Advise Under the Stars

NACADA Region 10 Conference
Tucson, Arizona
Marriott University Park Hotel
May 13-15, 2013

Arizona-Colorado-New Mexico-Utah-Wyoming
Save the Date!

NACADA's 37th Annual Conference
October 6-9, 2013
Salt Palace Convention Center
Salt Lake City, UT

Success Elevated: Greatest Advising on Earth

Sponsored by: NACADA
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Hosted by: NACADA Region 10
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and Many Others!!!

Program Cover Design: Downi Griner Burton
NACADA Region 10 Conference—Schedule of Events

Monday, May 13, 2013

Pre-Conference Sessions, 2-4 PM

Addressing and Supporting the Needs of Our Student Veterans
Carmin Chan, The University of Arizona
Richard Nicholls, The University of Arizona
Maralynn Bernstein, The University of Arizona

Madera

With the “perfect storm” of new G.I. bill legislation, shifting military demands overseas, and an economy that often demands higher education for career advancement, many campuses have seen the number of student veterans enrolling increase dramatically in recent years. Presenters will discuss student veteran campus culture, best practices for advising this student population (issues including military/transfer credits, non-traditional adult learners, mental health, and disability), and an overview of the relevant legislation/federal resources to support student veterans.

Advising Across the Generations:
Comparing and Experiencing the Expectations of Millennial Students to Those Who Have Come Before
Jennifer Coleman, Western New Mexico University
Tara Tucker, Western New Mexico University
Jessica Enriquez, Western New Mexico University
Wendi Oliveira, Western New Mexico University
Enid Sanchez, Western New Mexico University

Canyon A/B/C

This presentation includes two components. First, we will offer the audience some clear information about characteristics of students across the following generations, including the Silent generation, Baby-boomers, Generation X and the Millennials. There are some general trends between and among these generations, and understanding these can benefit advisors when relating to students. We will also summarize some of our ongoing research related to advising preferences of students across generations. Finally, we will engage the audience in experiential advising. Participants will engage in some advisor-student role playing related to generational issues. “Quick-tips” for working with students across the generations can be taken home by participants.

NACADA Orientation for First Time Attendees, 4-5 PM

Madera

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 a part.

NACADA Region 10 Mentoring Program, 5 PM—(by invitation only)

Joseph Davis, Arizona State University

Dinner, on your own or with a group of colleagues
Tuesday, May 14, 2013

Breakfast/Welcome and NACADA Highlights, 7:30-9 AM  
Sabino/Pima

Concurrent Sessions, 9-9:45 AM

A New Dawn for Professional Development:  
One College’s Response to the Need for Professional Development  
Madera

Joseph Davis, Arizona State University  
Tracey Hayes, Arizona State University  
Kelly Bailey, Arizona State University  
Patricia Strickland, Arizona State University

The life of an Advisor is one that is not only full of busy days, but also opportunity. For the creative academic advisor, professional development opportunities are abundant and exist in a variety of different formats. A little bit of clever thinking and determination can create something wonderful for your local advising community as well as yourself. This session aims to detail the professional development activities constructed by a committee at a large public institution. Come join us as we discuss the development of a master advising training program, advising symposium, and more opportunities that you can use to develop at your home institution.

Retention 101:  
Using Data to Identify Problems or to Validate Practices Leading to Retention and Completion  
Ventana

John Mortensen, Utah State University

This presentation will focus on a new student retention model being used at Utah State University. This model looks not only at retention and graduation, but also looks at other measures, such as academic standing and transfer behavior. Participants will be given ideas on what types of data can be easily and inexpensively collected and measured. Results can be used to support current practices and to possibly identify programs for which resources might be better used. Examples will be given of how data is being used to generate new ideas and policies that will help students be more successful.

