Building Communities That Lift Students To Success

NACADA Region 8 Conference
April 29 - May 1, 2013
Anchorage, Alaska
<table>
<thead>
<tr>
<th>Name</th>
<th>University/College</th>
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<tr>
<td>Nicole Kent</td>
<td>Oregon State University</td>
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<tr>
<td>Linda Morgan</td>
<td>University of Alaska Anchorage Conference Co-Chair</td>
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<td>Colleen Angaiak</td>
<td>University of Alaska Fairbanks</td>
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<td>Sarah Arnston</td>
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<td>Ana Blackstad</td>
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<td>Kristin Bogue</td>
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<td>Donald Crocker</td>
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<td>Rocky DeGarmo</td>
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<td>Ginny Kinne</td>
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<td>Lisa Laughter</td>
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<td>Brenda Lindquist</td>
<td>Grand Prairie Regional College</td>
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<td>Lori Manson</td>
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<td>Meredith McIntire</td>
<td>University of Alaska Anchorage</td>
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<td>Carol Murphrey</td>
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<td>Lindsae Negri</td>
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<td>Carlie Ness</td>
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<td>Saichi Oba</td>
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<td>Kevin O’Connor</td>
<td>University of Alaska Anchorage</td>
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<td>Leah Panganiban</td>
<td>University of Washington</td>
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<td>Melina Pastos</td>
<td>University of Oregon</td>
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<td>McKenzie Pfeifer</td>
<td>Oregon State University</td>
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<td>Kyle Ross</td>
<td>Washington State University</td>
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<td>Gabrielle Russell</td>
<td>University of Alaska Fairbanks</td>
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Welcome to Anchorage, Alaska!

I would like to thank the Eklutna tribe for welcoming our conference to Alaska. On behalf of the Region 8 Steering Committee, I am thrilled to see you all here in Anchorage! The 2013 Conference Planning Committee, headed by Linda Morgan and Nicole Kent, has been hard at work this past year to bring you a packed program, with sessions that cover a wide variety of themes.

Once it's all said and done, I trust you will leave the conference having made new connections and professional allies. There are three specific individuals I want to make sure you connect with. Dr. Charlie Nutt is the Executive Director of NACADA. Charlie's passion for academic advising knows no bounds. Board members Dr. Jennifer Joslin, former NACADA president, and Karen Sullivan-Vance, former region chair, are also with us. All three distinguished guests will be at the "Conversations with NACADA Leadership" session. Try not to miss it!

I congratulate and welcome our scholarship winners (see p. 17) and our Excellence in Advising award recipients (see p. 16). I also want to extend a special welcome to all our first-time attendees. If you are new to NACADA, I hope you will soon see that this organization provides vital resources for the work we do as advisors and advising administrators. NACADA is also a great resource for consultants, job openings, and current and ongoing research on academic advising. Joining this 10,000+ member-strong organization is just the beginning.

Lastly, I want to thank the University of Alaska system for its support at this conference. Your sponsorship for Alaska-based advisors to attend is both unprecedented and a testament to your commitment to academic advising on your campuses. This will be the first time NACADA has held a conference in Alaska, but not the last.

I look forward to meeting you all. I hope my rubber ducks hold out...you’ll see. Have a great conference!

Sally Garner
University of Oregon
Region 8 Chair

Welcome to the 2013 NACADA Region 8 Conference! This is a milestone conference, as it represents the first time in NACADA's 34-year history that the organization has held an event in Alaska!

We are excited about this year's conference offerings, ranging from in-depth Pre-Conference Sessions to a variety of concurrent sessions on topics like unique student populations, advisor education and development, cultural issues in advising, and technology. The conference will also offer opportunities for new and seasoned advisors to connect and collaborate.

Attendees new to NACADA are encouraged to attend the New Member Orientation Session on Tuesday morning, and all members are welcome to participate in the Region 8 Business Meeting on Tuesday afternoon. We hope you'll experience a taste of Alaska's diverse culture during Monday night's Welcome Reception.

We're honored to welcome our Keynote Speaker, Patrick Gamble, President of the Alaska University System. Region 8 members will also have the opportunity to connect with NACADA Executive Director Charlie Nutt, Past-President Jennifer Joslin, Board Member Karen Sullivan-Vance, and Region 8 Chair Sally Garner.

Thanks to the work of the Region 8 Steering Committee and the Anchorage Conference Planning Committee. We welcome you to Alaska and wish you a wonderful visit!

Nicole Kent
Oregon State University

Linda Morgan
University of Alaska Anchorage

2013 Region 8 Conference Co-Chairs
Welcome to Anchorage, Alaska’s largest home!

Our city is known for its backdrop of mountains, miles of recreational trails, and cultural activities. We hope you will take advantage of this opportunity to explore Alaska’s “little city in big city clothes.”

