources and
opportunities. The three populations that have experienced
substantial growth include: younger multicultural students,
especially from the Hispanic community; older returning
students who have found that their job is not secure; and
single parents who have found themselves alone to support
their families. The REAPS program (Re-Entry Agges Provi-
ding Support) has been developed with the goal to extend to
non-traditional students opportunities and resources such as
monthly group activities, a non-traditional student week and
a mentoring program.

Rio Grande Room
c. Title: Analogies, Anecdotes, Metaphors, and
Stories: Innovative Strategies to Reach the Heart of
the Student
Presenter: Noelia Porter, Brigham Young University

Abstract: Storytelling is the oldest form of education. It is the ve-

cicle through which cultural beliefs, traditions, and history

are passed down to future generations. Stories capture the
imagination, engage the emotions, and open our minds; they
help us interpret things as important or irrelevant, safe or
dangerous, good or bad. This presentation will explore the
value of using stories in education, demonstrate why they
facilitate teaching, and if advising is teaching, we will dis-
cover how we can effectively use them in our professions.
Join me in learning how to reach the hearts of our students
through the simple and innovative way of using stories in
advising.

Gunnison Room
c. Title: Wags to Riches - Collaborative Initiatives to
Maximize Nevada Advising Resources
Presenter: Lincoln Walz, Pikes Peak Community College

Abstract: Feeling “Ruffled” up over advising on your campus? Wish
your colleagues would wag more and bark less? Come Sit
Stay - as we share Pikes Peak Community College’s updated
advising model designed to support a dramatic increase in
enrollment. Everyone in higher education has encountered
the peaks and valleys in developing institution-wide part-
nerships; this interactive presentation explores the collab-
orative advising model currently implemented by PPCC and
how the institution is overcoming the challenges involved in
developing this relationship-based program. This innovative
design is used to ensure consistency, quality, and timeliness
of advising services for all students in this era of fast-paced
growth.

Platte Room
c. Title: Under Friendly Fire: Is Your Campus Ready
for a Growing Veteran Population?
Presenter: Kristina Speth, University of Colorado, Boulder

Abstract: Thanks to the recent passage of the Post-9/11 Veterans Edu-
cational Assistance Act (the new GI Bill), up to 2 million vet-
erans may be eligible to pursue post-secondary education in the
coming years. Combat experiences give these students a unique
identity and present unique challenges, particularly for those veterans with ‘hidden’
disabilities such as traumatic
brain injury, depression, and posttraumatic stress disorder.
This presentation will survey existing research on veteran
needs as they reintegrate back into society and academic
institutions. Participants in this session will learn more about
assisting with the transition of veterans from combat to
higher education, using both local campus and external re-
sources. Time will be reserved for open discussion of advisor
experiences with veteran students and suggested strategies
for supporting this population on campus.

Rio Grande Room
c. Title: Apathy’s Antidote: Using Mindfulness to
Encourage Self-Direction in Advising
Presenter: Erin Grimes, Christine Renfro, Laramie County
Community College

Abstract: We’ve all experienced advisors whom we could tell were
not quite with us...the blank stare, the hurry-up-and-get-it-over-with, the parents who ask all the questions. How do we
focus advising sessions to catch these students’ attention
and how can we encourage students to get in touch with
touch with their gut reactions? Encouraging the student to be
“mindful” during the advising process can make the time
more meaningful for both student and advisor. As advisors,
it’s our job to foster conditions that make mindfulness possi-
ble — slowing down, decreasing anxiety, clarifying misper-
ceptions, and using tactful immediacy to address students’
reactions. This session will review the tenets of mindfulness,
help advisors clarify mindfulness for themselves, and pro-
vide techniques for inspiring mindfulness in advisors.

Gunnison Room
c. Title: Cultivating Effective Advising in
Tough Times
Presenter: Pam Chambers, Ted Taylor; Sam Lavato, Colorado
State University, Pueblo

Abstract: How can advisors (both professional and faculty) stay up-
to-date on policies and practices? How do you create a
training program that incorporates both for yearly instruction and everyday questions that arise? CSU-Pueblo’s Academic Advising Council will discuss its three-tiered
approach to training including annual instruction for both inde-
service and pre-service advisors, mentoring, and a system for communicating advising updates throughout the
year. Find out how this approach has improved advising awareness across campus and assisted faculty and profes-
sional advisors.