Supporting Advising by Utilizing Student Ambassadors  
Canyon B

Sara Yerger, The University of Arizona

Student Ambassadors provide many benefits for students, advisors, units, and institutions. When developing and/or improving a student ambassador program for a particular unit, many factors need to be taken into consideration such as function, selection, size, student incentives, resources, management, and training to support advising. While developing a student ambassador program can be time-consuming and challenging, this presentation will provide tips for how to create and/or improve and fully utilize a student ambassador program based on the newly created student ambassador programs in one college and input gathered from student ambassador programs across campus at a large university.
Tuesday, May 14, 2013

Best Practices in Transfer Student Transition
Carlos Sotomayor, Pima Community College
Paul Miller, The University of Arizona

Transitioning to a university from a community college requires planning. STU 210 is a Pima Community College class that facilitates a smooth transition from a community college to a four-year institution. Upon successful completion of the course, students will have a personal strategy for transfer, demonstrate the use of community college/university transfer resources, locate and describe the function of other specific student support systems offered by the university, complete necessary application procedures and requests for other services (advising, financial aid, student health, housing, parking, and student disability resources) by appropriate deadlines. This session will impart valuable information on how Pima Community College and the University of Arizona work together to provide a successful step-by-step transition to a four-year institution.

Concurrent Sessions, 10-10:45 AM

Paperwork or Personality: Madera
What Really Matters to Students in the Distance Advising Relationship?
Jennifer Coleman, Western New Mexico University
Jessica Enriquez, Western New Mexico University
Tara Tucker, Western New Mexico University
Enid Sanchez, Western New Mexico University
Wendi Oliveira, Western New Mexico University

Distant students are growing in numbers, and advisors for these programs work to create effective ways to support them. But what really matters to students? What makes them feel a sense of connection and belonging? We are considering these exact questions. In one online program, more than 300 students are supported by one advisor and two graduate assistants. Faculty is expected to provide subject-area advising, but the student to faculty ratios impede satisfactory contact from students’ perspectives. We work to fill in these gaps using mass-emails and guiding documents. Students often seek individual attention, with many developing closeness with our staff. We assessed the preferences of students and will present quantitative and qualitative findings.

No More “No Time” Excuses: Ventana
You CAN Be the Greatest Advisor on Earth
Alan Beaudrie, The University of Arizona
Renée Schafer Horton, The University of Arizona

Advisors frequently tell students they need to work on time management, but maybe it’s high time we took our own advice! This highly interactive session will allow advisors to learn about techniques the presenters have used to spin straw into gold where time is concerned, and attendees will engage in individual assignments and group work to slay the Myth Monster of “no time.” It is expected that attendees will also share their own time-management tips for the benefit of the group. This session is for every advisor who has ever uttered the words, “I wish I could do XX, but I just don’t have the time.”
Tuesday, May 14, 2013

Advisors: Canyon A

Success is Written in the Stars—NACADA’s Emerging Leaders Program

Chrissy Renfro, Laramie County Community College

Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA’s membership. Since its inception, it has paired leaders with mentors, helping to shape NACADA’s mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved.

It Takes a Galaxy to Raise a Star: Canyon B

Uniting Faculty and Advisors to Retain Students

Andrew Edwards, Arizona State University
Jennifer Edwards, Arizona State University

Student retention increases when faculty and advisors work collaboratively to support students, but in some departments communication between these two groups is sporadic and inconsistent. This presentation will examine multiple methods used in two differently sized advising offices to break down this barrier. The methods cover both inside and outside the classroom efforts and span from high tech communication to old school face-to-face meetings and lunches. Attendees will also share techniques used at their own institutions. By the end of the program, everyone should have a menu of different options for developing closer connections between faculty and advisors along with explanations and details for implementing them.

Early Alert System: Everyone Can Have One Canyon C

Windy Lala, Texas A&M University @ Qatar

This presentation will discuss the benefits of employing an early alert system (EAS) in academic advising programs. We will discuss cost efficient ways to create an EAS and how to incorporate it into the culture of your advising population and all other stakeholders. What questions to ask? Who should be asked to submit a report? Once a report is submitted, how do you proceed and what resources do you have to help the student and the concerned party? We will help to answer these questions and discuss the issues our program has faced and the steps we have taken to overcome these issues.

Concurrent Sessions, 11-11:45

Social Media: Madera

Shedding Light on Tools to Enhance Your Advisement Center

Nicole Capehart, The University of New Mexico
Megan Conner, The University of New Mexico

Advisement centers are being stretched thin by an increase in students and a decrease in resources. Under these circumstances, how can advisors not only meet expectations, but exceed them? This session will discuss how to effectively engage students through social media to achieve departmental goals and create strategic partnerships to leverage resources. Participants will have the opportunity to learn tips, tricks, and best practices for maintaining a high standard of service when faced with limited staffing and funding resources.
Tuesday, May 14, 2013

Opening and Closing Doors on Students:
Does an Attitude of Service Make a Difference?
Kelly Bailey, Arizona State University
Jason Barkemeyer, The University of Utah

Students face choices throughout their academic career. Perhaps the biggest choice they face is in which major they should pursue. However not all majors are created equal and students may find they are unable to pursue their major of choice. This presentation seeks to illustrate and understand the experiences of students entering two different types of degree paths: open access and closed/highly selective. Both presenters are advisors from large state institutions, working with incredibly different populations of students. Presenters will discuss how they work to support students given individual educational and institutional policies. The session will explore the levels of student readiness, program requirements/rigor, and resource options available to students as they attempt to enter these programs.