**EATERIES**

**Breakfast/Brunch**
- Sack’s Café 328 G Street
- Snow City 1034 W. 4th Ave
- Humpy’s 610 West 6th Ave & F St.

**Lunch**
- Moose’s Tooth Pizza 3300 Old Seward Hwy.
- Bears Tooth Grill 1230 W. 27th Ave
- Urban Sushi 509 West 3rd Ave

**Dinner**
- Orso’s 737 W. 5th Ave
- Glacier Brewhouse 737 W. 5th Ave
- Ginger 425 W. 5th Ave
- Club Paris 417 W. 5th Ave
- Snow Goose 717 West 3rd Ave

**Drinks**
- Subzero Martini Bar 612 F Street
- Darwin’s Theory 426 G Street
- Simon and Seafort’s 420 “L” Street
- Crow’s Nest 939 W. 5th Ave
- McGinley’s Irish Pub 645 G. Street
- Crush Wine Bar 343 W 6th Ave

**OUTDOOR ACTIVITIES**

- Tony Knowles Costal Trail: 11 mile scenic trail that begins downtown and take you through several points on interest including Earthquake and Kincaid Park!
- Alaska Zoo: Nonprofit organization promoting conservation and education
- Flat Top Hiking Trail: Gain 1300 ft. and panoramic views

**CULTURAL ACTIVITIES**

- Anchorage Museum
- Alaska Native Heritage Center
- Alaska Aviation Heritage Museum
- Alaska Law Enforcement Museum
- Alaska Experience Theatre

**TO PREPARE: LEARN TO SPEAK ALASKAN**

- **Alpenglow:** Yellow and gold light on the mountain range when the sun dips below the horizon
- **Breakup:** Shoulder season making the end of winter and the beginning of a messy spring
- **Bush:** Anywhere in Alaska off the main road system
- **Denali:** Athabascan name for Mt. McKinley translating as “great one”
- **Interior:** Expansive region in the center of the state around the city of Fairbanks
- **PFD:** Permanent Fund Dividend, annual check paid to Alaska residents from portion of oil and gas sales
- **Sleeping Lady:** Local name for Mt. Susitna (the conference location has a great view!)
- **Sourdough:** An Alaskan or Yukon old timer
- **Termination Dust:** The first snow on the mountains signaling summers end
- **The Valley:** The region north of Anchorage including the cities of Wasilla, Palmer, Big Lake, and Willow

Learn more about Anchorage and get your free official guide with map by visiting [www.anchorage.net/discover-anchorage](http://www.anchorage.net/discover-anchorage)
Your feedback matters!

**Breakout Session Evaluations**
The presenters would very much appreciate your feedback on every session you attend. A conference volunteer will distribute and collect the evaluations at the end of each session. Presenters may pick up their evaluations at the Registration Table.

**Vote for “Best of Region 8”**
Be on the lookout for a session you think qualifies as the “Best of Region.” The winner is chosen from the concurrent breakout sessions and is based on conference attendees’ votes. See your conference check-in packet for your ballot. The winning presenter will be given a stipend to attend and present the “Best of Region” presentation at the 2013 annual NACADA conference in Salt Lake City, Utah.

Your ballot must be turned in to the Registration Table by 11:30 AM on Wednesday, May 1, just before the closing luncheon. The winner will be announced during the luncheon.

**Rate the Overall Conference!**
An overall conference evaluation will be emailed to all conference attendees a few weeks after the conference. Please take a few minutes back at your office to share your thoughts and impressions of the 2013 NACADA Region 8 conference. Your responses are helpful in planning future conferences.

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**Is This Your First NACADA Conference?**
**ATTEND THE NEW MEMBER WELCOME & ORIENTATION**

On your campus, you know that the value of orientation for new students is being involved early with each other and building lasting connections to the campus. If this is your first time at a NACADA conference, attending the New Member Welcome and Orientation is HIGHERLY ENCOURAGED! Come meet other new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.

Tuesday, April 30, 8:15 AM – 9:00 AM, Valdez/Skagway

Grab your breakfast from the Anchorage/Haines/Juneau rooms on your way in. See you there!
NBCC Continuing Education Credits

NACADA is recognized by the National Board for Certified Counselors (NBCC) as a source of continuing education for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines. Certification monitoring forms may be picked up at the Registration Table on the second floor. Bring the completed form back to the Registration Table so it can be signed by the Region Chair. We will take a copy of the signed certification form and send it to the NACADA Executive Office on your behalf.

You cannot send your own form to the Executive Office. For more information, contact Region Chair Sally Garner.

Wednesday Closing Luncheon Table Topics

At the closing luncheon on Wednesday, May 1, each table will have a conversation “theme.” Choose one of interest, and engage with colleagues in a casual exchange of ideas and best practices.