White River II Room
c. Title: Reaching and Retaining ELITE Students
Presenter: Laura Ulrich, University of Arizona

Abstract: Advising energy and resources are often focused on Hon-
or students at the top and at-risk students at the bottom of
the grading scales. But students who do not meet either criterion are often overlooked. Services and opportunities
are rarely intentionally targeted to populations of high-
achieving students who fall into the “second tier.” In 2007,
The Eller College of Management created the ELITE (Eller
Leadership & Integrity Training for Excellence) program to
foster academic achievement and professional develop-
ment within this select group of students. This presentation
will examine how we recruit, retain, and encourage high-
achieving students through the ELITE program. We will also
discuss how other colleges can adapt this approach to aid similar students on their home campuses to reach their full
potential.

Arkansas Room
c. Title: How to Get Students “in the Mood”
...for Advising
Presenter: Clare Clifford, California State University, Chico

Abstract: Considering the current economic climate on college cam-
puses across the country, students need more assurance
than ever before. By remaining calm, positive, and focused,
students learn through example to mirror these behaviors.
Students learn to build trust and have faith they can suc-
ced despite their challenging circumstances. As the office
administrative coordinator, I am the first point of contact
with students seeking the services of the Business Advising
Office at CSU, Chico. As the first person students encoun-
ter entering our office, my responsibility is to set a positive
culture, reassure students’ fears and help uncover their real
needs. This presentation will provide examples of easy-to-
implement strategies for setting the proper office tone,
putting students at ease, and helping them feel comfortable
no matter their circumstances.

10:00 – 10:50 am
Concurrent Sessions 3

Arkansas Room
c. Title: Emerging Adulthood – Do We Know
Who Our Students Are?
Presenter: Kalea Allen, California State University, Chico

Abstract: Who are the students we serve? Do we know what their
developmental needs are? We’ve heard of the Millennial
Generation, but have we heard of “Emerging adulthood”?
Newer trends we see in students ages 18-25 aren’t just
generational, but also developmental. Come learn about
the new developmental stage our society has created and
how the traditional college student age group is now be-
ing described. Results from a study done on the California
State University, Chico campus shows that Student Services
Personnel don’t know their students as well as they might
think they do. You too, might learn how well you do or
not know the current students on your campus.
Platte Room
C12. Title: Incarcerated Individuals: The Road To College
Presenters: James Bullington, Walter Roybal, Adams State College

Abstract: The obstacles the vast majority of the 2.3 million people currently incarcerated in the nation's prisons or jails face upon release from prison are staggering. If given the chance to attend college, most of these individuals would take it. However, the reality is simple: fundamental knowledge of the collegiate process and life is severely lacking upon post-release. Therefore, making sure these individuals receive the best advice and navigation from collegiate institutions is paramount to their societal success. Further, identifying and understanding the social, political, economic, and legal barriers one faces is of great importance for all advisors. This session will cover the road from prison to college, the identification of structural barriers and the best ways to help these individuals succeed in college.

Rio Grande Room
C13. Title: From the Ground Up: Building Advisor-Inspired Training
Presenter: Erin Donohue-Rankin, Tara Iete, Kristine Campbell;
Dawn Chase, McKenna Rees; Alexo Powell, Utah Valley University

Abstract: A group of academic advisors within UVU's College of Humanities, Arts and Social Sciences started meeting on a regular basis to share ideas and ask questions of each other. What began as a way to address individual concerns has grown into a robust, collaborative committee focused on best advising practices, creative problem-solving, and assessment. The first thing we needed was a way to talk about what we do, how we do it, and how to train for it. So we built it. Come learn how we turned a simple lunch meeting into a structured professional team creating changes across University-wide.

Gunnison Room
C14. Title: When Budgets Get Cut: Keeping the Focus on Students
Presenter: Annie Kelly, University of Colorado, Boulder

Abstract: With budget cuts affecting schools across the region, many advisors are seeing increasing student caseloads. What tips can advisors from private schools, four-year public schools, technical and community colleges share with each other? We will discuss specific strategies that advisors at different types of schools use to manage large caseloads that are geared toward efficient and effective use of time. By identifying the types of assistance our students need we will be able to focus our conversation on the ways in which advisors can meet the needs of our students. This roundtable discussion will create a space for collaborative dialog about techniques we can all use to keep our focus on student success.