Building Community in a (Formerly) Non-Community Focused Academic Unit Through Advising
Tracey Hayes, Arizona State University
Rehn Kovacic, Arizona State University

It is easy for our students to get lost at a large university, as advisors we understand the getting connected can significantly increase student retention and success rates. Ideally, your home department should be a living example of this. But what if it isn't? What if engaging your own faculty and connecting your own students seems all but impossible? In this session participants will learn about a transformative journey of one mathematics department at a very large public university from independent, disconnected student experiences to a thriving and active environment where students and faculty connect and collaborate. Participants will be provided examples and tools to affect change in their home institution.

Advising First Generation Students:
Advisors as Guiding Stars to the “Trailblazers of the 21st Century”
Fatima Wilson, Pima Community College
Danielle Isabelle-Berrien, Pima Community College

“What the heck am I doing here?” is a question often uttered by first generation (FG) students who are bewildered by the world of college especially during the first semester. As indicated by research, FG students are at a definite disadvantage when compared to their peers whose family members had previous college experience. Please join our presentation as we examine the critical role of the Advisor in promoting persistence and retention of FG students. We will explore three academic advising models (Intrusive, Appreciative and Holistic) grounded in student development theories that empower FG students to thrive in college. Participants will be invited to share best practices that make a positive impact on this student population.

Creating a Personal Philosophy of Academic Advising
David Freitag, Pima Community College

Have you forgotten why you became an advisor in the first place? A personal philosophy of academic advising may be the tool you need to refresh your perspective and to draw inspiration. Creating a written personal philosophy of academic advising is a creative process requiring self-knowledge of the advisor’s personal objectives for advising students and their goals in being an active participant in the academic advising field. A personal philosophy of academic advising gives the advisor structure and focus to their advising practice while improving communications with their students and their advising administrators. All academic advisors should have such a philosophy. Come learn the why, what, and how of creating your own Personal Philosophy of Academic Advising.
Tuesday, May 14, 2013

Luncheon, 12-1:15 PM  
Sabino/Pima

Guest Speaker: Dr. Martha Whitaker, Assistant Research Scientist, Hydrology and Water Resources, The University of Arizona
2010 NACADA Award Winner, Outstanding Faculty Advisor

Concurrent Sessions, 1:45-2:30 PM

Tough Love Advising:  
Madera

Holding Students Accountable Without Blowing a Head Gasket
Denise Turner, Pima Community College
Michelle Martinez, Pima Community College

Have you ever dreaded addressing a student's poor choices or possible consequences? Ever have tensions rise during a difficult conversation? How you view your role in holding students accountable can make all the difference in how you present information and how students receive "bad news." Learn how to prepare and present in a way the helps your student develop personal power and responsibility, while maintaining rapport and relationships.

Stellar Group Advising:  
Ventana

Using a Constellation of Resources for First-Time College Students
Dr. Deborah Hull, Mesa Community College
Andrew Edwards, Arizona State University

Advisors are asked to produce more with less support, little recognition and few rewards. By scheduling first-time college students in group advising sessions, advisors are able to share vital information, answer common questions, and guide students more efficiently. Two "veteran" advisors (one at a large public university with approximately 10,000 first-year students) and one at a large community college with approximately 6,000 first-year students) will compare and contrast their use of group advising. The presentation will include lecture, PowerPoint, handouts, best practices, and engaging the participants by sharing their experiences. Take-aways include how to organize and manage large numbers of new students; recommendations and examples of materials; campus resources; and, current research on group advising.