Table Topics include:

- First Year Success Courses
- Career Advising
- STEM Students
- Warning/Probation/Dismissal
- Military Students & Veterans
- Transfer Students
- First-Year Student Engagement
- Student Funding Issues
- Financial Aid Appeals
- Indigenous & Rural Populations
- Technology in Advising
- Collaborations with Faculty
- Assessment & Evaluation of Advising

- Liberal Arts Students
- Undecided Students
- Student Athletes
- Degree Completion
- Non-Traditional Students
- Second-Year Students
- LGBTQA Issues
- Montana
- Idaho
- Washington
- Oregon
- British Columbia
- Alberta
- Alaska
Anchorage Transportation Options

Local Taxi Services

Alaska Yellow Dispatch
http://akyellowcab.com
1-907-222-2222

Anchorage Checker Cab
http://akcheckercab.com
1-907-644-4444

Local Shuttle Services

Shuttleman Transportation
http://www.shuttleman.net
1-907-677-8537

Shuttle Services of Alaska
http://shuttleservicesak.com/services/airport-shuttle-service/
1-907-947-3818

Bus System

People Mover
http://www.muni.org/departments/transit/peoplemover/Pages/default.aspx
http://www.muni.org/Departments/transit/PeopleMover/Pages/Timetables.aspx

- Use http://Bus-Tracker.muni.org to track the buses!

- Route 7A serves the Ted Stevens Anchorage International Airport

- Bus stop is only 0.2 miles from the hotel
Conference Check-In

The conference Registration Table is located on the second floor of the hotel.

- Monday, April 29: 10:00 AM – 8:00 PM
- Tuesday, April 30: 7:30 AM – 6:30 PM
- Wednesday, May 1: 8:30 AM – 2:00 PM

Here you will find:
- Local hospitality information, including Tuesday dinner sign-up and tour options
- NACADA information and publications
- Service project information and donation drop off spot
- Best of Region ballot box
- Completed session evaluation forms (for presenters to pick up).

Marriott Conference Level - second floor

\[
\begin{array}{cccc}
\text{Denali/Kenai} & \text{Fairbanks} & \text{Anchorage} & \text{Haines/Juneau} \\
\text{Registration Table} & & & \\
& & & \text{Valdez/Skagway}
\end{array}
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Conference at a Glance

Pre-Conference Workshops

Workshop descriptions are on pp. 18-19. Additional fees apply. On-site enrollment is available at the Registration Table.

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<tr>
<th>SECOND FLOOR</th>
<th>FAIRBANKS</th>
<th>HAINES/JUNEAU</th>
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<tbody>
<tr>
<td><strong>1:00–3:00 PM</strong></td>
<td>P1 “I've Been Afraid of Changing”: Using Motivational Interviewing Principles in Academic Advising to Promote Positive Student Change</td>
<td>P2 Embrace Your Nerdiness: Creating an Advisor Needs Assessment for Your Campus</td>
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<td>$25.00</td>
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<td><strong>3:00–3:15 PM</strong></td>
<td>BREAK</td>
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<td><strong>3:15–5:15 PM</strong></td>
<td>P3 Taking Chickering to the Next Level: Understanding Culture and Incorporating Appreciative Advising to Assist International Students</td>
<td>P4 Charging Forward with Your Charge</td>
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<td>$25.00</td>
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6:30–8:00 PM Welcome Reception

Please join us in the Anchorage room for the conference kick-off. Hors d’oeuvres will be served and a no host bar will be available.

Meals Provided by the Conference

- **Monday, April 29**: Welcome Reception
- **Tuesday, April 30**: Continental Breakfast and the Keynote/Awards Luncheon
- **Wednesday, May 1**: Closing Luncheon

No plans yet for dinner on Tuesday, April 30th? The hospitality committee has made bulk dinner reservations at a few downtown restaurants. Sign up at the Registration Table to have dinner with your NACADA colleagues.
### Conference at a Glance

**Tuesday, April 30**

**7:30 AM–8:45 AM** Networking Continental Breakfast (Anchorage/Haines/Juneau)

**8:15 AM–9:00 AM** New Member Welcome & Orientation (Valdez/Skagway)

**9:00 AM–11:15 AM / 1:30 PM–5:00 PM**

Breakout sessions. See pp. 20-29 for session descriptions and presenters.

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<tr>
<th>Time</th>
<th>ANCHORAGE</th>
<th>DENALI/KENAI</th>
<th>FAIRBANKS</th>
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<tbody>
<tr>
<td>9:00–10:00 AM</td>
<td>1C Where’s the Logic in Being Illogical?</td>
<td>1A Using Strengths-Based Advising to</td>
<td>1B Introduction to the Alaska</td>
<td>1E Writing for NACADA</td>
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<td>Help Students Navigate Transition</td>
<td>Native Science and Engineering</td>
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<td>Program</td>
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**11:30 AM–1:15 PM** Keynote and Awards Luncheon (Anchorage/Haines/Juneau)

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<th>VALDEZ/SKAGWAY</th>
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<tr>
<td>1:30–2:30 PM</td>
<td>3D Student Coaching: A Strategy for Building Community</td>
<td>3A Navigating Through Universal Design</td>
<td>3B Distance Advising and Technology</td>
<td>3E Supporting Native Canadian Students Full Circle</td>
</tr>
<tr>
<td>4:00–5:00 PM</td>
<td>5D Building a Cross-Campus, Collaborative Academic Success Intervention</td>
<td>5A Creating an Education Abroad Community on Your Campus</td>
<td>5B Building Bridges between Campuses with Collaborative Technology</td>
<td>5E Improving Educational Outcomes for Youth Transitioning from Foster Care</td>
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**5:30 PM–6:30 PM**

Regional Business Meeting/Kick off to Vancouver 2014 (Valdez/Skagway)

All attendees are invited! Region Chair Sally Garner will provide a report on the State of the Region and kick off the journey to Vancouver 2014. Come meet your regional leadership, learn about regional priorities and initiatives, find out how you can get involved in the region, and get the scoop on Vancouver 2014.
Conference at a Glance

SPIRIT DAY! Show your school spirit by wearing something that represents your institution or department.