Platte Room
C17. Title: Better Than A Bailout: Helping Adult Students Complete Their Degrees
Presenters: Kathryn Tisdale, Suzanne Closson, University of Colorado, Boulder

Abstract: In 2009, the Division of Continuing Education at CU Boulder implemented a pilot program, CU Complete, to assist "ready adults" in completing bachelor's degrees. Offering a "concierge" service, the advisors assist students in returning to and completing their degrees both at CU Boulder and other schools. An additional goal of CU Complete is to learn about specific barriers that preclude ready adults from degree completion. This interactive presentation will focus on the barriers and needs of "stop-out" students. What keeps them from completing their degree? What roles do advisors play in supporting this population? We will share our findings on similar initiatives, funding options, best practices regarding information gathering and assessment; providing advisors with resources for working with this underserved population.

White River II Room
C28. Title: Assessment and Advising: Where Do I Start?
Presenter: Amy Lacy, California State University, Chico

Abstract: So it's time to start measuring "how good you are doing," but where do you even begin? Build the bridge from the services you provide to the success of your students by creating an assessment plan. Participants will learn step-by-step the process I underwent for designing an assessment plan including creating a values statement, goals, learning outcomes, assessment indicators, and assessing tools to measure assembly outcomes. Additionally I will discuss ways I have used my assessment results to justify additional staffing and funding needs of the office. Believe it or not, assessment can be fun and rewarding!

Arkansas Room
C16. Title: Advising S.O.S. to the Rescue! Increasing Student Self Service
Presenter: Ashley Gates, Keyo Young, Arizona State University

Abstract: Looking for ways to help students find answers on their own? Advising S.O.S. is a self-service system allowing students to find personalized answers to advising questions and submit requests that do not require an in-office visit. This lecture system modules will be demonstrated to show how Advising S.O.S. meets the individualized needs of students and utilizes advisors more effectively. The potential learning outcomes include understanding the process for planning, designing, testing, and implementing a new system; how an online system may complement other advising resources or models; how S.O.S. improves case management, documentation, and efficiency, allowing advisors to spend their time most effectively with students in need; how we continue to improve effectiveness post-launch.
Arkansas Room
C21. Title: Mediation: Communicative Upturn In Times of Economic Downturn
Presenters: Denise Larson, Megan Perkins; Kristin Spoeth, University of Colorado, Boulder

Abstract
Increased tuition, class size and caseload; parent concern for employability and timely graduation; seniors bracing for a challenging job market. These real-life concerns increase the stress of common workplace exchanges, such as those daily occurring in the academic advisor’s office. This session will present and practice strategies employed by mediators that are useful to advisors as we seek to empower all parties in conflict or in confusion. Facilitative and transformative, mediation considers a crisis in communication an opportunity for insight and previously unimaginable resolution. Understanding and agreement occur as natural outcomes of this collaborative technology. Join us as we learn and practice a fresh strategy on familiar situations.

Platte Room
C22. Title: Advising Our Veteran Students
Presenters: Steve Johnson, Michelle Bugdan; Eri Bentley, Utah State University

Abstract
The new GI Bill has provided increased educational benefits for veterans. With this increase, campuses are reporting a substantial rise in the number of student veterans. It is imperative that faculty, advisors and support staff understand the unique challenges and benefits of this student population. Veterans are knowledgeable, dedicated and committed to completing their educational and career goals. However, some veterans may experience the residual effects of combat that often impact their academic success. In addition, navigating the myriad of applying and receiving benefits may prove to be overwhelming for some veterans. Advisors are usually the first to interact with veterans. Familiarity with the broad range of challenges military students may face and developing the tools necessary to assist them may be the difference between a positive or negative college experience.

Rico Grande Room
C23. Title: Difficult Conversations: Turning Tough Times into Teachable Moments
Presenters: Tonnell Lundell, Lucinda Conde-Tain Bond; Stephanie Allen, Metropolitan State College of Denver

Abstract
Unfortunately not all conversations with a student can be about their hopes and dreams. Sometimes academic advisors have to address the roadblocks and detours to reaching goals instead. They often have to deliver bad news to students in the form of required remediation, closed classes, and ummet requirements. This presentation will address how these difficult conversations can become “teachable moments” rather than monologues about policies and procedures. Based on a review of current literature and the presenters’ own experiences, participants will learn strategies to send clear and caring messages while taking in account the student’s point of view. Utilizing common scenarios, participants will be given the opportunity to role play potentially difficult conversations. This workshop session is designed to be interactive by offering opportunities for demonstration, discussion, reflection, and practice.