Holistic Advising for Arts and Design Students  
Canyon B

Molly Schenck, Arizona State University
Casie Dunlavy, Arizona State University
Bo Bae, Arizona State University
Brenna Tonelli, Arizona State University
Anna Zischkau, Arizona State University

Holistic Advising for Arts and Design Students will address the challenges this population faces, Herberger Institute Advisor Toolbox for success strategies, and student engagement in the arts and design disciplines. The presentation will include perspectives from students, advisors, administrators, and faculty in the Herberger Institute for Design and the Arts at Arizona State University. Through the presenters' experiences, they have discovered this particular population of students has unique qualities in which strategic advising is necessary. The objective of this presentation is to share experiences working with arts and design students and disseminate information to advisors in other disciplines. Attendees will leave this presentation with a better understanding of arts and design students, awareness of their challenges, and techniques for advising this population.
Tuesday, May 14, 2013

Sociological Tune-Up for Non Sociology Majors—
How Calibrating Your Knowledge of Sociological Concepts
Can Enhance Your Academic Advising Performance

Frank Smith, Doña Ana Community College

Canyon C

Many of us know some basic sociological concepts – more than we may give ourselves credit. During this workshop we will explore some of these, and how utilizing these we can be more effective as academic advisors. Through the implementation of actions based upon sociological concepts, we can promote student retention through increasing their connection with the pursuit of knowledge, and encourage our academic advising structures to better promote our student’s educational and career success.

Concurrent Sessions, 2:45-3:30 PM

Coming Out of the Shadows:
ASU Undocumented Students and the DREAMzone Program

Linda Zygmund, Arizona State University
Jesus Cisneros, Arizona State University
Davier Rodriguez, Arizona State University

Madera

Given the influx of undocumented students at institutions of higher education resulting from state DREAM Act legislation and the DACA directive, higher education practitioners and academic partners across the country are challenged to attend to the presence and needs of the undocumented college student population. This presentation will use ASU’s DREAMzone Ally certification program as a case study for improving the availability of visible support systems for undocumented students in higher education. Participants will acquire knowledge, skills and resources necessary to effectively respond to the presence and needs of undocumented students at institutions of higher education, and demonstrate increased competencies for assisting, affirming and referring undocumented students to the appropriate resources.

Vocational Degree to Bachelor’s Degree:
A Program to Improve Access to 4-Year Degrees for All Community College Students

Terese Pratt, The University of Utah
Natalie Brown, The University of Utah

Ventana

Students seeking vocational degrees at community colleges have traditionally not been viewed as a group who want or need to transfer on for a Bachelor’s Degree. But is this really the case? If a Bachelor’s Degree can open doors to careers with great potential and job security, why would this group of students not be encouraged to consider this as a possibility? This presentation will highlight a program which introduces this option to vocational students and provides support for them to transfer on for a 4-year degree. We will give a history of the program’s development; provide an overview of its components; and discuss how a similar program might be developed at other institutions.

A Conversation with NACADA Leadership & Executive Office Representative

Canyon A

This information 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.
Tuesday, May 14, 2013

Driven to Succeed: Understanding Student Motivation and Its Relation to Student Success

Jared Burton, The University of Arizona

With a growing number of students entering higher education the need to understand a student’s motivation to succeed is paramount. By understanding ways to foster the advisor/advisee relationship, advisors have a great opportunity to assist their students discover motivational factors drive them to succeed in school as well as in their future careers. Important educational areas such as retention rates, student attrition toward degree completion, student major jumping, probation and disqualification and employment dissatisfaction are all areas that can be strongly affected by a student’s motivation to be successful. In this session we will discuss proven advisement practices and techniques that will allow advisors to identify a student’s intrinsic or external motivation and help their students gain long term focus and navigate their personal paths through the academic world.

Back Off Baby, I’m in College: An Innovative Partnership to Improve College Retention

Tamra Ortgies-Young, Georgia Perimeter College
Dr. Salli Vargis, Georgia Perimeter College
George Vargis, Georgia Perimeter College

The facilitator will share statistics regarding the alarming impact of unplanned pregnancy on college completion rates. Participants will receive an overview of the National Campaign to Prevent Teen and Unplanned Pregnancy’s free resources to academic institutions including online modules, videos, engaging websites, social media platforms, and brochures. The faculty presenter will provide examples of student academic products including social media campaigns, group videos, individual public service announcements and digital posters from her class activities. Finally, information on the co-curricular PEER UP Program sponsored by the Georgia Campaign for Adolescent Power and Potential-founded by actress and philanthropist, Jane Fonda will be provided. Participants will return to their home campuses with a wealth of interventions to empower students with knowledge.