Breakfast on your own

9:00 AM–11:15 AM
Breakout sessions. See pp. 30-33 for session descriptions and presenters.

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<th>DENALI/KENAI</th>
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<td><strong>6A</strong></td>
<td><strong>6B</strong></td>
<td><strong>6C</strong></td>
<td><strong>6D</strong></td>
<td><strong>6E</strong></td>
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<tr>
<td>Anticipating Tomorrow Today: Building a Technology-Positive Advising Workforce</td>
<td>Facilitating Exploration and Commitment to Lift Students to Success</td>
<td>Community Innovations: Giving Online Students the Support to Explore</td>
<td>One Class, Many Directions: Exploration in the Classroom</td>
<td>Culturally Relevant Advising Techniques</td>
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<th>9:00–10:00 AM</th>
<th>10:15–11:15 AM</th>
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<tr>
<td><strong>7A</strong></td>
<td><strong>7B</strong></td>
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<tr>
<td>Helping Distance Learners</td>
<td>Utilizing Student Development Theory to Guide Advising Conversations</td>
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<tr>
<td><strong>7C</strong></td>
<td><strong>7D</strong></td>
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<tr>
<td>Be More Awesome: Growing Your Skills and Capacity as an Advisor</td>
<td>An Innovative Approach to Promoting Student Retention</td>
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<tr>
<td><strong>7E</strong></td>
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<tr>
<td>The Northern Latitude of Attitude</td>
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11:30 AM–1:00 PM Closing Luncheon (Anchorage/Haines/Juneau)
Conversation topics will be placed on each table See p. 6 for details.

Denali/Kenai Fairbanks Anchorage Haines/Juneau
Registration Table Valdez/Skagway
Cover Art by Amy Topkok

Uvaña atiqja Ahnaughuq. My Inupiaq Eskimo name is Ahnaughuq, which means “Little Girl.” I’m named after my paternal ahna (grandmother) Katherine Koiyuk (Eningowuk) Barr of Shishmaref. My English name is Amelia Katherine (Barr) Topkok, but everyone calls me Amy. I was born in Kotzebue, and grew up in Kotzebue and Nome, Alaska. My parents are Delano Naunaq and Minnie Esther Saumik (Onalik) Barr of Shishmaref, Alaska. My paternal grandparents are the late Katherine (mentioned), and the late Gideon Barr Sr. of Shishmaref, and my maternal grandparents are the late Victoria (Wesley) and the late Herbert Onalik Sr. of Noatak, Alaska. I am full-blooded Inupiaq. I speak fluent Norwegian, little Inupiaq, and grew up with English.

I am working at the Interior-Aleutians Campus with the University of Alaska Fairbanks as Logistics Coordinator. I have earned my bachelor’s degree in fine arts in 1997 from the University of Alaska Fairbanks. I began my masters’ degree coursework fall semester 2012. My husband and I have founded the Pavva Inupiaq Dancers in 1999 and dance frequently with my sons and other members of the group. I am also currently involved with the Alaska Native Education Title VII grant Parent Advisory Committee and firmly believe in providing positive and enlightening opportunities for our Native Youth as well as those interested in furthering their education. My other passions include photography, sewing atlikluks, quilting, drawing, socializing, proud parent of three sons, and hopefully serving as a positive role model for other Native women in today’s demanding and fast-paced world.

Source: Pavva Inupiaq Dancers website: https://sites.google.com/site/pavvadancers/ and http://www.uaf.edu/iac/about/staff-directory/amy-topkok/

What is a blanket toss?

The blanket toss is now conducted as entertainment, but it didn’t originate that way. The Inupiaq hunter would be tossed in the air, enabling them to see across the horizon to hunt game. Now thirty or more Inupiaq gather in a circle, holding the edges of a large skin made from walrus hides, and toss someone into the air as high as possible. The person being tossed throws gifts into the crowd and loses their turn when they lose their balance. The object: to maintain balance and return to the blanket without falling over.

Source: www.travelalaska.com
Mr. Gamble was able to help skillfully teach and advise students from Alaska and from around the country. For his efforts Mr. Gamble was rated highest among the 20 instructors in the program.

President Gamble has expanded his vision of quality academic advising to include what he refers to as the three critical years – the last year of high school and the first two years of college. This transition period is crucial for students if they are to secure a firm purchase on the academic career ahead of them. His support of the increased use of technology and data to help students navigate their many options within the university system are evident in his advocacy of applications such as Map Works at the UAA campus. In addition, the President believes the State’s effort at developing a comprehensive longitudinal database from early childhood throughout school (including college) and into the workforce will help both K-12 and UA gain greater understanding as to what supports student success and where we might discover efficiencies.