Gunnison Room
C24. Title: A Collaborative, Cross-Campus Effort to Improve Student-Athlete Academic Advising
Presenter: Tessa Nichols, California State University, Chico

Abstract
Student-athletes are a special student population with unique advising needs. Regardless of our personal view on the role of athletics in higher education, Academic Advisors must acknowledge that student-athletes have strict constraints to their daily schedules, often intensive travel schedules during the academic term, and are held to rigid athletic and academic eligibility standards by the NCAA. While some larger Division I universities offer extensive academic support services to their student-athletes, most institutions constantly struggle to foster the cross-campus collaboration necessary to best serve the academic needs of student-athletes. This presentation presents a case study of a mid-size Division II institution and the efforts of the Business Advising Office to initiate and implement a cohesive, cross-campus effort to ensure student-athletes are receiving consistent, high-quality academic advising.

White River II Room
C25. Title: What To Do When Medical School Is Not A Realistic Option: Helping Students Flourish In Tough Times
Presenter: David Kaser, Brigham Young University

Abstract
There are many, many students who enter college with the intent of becoming a doctor. However, many of those same students will not be accepted to medical school. The purpose of this presentation is to provide information regarding the highly competitive medical school admission process. The presentation has the following learning objectives: Present information regarding medical/health professions school applications, paying particular attention to those advisors who may be less familiar with these processes. Present information to advisors to best prepare students for these competitive processes. Present information to facilitate advisors counseling with students as to what other options they may have as an alternative to medical school.

3:15 - 4:05 pm
Concurrent Sessions 6

Arkansas
C24. Title: Distance Advising for Students and Advisors
Presenters: Joshua Larson, Jason Barkheimer, University of Utah

Abstract
A growing number of students are taking classes remotely. This, in turn, means a growing number of students are not on our campuses for advising appointments. These two facts present many hurdles for students and advisors. Primarily: "What information needs to be included when advising these students and how do I conduct an advising appointment for students who cannot come to my office?" Conversely, can or should an advisor conduct an advising appointment remotely, from their home, for instance? This presentation will discuss the ethics of advising from a distance for both student and advisor, explore best practices, outline possibilities and technologies, and provide a template for advisors to begin the exploration of this service. To put this all into practice, this presentation will use two presenters: one who will participate remotely.

Platte Room
C27. Title: Learning the Language of College Advising on the Vocabulary of Higher Education
Presenters: Maryann Sattari, Karen Jaramillo, Red Rocks Community College

Abstract
Have you ever wondered how many students never enter college because they fail to ask the "right questions"? The primary goal of this workshop is to equip participants with the conceptual tools and skills they need to become college advisors who are dreaming of college, but uncertain of the process and unclear on how to navigate cultural language barriers in higher education. We will address the issue of retention, and provide effective and measurable intervention strategies to meet the needs of students struggling through this critical transition period.

Rico Grande Room
C28. Title: When Students Disclose Gender Violence: Our Role as Advisors
Presenter: Kari Manseff, University of Colorado, Boulder

Abstract
Uncovered students face many challenges in the pursuit of choosing an academic major which, in such uncertain economic times, makes the process all the more important and exigent. As academic advisors, we need to reflect on current practices to assist uncovered students reach a decision and realize that those practices need to be reimagined to integrate new and emerging theories beyond the developmental...
advising approach. After grounding the program in the most common theories and methods of providing advising services to undecided students, we will transition to new and emerging theories. We will focus on chaos theory and how it relates to an academic advising environment when advising undecided students. Examples will be shared to show how advisors can utilize chaos theory to assist students through choosing a major.

4:15 – 5:00 pm
State Organization Meetings
Arkansas Room
Colorado & Wyoming
Platte Room
Utah
Rio Grande Room
Arizona
Gunnison Room
New Mexico

5:00 pm
Dinner on your own; themed dinners will be organized. Please sign up at Check-in Desk.