Region Common Reading, 3:45-4:30 PM

Dr. Sharon Aiken-Wisniewski, The University of Utah

Join your colleagues for the NACADA Region 10 Common Reading Program! This year we are reading Pizzolato, J.E. (2006). “Self-authorship and Provocative Academic Advising Practices,” NACADA Journal, 26(1), 32-45. This provocative NACADA Journal article explores self-authorship within the practice of academic advising. As a group, we will explore the research methods, the findings, and the implications for policy and practice. As a NACADA member, you will have access to the article online. Download the article, read it, and identify two or three key concepts that resonate with you. Then join the group dialogue.

Dinner, on your own or with a group of colleagues

Stargazing in Tucson! 8:30-10 PM

Dr. Thomas Fleming, Astronomer, The University of Arizona

Meet in the Marriott lobby at 8 PM or follow your map of the University of Arizona campus!

Tucson is known as the Astronomy Capital of the World! Join award-winning instructor and advisor Tom Fleming and your NACADA colleagues in the historic Steward Observatory on the University of Arizona campus for a unique look at the night sky over Tucson.
Wednesday, May 15, 2013

Breakfast, 7:30-9 AM

Poster Session, 8:15-9 AM

Going From 2 to 4—Advising the Transfer Student
Karen Key, Regis University
Margaret Holtz, Regis University

Community college students have dreams. They look up at the stars thinking of their dreams, maybe even to finally earn that bachelor’s degree. Through a quality transfer program and academic advising these dreams can come true. Regis University started the Associate’s to Bachelor’s © program to help community colleges students transfer into a four year school. The key to a continued success rate is due to the collaborative efforts among internal and external advising departments between Regis University and partnership community colleges. We would like to share how advising plays a key role to transfer students, ways to work together and get the most successes, advising on difficult transfer degrees, and ultimately ways transfer students can be stars too.

Going Green in Academic Advising
Meg Bleakley, Northern Arizona University
Lynn Spence, Northern Arizona University
Hannah Ehinger, Northern Arizona University
Jennifer Monks, Northern Arizona University

Feel like you are drowning in student papers? Misplaced a student file? Left the file on the other side of campus? Worry not! Now is the time to turn those paper files into electronic files. Come learn about how one advising office has completely done away with student paper files. Through the use applications you already use every day, you can create e-files and e-forms to move your advising office in a more environmentally friendly and efficient direction. Whether you are a small community college or a large university, you can benefit from going green with ease. No need to be a techno guru either. You will leave the session with instructions on how to starting greening your office right away!

Making the Stars, or Semesters, Align
Kathy Godwin, The University of Arizona
Heather Jepson, The University of Arizona
Brandon Romero, The University of Arizona
Pattie Adams, io Consulting
Todd Yampol, Burgundy Group

When mapping out four-year plans and sequences of courses, current degree audits and planning resources can seem daunting for students to use. “So, what do I take next semester?” We, as advisors, hear this question from students frequently. The mapping and re-mapping of course sequences can use up more time than necessary in advising appointments. This type of prescriptive advising takes away from time that could be spent on student development, assessment, career planning, and other meaningful interactions with our students. Smart Planner maps out a custom interactive four year plan for each student giving them a semester by semester view of their required courses. With this technology, students can take responsibility and have more ownership in the planning of their college career.
Wednesday, May 15, 2013

Pima Community College Prep Academy
Patrick Pitts, Pima Community College
Daniel Rodriguez, Pima Community College

Pima Community College, PCC Prep Academy, is a foundations program for college students to encourage future college success. Through the use of modular learning, tutorials, instruction, and proctored lab work, students are able to re-skill, re-tool, and re-learn vital skills in Reading, Writing, Study Skills, and Math to become more successful college students.

Using Technology to Teach Student Self Efficacy Best Practices for Advising
Presley Hickman, Pima Community College
Barbara Elgutaa, Pima Community College

The Student Development Departments at Pima Community College are using a program called My Degree Plan. Advisors and counselors are using Bandura's self-efficacy theory to teach student to use this tool every semester to check their progress towards fulfilling program requirements. It is a mechanism for student success as it empowers students to track what classes they still need to graduate. When a student is taught how to utilize this tool, they become confident and feel they can control their future. Within their program an educational plan can also be developed with the student to see what classes they will be taking each semester in sequence. This has proven to be an effective advising strategy towards developing student success.