Finally, President Gamble’s commitment to support quality advising is clearly apparent in the increased funding of MAU advising operations he supported through the UA budgeting process. Last year, this resulted in approximately $1M for advising activities across UA. This year, he again supported a significant increase to advising.

Comprehensive advising for the students of the University of Alaska is a legacy issue for the President. The Strategic Direction Initiative (SDI) currently underway at the University of Alaska considers advising the lynchpin in student achievement and attainment, (the first of the five main SDI themes).
2013 Service Project

Region 8 is unique in that we commit to performing an act of service in every community where we hold a conference. This year, we are excited to collaborate with the Child Welfare Academy at the University of Alaska Anchorage (UAA). This initiative will provide support to Alaska’s foster youth who are transitioning to college life at UAA. Between 60 and 100 youth age out of the foster care system in Alaska each year. These young adults will be challenged on various levels as they take the next steps toward their hopeful futures. Our goal is to create gift bags for individual students which will promote a sense of support as well as connectedness to the institution, and overall make their journey to college more meaningful.

Please consider contributing items from the donation list. To add a special touch, you can utilize the cards available at the Registration Table to add a personal note of encouragement to the students.

Suggested donation list:

- $25 gift card - UAA Bookstore
- Body Wash
- Clorox Bleach Wipes
- Cup of Noodles
- Face Wash
- Fred Meyer gift card
- Granola Bars
- Highlighters
- Mesh Laundry Bags
- Paper
- Paper Towels
- Pens/Pencils
- Pop Tarts
- School Supplies
- Shampoo
- Starbucks gift card
- Subway gift card
- Toilet Paper
- Towels
- Tupperware
- Twin Extra Long Bedding
- WalMart gift card

You can drop off your donations at the Registration Table on the second floor.

About The Child Welfare Academy:

In an effort to provide integrated services and promote normal life experiences to youth aging out of foster care, the Child Welfare Academy provides postsecondary education support, intensive case management, and assistance to youth as they navigate the college system. If you would like additional information about the Child Welfare Academy, please visit their website at: www.uaa.alaska.edu/childwelfareacademy
Region 8 Steering Committee

The NACADA Northwest Region 8 Steering Committee is responsible for developing strategic goals for the region, overseeing the region budget, administering the regional awards program, and representing membership in each individual state/province. The 2013 Steering Committee members are:

- **Region Chair** - Sally Garner, University of Oregon
- **Past Region Chair** - Judi Haskins, Montana State University
- **2014 Conference Chair** - Nadia Williams, Simon Fraser University
- **Communications Coordinator** - Alex Kunkle, Western Oregon University
- **Technology Coordinator** - Bil Morrill, University of Oregon
- **Budget Coordinator** - Mary Chuinard, Oregon State University

State/Province Liaisons:

**Alaska**
- Carol Murphrey, University of Alaska Fairbanks (outgoing)
- Colleen Angaiak, University of Alaska Fairbanks (incoming)
- Linda Morgan, University of Alaska Anchorage

**Alberta**
- Shea Ellingham, Mt. Royal University
- Brenda Lindquist, Grande Prairie Regional College

**British Columbia**
- Marissa Funaro, Simon Fraser University (outgoing; vacant after April 2013)
- Sabreena MacElheron, College of New Caledonia

**Idaho**
- Karen Gillespie, University of Idaho (outgoing)
- Debbie Moos, University of Idaho (incoming)
- Andrew Brewick, University of Idaho

**Montana**
- Ligia Arango, Montana State University - Northern
- Gerda Reeb, Flathead Valley Community College

**Oregon**
- Jeff Malone, Oregon State University
- Tamie Saffell, Western Oregon University

**Washington**
- Lisa Laughter, Washington State University
- Leah Panganiban, University of Washington

**Yukon Territory** Vacant

Please contact the region chair if you are interested in any of the available positions.
Region 8 Excellence in Advising Awards

The Region 8 Steering Committee is pleased to coordinate an annual awards program to recognize excellence in advising and advising administration at post-secondary institutions in the Northwest. Award winners in each category receive a one-year membership to NACADA. Both award winners and certificate of merit winners are recognized at the Region 8 Conference. The 2013 Region 8 Award winners are:

New Advisor Award
- Kyle Ross, Academic and Career Advisor
  Center for Advising and Career Development, Washington State University
- Kristi Overfelt, Academic Advising and Retention Specialist
  College of Letters Arts and Social Sciences, University of Idaho

New Advisor Certificate of Merit
- Kerry Thomas, Academic Advisor
  College of Liberal Arts Student Services, Oregon State University
- Rachel Allen, Career and Academic Advisor
  School of Journalism and Communication, University of Oregon
- Megan Comstock, Academic Coordinator
  College of Business, Washington State University

Professional Academic Advisor Award
- Brooke Whiting, Academic Coordinator
  Civil and Environmental Engineering, Washington State University