Friday, March 5

7:00 – 8:00 am
Continental breakfast - Continuous Break 7:00-11:30 am, with tables in Centennial Ballroom for breakfast networking.

8:00 – 8:50 am
Concurrent Sessions 7

Arkansas Room
C31. Title: 2011 Region 10 and Annual 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 or Annual conferences please attend this informal planning meeting. The next state in our clockwise rotation is New Mexico. The 2011 conference will be somewhere in New Mexico... come help us decide where and when. All NACADA members are welcome – you do not need to be from New Mexico. The 2011 Annual Conference will be held in Denver. 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.

Platte Room
C32. Title: Moving Beyond Organizational Theory to Actual Organization!
Presenter: Stephanie Harrington, University of Colorado, Denver

Abstract
Many advisors are familiar with the different models or organizational structures used in advising (Split, Supplementary, etc.) but how is this related to organizing an advisor’s actual work day? Do you wonder if you are using your staff resources efficiently? How can you organize an advisor’s day to increase availability while allowing time for paperwork, professional development, etc? When is it better to work with students in a group or individual setting? Would it be better to have scheduled appointments or stop-in times available for students? This session will address different ideas for maximizing your resources. The presenter, with experience from a variety of institutions, will discuss assignment of advisors, scheduled appointments vs. walk-in, use of teaching faculty to help meet demand and more.

Rio Grande Room
C33. Title: Advising Polygamists: Challenging our Cultural Competence
Presenter: Carolyn Hamblik, Mojave Community College, Arizona

Abstract
Most of us have developed a style of advising that respects cultures that differ from our own; we don’t try to impose our cultural mores on our advisees. But what happens when we see television reports of a strange polygamist sect where a man is sentenced to jail for having a child with his spiritual wife when she was just 16 years old? We hear reports of child abuse, rigid control over the lives of women, boys being evicted from their homes as teenagers, and we wonder what to believe. Or, we believe it all. How do we then react if dozens of women in “prairie dresses” walk through our door for advising? This session is a case study of one campus where that situation has occurred.

Gunnison Room
C34. Title: Give Em’ Credit
Presenter: Joshua Larson, University of Utah

Abstract
Peer advisors provide our office with an indispensable advising resource and our peers with a highly rewarding experience. Peers are not only a terrific source of support but are invaluable in helping our office stay in touch with student issues and evaluating the effectiveness of advising. In order to provide a valuable experience for peer advisors and to keep them well-trained, peers are required to enrol in Peer Advising as a Class. It is a given syllabus, are graded, work in the office, attend meetings, create and complete projects, conduct research, and much more. Contrary to popular misconception, we have no issues with recruitment, professionalism, time commitment, reliability, or longevity. Learn how we conduct our peer advising.

9:00 – 9:50 am
Concurrent Sessions 8

Arkansas Room
C35. Title: Reaching Students Where They Live: Developing and Improving Living-Learning Communities
Presenter: Laura Ulrich, University of Arizona

Abstract
Living-Learning Communities offer students the opportunity to live in a residence hall community with others who share similar personal and academic interests. By partnering with Residence Life, Advisors can offer unique programming and advising services to these students, often in the comfort of the students’ own “home.” Drawing upon years of experience in both Residence Life and Academic Advising, this presentation will provide participants with recommendations for building a lasting partnership with the campus housing department staff which will provide a solid foundation for a successful Living-Learning Community where students can grow, network, and achieve. This presentation will offer tips and suggestions for designing, building, and maintaining a Living-Learning Community that promises to provide a valuable experience for students.

Gunnison Room
C36. Title: Transitioning from Faculty Advisors to an Advising Center Model for Undeclared Students: A Progress Report
Presenter: Hal Taylor, Tom Mabry, United States Air Force Academy

Abstract
Our current academic advising program relies solely on faculty for all advising, both for undeclared and declared students. We noticed problems in recent years related to the quality of advising for our undeclared students. There were a number of contributing factors: a complex curriculum, increasing student diversity, more program opportunities available to students, and higher turnover among our military faculty. We’re addressing these problems by creating an Academic Advising Center, staffed by professional advisors, to mentor and advise undeclared students. Additionally, we’ve taken steps to integrate advising into other student academic support services. This presentation will address our decision process, our roadmap forward, and the benefits we expect to see from this new approach.