Region Business Meeting, 9-9:45 AM
Dr. Tom Mabry, Region 10 Chair, United States Air Force Academy

Sabino/Pima

Concurrent Sessions, 10-10:45 AM

Reaching Out to Those in Need—
Best Practices for Engaging First-Year Students on Academic Probation
Sriynathie McCabe, Northern Arizona University
Sharon Lovich, Northern Arizona University
Elizabeth Lopez, Northern Arizona University
Emily Borthwick-Wong, Northern Arizona University

As technology evolves, and retention becomes more central to university funding, it is even more imperative to find tools that will solicit a response from students who are experiencing academic difficulty. This presentation will share one first-year advising center's journey testing and evaluation of strategies and technology for students on academic probation. Participants will brainstorm probation outreach and intervention best practices and discuss strategies for adaptation at home institutions. This presentation is appropriate for advisors, mentors and administrators from both two and four year institutions. If applicable, please bring your probation outreach experiences and best practices to share.

Advising Military Veterans Using a Case Management Model
Jackie McReynolds, Washington State University-Vancouver

Ventana

Former military personnel who are transitioning from the very structured environment of the military into the critical-thinking environment of academia often face difficulty adjusting to the changing nature of expectations that are being placed upon them. This workshop is designed to help participants better understand and identify the roadblocks that former military personnel that rise above and beyond the typical transfer or native freshman student. We will explore how to use key components of a human services case management model to facilitate greater satisfaction, better performance, and higher retention rates for military veterans.
Wednesday, May 15, 2013

An Insider Report: Canyon A
Exploring the Unique Challenges of Academic Advising at a Large Community College
Michael Tearne, Pima Community College
Rosa Whaley, Pima Community College

Universities and community colleges have unique programs, somewhat distinct student populations, variant mission statements and thus different approaches to academic advising. University advisors will gain insights into the world of community colleges. Community college advisors are encouraged to share those stories that could only happen at a community college. Through PowerPoint and active discussion, we will present the challenges of academic advising specific to Pima Community College in Tucson, Arizona- one of the largest in the country, then opening it up to input from other community college advisors and questions from university advisors. Using Pima CC relationship with the University of Arizona as a starting point for discussion, we will then discuss current initiatives and proposed ideas for increasing support to transfer students and collaboration between the two schools.

Writing for NACADA: Canyon B
The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA Monographs, Books, and Blogs
Dr. Sharon Aiken-Wisniewski, The University of Utah

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publication venues. While NACADA publishes webcasts, dvd-cd's, and pocket guides, 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, monographs/books, and the NACADA blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

StrengthBuilding®: Canyon C
Recognizing Strengths in Ourselves and Our Students
Dr. Allison Ewing-Cooper, The University of Arizona
Meredith Parker, The University of Arizona
Jessica Kieszling, The University of Arizona

The objective of this presentation is that attendees will apply the StrengthBuilding® framework to student services. StrengthBuilding breaks relationships down into core components: information, research, self, other, interactions, and systems. At the core of the StrengthBuilding model is the belief that we all have strengths and we must honor these strengths in others and ourselves (Clark-Raines, 2000). This presentation will introduce the StrengthBuilding model and allow participants to apply the model by assessing their strengths, creating a purposeful, attainable intention statement, and discuss ways to incorporate components with college students.

Concurrent Sessions, 11-11:45 AM

Social Media for Academic Advising and Student Development Madera
Grace Fama, Pima Community College

Social Media for Academic Advising and Student Development: Social media is more than just online networking. Learn how you can use new tools and applications to enhance student engagement, promote self-efficacy, and develop your advising skills.
Wednesday, May 15, 2013

The Role of Advisors as Negotiators: When Advisors Negotiate and How to Do It Successfully

David Hunsaker, Brigham Young University
Landon Tooke, Brigham Young University

All advisors have those uncomfortable conversations with students where they have to be the “bad guy.” We often must enforce institutional policy against student wishes. This presentation teaches proven negotiation skills from organizational behavior scholars across the country that advisors can use to turn difficult conversations into win-win outcomes for both the institution and the student. Participants will learn how to simultaneously uphold institutional policy AND help students achieve their goals, all while increasing student satisfaction.