Professional Academic Advisor Certificate of Merit
- Dr. Andrew Wahlstrom, Academic Advisor
  Office of Academic Advising, University of Oregon

Faculty Academic Advisor Award
- Dr. Larry Makus, Professor, Agricultural Economics & Rural Sociology
  College of Agricultural and Life Sciences, University of Idaho

Advising Administrator Award
- Dr. Susan Hess, Assistant Director and Advising Coordinator
  Lionel Hampton School of Music, University of Idaho

Institutional Administrator Award
- Dr. Jeanne Christiansen, Vice Provost of Academic Affairs
  Academic Affairs, University of Idaho
Region 8 2013 Scholarships

The region was proud to provide substantial scholarships for the 2013 conference. These annual scholarships are available to any Region 8 member not currently serving on the regional Steering Committee. Scholarship amounts vary from year to year.

Cynthia Anderson
University of Washington

Theresa Lavoie
Washington State University

Brighton Brooks
University of Alaska Fairbanks

Kevin McEwan
University of Alberta

Erica Compton
College of Western Idaho

Carlie Ness
Oregon State University

Susan Corner
University of Victoria

McKenzie Pfeifer
Oregon State University

Sarah Garner
University of Washington

Elizabeth Williams
University of Alaska Southeast

Alexander Kunkle
Western Oregon University

Congratulations to the 2013 Region 8 Scholarship recipients! The 2014 scholarship application will be available in Fall 2013.
"I’ve Been Afraid of Changing": Using Motivational Interviewing Principles in Academic Advising to Promote Positive Student Change

**NBCC Area: Counseling Theory**

Fairbanks  1:00 - 3:00 PM  Cost: $25.00
Miranda Atkinson, University of Oregon

At-risk students are often reluctant to change. Advising these students can be frustrating; they have the tools, we have the resources, but they still fall short of their potential. Why then, do these students stagnate, and how can advisors help them move forward? Motivational Interviewing (Miller & Rollnick, 1991) is a counseling method designed to resolve ambivalence that often impedes change. By applying its guiding principles in an academic advising setting, advisors can help students find internal motivation for, and increase commitment to, change. This session will help attendees identify student populations that may benefit from Motivational Interviewing, understand the theory behind Motivational Interviewing, learn and practice key Motivational Interviewing skills, and determine appropriate applications in academic advising.

**Embrace Your Nerdiness: Creating an Advisor Needs Assessment for Your Campus**

**NBCC Area: Research & Evaluation**

Haines/Juneau  1:00 - 3:00 PM  Cost: $25.00
Andrew Brewick, University of Idaho

Bring your pocket protector and mechanical pencils because this session is going to get nerdy. Identifying the training and resource needs of campus advisors - both faculty and professional - is a critical activity in any university. The most efficient way to collect this information (and a wealth of other data) is using an advisor needs assessment. Attendees will have the opportunity to explore the entire lifecycle of an advisor needs assessment - creation, implementation, interpretation, and application. This session will demonstrate how a single survey instrument can affect decision-making at all levels of the university and participants will leave armed with tools and strategies necessary for undertaking this important work on their home campus. Major discussion topics will include: creating a needs assessment instrument for your university, getting buy-in across campus, optimizing your response rate, tailoring resources for advisors, and influencing university-wide decisions based on your findings. If the Jedi mind trick fails, it is good to have some data in your back pocket.
Taking Chickering to the Next Level: Understanding Culture and Incorporating Appreciative Advising to Assist International Students

**NBCC Area: Social & Cultural Foundations**

Fairbanks  3:15 - 5:15 PM  Cost: $25.00  
Brooke Whiting, Washington State University

In this presentation, I explore Arthur Chickering’s (1969) Theory of Identity Development and how the stages differ for International Students; the differences between high and low context cultures as categorized by anthropologist Edward T. Hall (1981); sociologist Gerard Hofstede’s (2001) dimensions of culture; and ways to incorporate Appreciative Advising into advising international students. There will be multiple activities to walk attendees through some of the challenges that international students face and understanding our cultural differences. Finally, we will discuss the resources that are available at the presenter’s campus to both international and domestic students to help advisors identify and think about resources at their campuses to better assist their students.

Charging Forward With Your Charge

Haines/Juneau  3:15 - 5:15 PM  Cost: $25.00  
Sally Garner, University of Oregon

You’re handed a charge: build a center, develop a program, meet the needs of your students, etc. Where do you go from here? What will it take to realize your vision? What are the pitfalls to navigate? As you learn of our journey in creating a “hybrid” academic and career center within an academic department, take away our strategies for dealing with out-of-whack student: advisor ratios, and insufficient budget. Learn how we used our assessment tools and results, balanced the needs of both functional areas, and dealt with both territorial and ally faculty. This presentation provides both small-scale lessons for a single advisor developing a new program, or large-scale lessons for administrators revamping their entire student services units.
1A **Using Strengths-Based Advising to Help Students Navigate Transition**

**NBCC Area: Human Growth & Development**

Denali/Kenai
Mary Chuinard, Oregon State University

Transition for students has many faces, whether a student is adapting to the first term or graduating and leaving the safety of a campus environment. Strengths-based advising can aid in developing a student's ability to succeed. This session provides tools and takeaways for advisors to help students not just survive transitions, but thrive in the midst of unfamiliar territory. Advisors will leave this session with an understanding of Strengths-Based Advising (a hybrid of Appreciative and Developmental Advising), ways to integrate it into advising and programs, and a knowledge of how it helps students succeed through transitions. The information provided is grounded in the Transition Theory by Schlossberg (1981) and readings from Thriving in Transitions by Schreiner, Louis, and Nelson (2012).