C37. Title: What Do Advisors Do? Advising Accountability For Tough Times
Presenter: Cynthia Barnes, Rene DeAndo, Ronan Walter, Regis University

Abstract
Times In this presentation, a trio of advisors will present the results of an action research effort conducted by the Quantitative Advising Task Force. In these tight economic times, advisors were asked the question many of us know all too well—“Just what is that advisors do?” This session will outline how advisors at one institution answered this question and, ultimately, put together a presentation for upper-level administration. Come join this session and get some ideas about how you might assess the important work that advisors do at your institution.

Rio Grande Room
C38. Title: Advising Syllabus: An Advising Stimulus Package
Presenter: Stephanie Hamblik, Ruth Harrison, Utah State University

Abstract
Presenters will demonstrate how development of the syllabus provided an advising protocol that empowers students to take ownership of their educational goals and experiences. We will share the resources (financial, physical, time, etc.) that were required to develop and implement the syllabus. The process used for create the syllabus will be illustrated. Each presenter will illuminate the usefulness of the syllabus in their very distinct and different advising centers. We will layout the benefits to a financially tight as well as a financially fluid advising center. The presenters will also share the impact on students and the advising structure within their units. The presentation will be concluded with discussion, question and answer.
10:00 – 10:50 am
Concurrent Sessions 9

Arkansas Room
Presenter: Amy Lance, California State University, Chico

Abstract
Academic Advising is seen as a critical component of college campuses (Martin, 2004). The profession itself has been linked to student satisfaction, student persistence and retention (Tuttle, 2000). To boot, effective advisor training is identified as one of the most important needs in the profession (McClaran, 2007). It seems that the Advising Administrator would be the crux to measure the success of both the unit and the individual. However, there is a lack of research associated with the Advising Administrator, leaving them to define and navigate their role and responsibilities alone. This presentation will identify who Advising Administrators are and what their roles and responsibilities include in an effort to create a network of support and guidance from some of their own.

Platte Room
C41. Title: When Times Are Tough, What Happens to Notions of Fairness?
Presenters: Ned Mukovich, Peter Freitag, Shelly Bacon, University of Colorado, Boulder

Abstract
From workload among advisors to providing access to advisors, from opportunities for career advancement to giving underrepresented student groups a voice, from getting excited about developing innovative programs to having time to help that student who just needs a little extra time with a caring adult: truly tough times raise questions of fairness and priorities in ways that don’t come up as much when we’re not as worried about our budgets, staffing levels, and jobs. This session explores what happens to notions of fairness in tough times in the specific context of advising programs. Although it is often a painful exercise, the choices we make often clarify our values by helping us decide, when push comes to shove, what stays and what goes.

Rio Grande Room
C42. Title: Stimulating Probation Students’ Learning Pattern Awareness When Times Get Tough
Presenters: Cynthia Raminussen, Kimberly Keck, Arizona State University

Abstract
Do you struggle with the challenge of assisting students on probation? Are you having trouble getting these students to take personal responsibility when you are asked to do more with less? This session will help you wish ideas for ‘stimulating’ your students’ learning pattern awareness to assist with identifying strategies for student success. We will use case studies to demonstrate the practices we have used over the past 2 years with University College probation students. University College is home to our exploratory students at Arizona State University. This technique helps students understand what they need to do to improve as learners. Participants will also engage in discussion on how these initiatives could be implemented to fit the needs of their particular institution.

Gunnison Room
C43. Title: Peer Advisor To Academic Advisor: The Translational Issues You Will Face
Presenter: Janet Irwin, California State University, Chico

Abstract
Research has shown that Academic Advisors have a strong impact on how successfully students transition from high school to college life. What happens when the advisor is experiencing a life transition as well? How can you, the new Advising Professional, embrace your transition and overcome the role conflict of a recent graduate? Lastly, how can you as a new professional differentiate yourself and build professional relationships with your fellow colleagues and students? Today we will hear from the Newest Full Time Academic Advisor at CSU, Chico Business Undergraduate Advising, to learn how she successfully transitioned from a College of Business graduate and peer advisor to a full time professional advisor.

11:00 – 11:30 am
Centennial Room
Closing session with regional business meeting and prize drawings.