Expanding University:

Starring First Generation Students

Kat Manton-Jones, Pima Community College
Myrna Lara, Pima Community College
Fernando Munguiá, Pima Community College
Amy Parker, Pima Community College
Luis Vega, Pima Community College

Exploring galaxies that first generation students navigate. Using discussion, our round table presentation will host conversations about questions that matter to advisors, faculty, counselors, and administrators who work with first-generation students. Participants will be encouraged to think creatively, speak in a safe environment, and actively listen to others’ perspectives in several small group discussions. Questions will be relevant to real-life concerns of the group regarding first-generation students to higher education and will use a progressively deeper line of inquiry. Discussions will provide an opportunity for individuals to gain new insights based on expressed themes and patterns and making connections between diverse perspectives. Ultimately, participants may find new constellations of success for serving first-generation students or new questions that will foster additional research.

Aiming High:

Strategies for Retention and Student Success in the Life Sciences

Dr. Carita Harrell, Arizona State University
Joseph Davis, Arizona State University

Astin’s (1984) theory of student involvement, Tinto’s (1994) theory of dimensions of institutional action and Crookston’s (1972) theory of advising as teaching highlight the benefits of participation in special programs which include advising, mentoring, and orientation activities. Advisors have been charged with facilitating a comprehensive program for Life Science students to assist with retention as well as the student experience at a four-year institution. Through this workshop, attendees will learn about successful practices that help Life Sciences students succeed in college. This information can be useful in numerous areas and departments. This information may also inspire other attendees to think about ways to address current issues at their institutions regarding retention and student success.
Wednesday, May 15, 2013

Effective Academic Advising for Pacific Islanders: A Community College Perspective

Lalu Kinikini, The University of Utah
Michelle Tago-Tuitupou, Salt Lake Community College

Since the inception of Multicultural advisors at Salt Lake Community College, the goals have moved beyond basic advising to more purposeful and intrusive advising in the attempt to retain Pacific Islander students in higher education. This is a personal look at advising Pacific Islander students at a two year community college from an advisor’s perspective. We will share student development theories that we have applied to our advising approaches to assist students who are yearning for self-discovery and insights about their environment.

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Mark Harben, Front Range Community College
Brian Johnson, New Mexico State University
Theresa Torres, Central New Mexico Community College
Sidney Brown, Salt Lake Community College
Kim Wright, Utah Valley University
Dianne Bath, The University of Wyoming
Christi Hutchinson, Laramie County Community College
Erin Donahoe-Rankin, Utah Valley University
Tara Ivie, Utah Valley University
R Scott Johnson, The University of Arizona
Patty Pederson, Carbon County Higher Education Center

NACADA
The Global Community for Academic Advising
Region 10 Recipients of NACADA National Awards – 2013

Elizabeth Cook, The University of Utah
    Outstanding Advisor—Primary Role Category—Certificate of Merit
Dr. Allison Ewing-Cooper, The University of Arizona
    Outstanding Advisor—Primary Role Category—Certificate of Merit
Dr. Thomas Fleming, The University of Arizona
    Outstanding Advisor—Faculty Category—Certificate of Merit
Peter Freitag, The University of Colorado-Boulder
    Outstanding Advisor—Administrator Category—Certificate of Merit
Paige Geslin, Utah State University
    Outstanding Advisor—Primary Role Category—Certificate of Merit
Marisa Lester, The University of Arizona
    Outstanding Advisor—Primary Role Category—Certificate of Merit
Donna Minch, Utah State University
    Outstanding Advisor—Primary Role Category—Certificate of Merit
Kathryn Tisdale, The University of Colorado-Boulder
    Outstanding Advising Program—Certificate of Merit
Cecelia Valenzuela, The University of Colorado-Boulder
    Outstanding Advisor—Primary Role Category—Winner
Emily Yee, The University of Colorado-Boulder
    Outstanding Advisor – Primary Role Category—Certificate of Merit

Region 10 Travel Grant Winners—2013

Alexis Allen, The University of Arizona
Kelly Bailey, Arizona State University
Jason Barkemeyer, The University of Utah
Sidney Brown, Salt Lake Community College
Dr. Carita Harrell, Arizona State University
Kat Manton-Jones, Pima Community College
Alli McCown, Laramie County Community College
Frank Smith, Doña Ana Community College
Dr. Paul Tontz, The University of Denver
Ideas to take home with me…

My favorite session at this conference was:


Three good ideas that I will take from this conference are:

1. 

2. 

3. 