1B **Introduction to the Alaska Native Science and Engineering Program (ANSEP): A Unique Learning Community**

**NBCC Content Area: Social & Cultural Foundations**

Fairbanks
Shirlee Willis-Haslip, Josephine Edwards-Vollertsen & Michael Bourdукofsky
University of Alaska Anchorage

We believe that all students can succeed in science and engineering programs if they have the determination, are willing to make the effort, and have the right approach. We begin working with students when they are in middle school, and invite them back for high school acceleration in math and science classes, and then Summer Bridge including paid summer internships. As UA freshmen, most are prepared for Calculus and many have already completed Calculus I, II, and III. They are then ready for science, technology, engineering, and math (STEM) programs and also very comfortable with the university and the ANSEP learning community.

1C **Where’s the Logic in Being Illogical?**

**NBCC Content Area: Human Growth & Development**

Anchorage
Tamie Saffell, Western Oregon University

Where’s the logic in being illogical? How can advisors encourage students who struggle to make better choices? In researching this question, I explored and adapted research on how decisions are made. Often students on academic warning, probation, and suspension
struggle with making decisions that will lead to the success they desire. I review the research on how decisions are made and how we, as advisors, can use this information to help our struggling students learn how to make better choices. In addition to decision-making theory, participants will learn about “The Wise Choice Process” as outlined in “On Course” by Skip Downing. This process provides a framework we can use to help our students learn how to examine the decisions they are making and create possible solutions.

**1D Building “College Knowledge” Through a First-Year Advising Communication Plan**

Haines/Juneau  
Susie Brubaker-Cole & Tristen Shay  
Oregon State University

How can we help our new students access and acquire the “college knowledge” — foundational knowledge about academic deadlines, resources, policies, opportunities — they need to be successful? This question is increasingly important as more first generation students enroll in college. These students often lack the “social capital” that comes from having college-going family histories. In this session, I share Oregon State University’s pilot program to design and implement a first-year advising communication plan: a proactive, social-media rich campaign to deliver knowledge about key academic deadlines, milestones and habits of successful students. We will incorporate discussion and idea-sharing into our session and will provide our program materials for you to consider adapting for your local context.

**1E Writing for NACADA: The Journal, Academic Advising Today, the Clearinghouse, and Monographs**

Valdez/Skagway  
Charlie Nutt, NACADA Executive Office  
Susan Poch, Washington State University

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.
2A  Journey to Wellness - Managing Daily Stress as an Advisor

Denali/Kenai
Lisa Laughter, Washington State University

In this dynamic presentation participants will learn more about the significance of maintaining their personal well-being. The presenter will provide practical “advice” from her own journey to well-being and engage participants in sharing their journeys to reinforce the importance of maintaining personal well-being in order to best serve our students. Do you work with large numbers of students with mounting demands in an increasingly tight budget climate? How do we take care of ourselves and serve our students when we are expected to do more with less? Many advisors sacrifice their own wellness in order to keep up with the hectic pace of this environment, and this presentation is intended to give the participants practical tools to take with them back into these tumultuous times!

2B  Does Happiness Matter? Applying Positive Psychology to Advising

NBCC Content Area: Counseling Theory

Fairbanks
Teri Duever, Oregon State University

Historically, psychologists have studied poor mental health focusing on such maladies as depression, schizophrenia, and anxiety. In recent years the emergence of Positive Psychology has shifted the focus to the happy, well-adjusted, and thriving psyche. Martin Seligman’s Theory of Well-Being discusses five tenets of a flourishing life: Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment. This session will apply this theory of well-being and explore how an Academic Advisor can first of all pursue and model these virtues, and then encourage development along these continuums with the students they advise. The mutual benefits to advisor, student, and society are plentiful, as virtues such as gratitude, kindness, and altruism take their place alongside other historically desirable outcomes like degree completion and academic excellence.

2C  Empowering Students through a Collaborative Peer Advising Program

Anchorage
Brian Foster & Beth Luzzi
Bellevue College

In today’s campus climate of reducing budgets and over-stretched advising schedules, we cannot afford to rely only on the old standby of one-on-one appointments. In many cases, peer advising has shown to be highly effective at reaching a larger range of students and helping them to become better prepared to navigate their educational pathways. This
Breakout Session Descriptions

Tuesday, April 30
10:15 AM – 11:15 AM

Presentation will outline a study on peer advising conducted by Bellevue College. We will discuss how we built a peer advising program specifically for CEO (Career Education Option) students and how it has contributed to building community and success with our students. In addition, we'll detail our efforts in building peer advising for our first year students.