One good idea that I will implement when I return to my campus is:


One colleague from my state (but not from my institution) whom I just met and hope to keep in contact with is:


One colleague from outside of my state whom I just met and hope to keep in contact with is:


One idea I have for a conference presentation is:


Advisors with whom I will collaborate on a future conference presentation include:


One way that I would like to become more involved in the advising community in my state is:


One way that I would like to become more involved in NACADA is:
Accommodations
The nine-story atrium hotel features 230 tastefully appointed guest rooms, including 16 king suites, 104 doubles, 77 wheelchair-accessible and one Presidential Suite. All rooms are furnished with cable TV, two phones, in-room coffeemaker, microwave and hair dryer. The hotel also has a conference floor and 60 "Rooms that Work" specially equipped for the business traveler with ergonomic chair, computer table and desktop modem.

Restaurants & Lounges
Our elegant bar and restaurant, the Saguaro Grill, located in the atrium, seats up to 120 people and serves delicious fare including southwestern favorites in a warm and relaxed environment. Enjoy beverages in the evening in our comfortable indoor/outdoor patio lounge.

Recreation & Leisure
Go shopping or grab a bite in the many charming businesses and cafes nearby. Enjoy outdoor pool, relax in our whirlpool and sauna, or work out in one of the fitness centers.

Guest Services
Marriott's booklet business center provides computers, fax machine and copy.

Meeting Facilities
Tucson Marriott University Park is the ideal place to conduct meetings and conferences. The hotel offers 50,000 square feet of meeting space, from small boardrooms to large ballrooms. All meeting rooms are equipped with fiber optic capabilities. Audiovisual equipment is on site. Catering is full service.

Tucson Marriott University Park Room Capacities

<table>
<thead>
<tr>
<th>Room</th>
<th>Square Feet</th>
<th>Length</th>
<th>Width</th>
<th>Height</th>
<th>Reception</th>
<th>Rounds</th>
<th>Banquet</th>
<th>Classroom</th>
<th>Theatre</th>
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<tbody>
<tr>
<td>The Grand Canyon</td>
<td>9,517</td>
<td>120</td>
<td>75</td>
<td>15</td>
<td>3,000</td>
<td>620</td>
<td>720</td>
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<td>Sabino</td>
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<td>100</td>
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<tr>
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<td>100</td>
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<tr>
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<td>15</td>
<td>45</td>
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<td>40</td>
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<td>60</td>
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<td>Canyon C</td>
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<td>33</td>
<td>15</td>
<td>45</td>
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<td>Board Room</td>
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<td>16</td>
<td>10</td>
<td>(seats 10 people)</td>
<td>70</td>
<td>70</td>
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<td>Ventana</td>
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<td>26</td>
<td>10</td>
<td>(seats 10 people)</td>
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<td>54</td>
<td>90</td>
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<td>Conference Room (2)</td>
<td>312</td>
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<td>13</td>
<td>8</td>
<td>(seats 10 people)</td>
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<td>90</td>
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<td>MEETING SPACE</td>
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For reservations call 800-228-9460 or visit our website at www.marriott.com.

Special Offers
- Free parking for guests
- Free Wi-Fi for guests

Hours
- Check-in: 3:00 PM
- Check-out: 12:00 PM

Amenities
- Indoor pool
- Gym
- Whirlpool
- Sauna
- Jacobson Jacuzzi

Special Features
- On-site parking
- Wi-Fi available in public areas

Directions
From Tucson International Airport, take Interstate 10 East to I-10 West to Broadway. Exit at 29th Street. Continue west on 29th Street to Broadway. Turn left onto Broadway to Dorcas. Turn left on Santa Fe Avenue to Second Street. The hotel is located on the corner of Santa Fe Avenue and Second Street.

For more information, please visit our website at www.marriott.com or call 520-228-2500.
Main Campus—Tucson, Arizona

THE UNIVERSITY OF ARIZONA.

KEY

North Area: Babcock Inn, Coconino, Gila, Manzanita-Mohave
Maricopa, Parker, Pima, Yuma

West Area: Arbúol de la Vida, Arizona-Sonora, Cochise,
Coronado (closed 2011-12), Kaibab-Huachuca, Sky View, Yavapai

East Area: Apache-Santa Cruz, Colonia de la Paz, Graham-
Greenlee, Hopi, Likins, Posada San Pedro, Pueblo de la Ciénega,
Navajo-Pinal (Stadium), Villa del Puente

(updated: 10/10)