2D Helping Students Understand and Articulate the Value of Their Liberal Arts Education

Haines/Juneau
Kerry Thomas & Tristen Shay
Oregon State University

Advisors working with Liberal Arts majors are used to working with passionate students. However, many Liberal Arts majors live in the midst of doubting parents, questioning peers, a major that does not provide a linear path to a job, and an economy that seems to devalue what they believe is important. This culture of undervaluing the Liberal Arts tends to cause a great deal of insecurity among even the most exceptional students. In this presentation, we will discuss the various ways that the College of Liberal Arts Advising Office at Oregon State University is working to develop a culture of confidence within our College beginning with our prospective students and following them through graduation.

2E A Conversation with NACADA Leadership and Executive Office Representative

Valdez/Skagway
Charlie Nutt, NACADA Executive Office
Jennifer Joslin, University of Oregon
Karen Sullivan-Vance, Western Oregon University
Sally Garner, University of Oregon

This informal discussion provides a forum for attendees to visit with NACADA leaders regarding the Association’s many initiatives and programs and leadership opportunities. In addition, it gives participants an opportunity to provide feedback and ask questions.
Navigating Through Universal Design: A 9+3 Approach to Enhancing Student Engagement in the Advising Process

**NBCC Content Area: Counseling Theory**

Denali/Kenai
Kim Frost, Kenai Peninsula College - Kachemak Bay Campus, UAA
Connie Fuess, Matanuska-Susitna College, UAA

Universal Design originated in the architectural arena as a way to identify and remove potential barriers, granting access to the greatest number of people with the widest range of abilities. The educational field has embraced Universal Design as a pedagogical practice for enhancing the learning environment. Together we will explore how incorporating the 9 principles and 3 practices of this platform into our student interactions can enhance our ability to advise our richly diverse student populations. Participants from all areas and disciplines of advising will walk away with an understanding of the fundamentals of Universal Design of Education and the skills to implement this best practice approach in their day to day service with students.

Distance Advising and Technology: An Example of Using Multimedia to Create a New Student Orientation for an Online Degree Program

Fairbanks
Dawn Marie Gaid, Oregon State University

We all use technology in our day-to-day advising activities to communicate information. However, for academic advisors who serve fully online populations, the use of technology is integral to how information is delivered and received. In this “how to” presentation, attendees will learn about the rationale behind and approach taken to create a multimedia PowerPoint presentation, whose objective is to create more efficiency and effectiveness in the new student orientation process for an online degree seeking population. Attendees will walk away with new “how to” information, including a step-by-step process, and links to online examples and resources. The basic process presented can be readily modified to fit many advising needs.

Chart your Advising Unit’s Resources with a Simple Economic Analysis

**NBCC Content Area: Research & Evaluation**

Anchorage
Susan Poch & Josh Whiting
Washington State University

Do you know how much time you spend on which activities in your advising unit? Do those activities support your mission and goals? Is your staff spending more (or less) time on
activities that are fundamental to your mission? Can you demonstrate that your unit is worth the budget allocated by the institution? Using a simple formula and an interactive worksheet, participants will engage in a simulated economic and time analysis and learn why and how to complete an analysis of time and economics of an advising unit. Participants will also learn how to use this data to justify the need for additional resources or avoid budget cuts. The session will identify pitfalls associated with this type of analysis and learn ways to avoid them.

**Student Coaching: A Strategy for Building Community**

Haines/Juneau
Barbara Brown & Jennifer Pederson
Kodiak College, University of Alaska Anchorage

The Student Coaching program gives Kodiak College’s commuter students an opportunity to become more engaged with the campus community and contributes to a culture of completion. Coaches are faculty and staff volunteer mentors who meet with their assigned students weekly throughout the semester and provide them with support in understanding academic policies and developing self-confidence, self-direction, and self-efficacy. This session will describe the program, introduce evidence of successes and challenges, and discuss how the Student Coaching program is evolving. It will also give guidance for those who wish to start a Student Coaching program on their campuses.

**Supporting Native Canadian Students Full Circle: Collaborative Indigenous Best Practices at the University of Alberta**

Valdez/Skagway
Suzanne Butler, Meika Taylor, Andrea Menard & Freda Cardinal
University of Alberta

A panel discussion of the best practices from collaborative work done by a team of staff working within their respective units to support Aboriginal (Native) Canadian students at the University of Alberta. This presentation provides insights, successes and challenges for those that work directly to support students from an Indigenous perspective. Representing roles in recruitment, student services and academic advising in the Faculties of Arts and Native Studies, this panel group shares the most significant ways in which working together and adapting the traditional role of student advisor is leading to greater student success.
**Breakout Session Descriptions**

**Tuesday, April 30**

**2:45 PM – 3:45 PM**

**4A Doing More With Less – Reducing Digital and Paper Clutter**

Denali/Kenai
Theresa Harper, Oregon State University

Do you dread opening your e-mail inbox each morning? Are you drowning in digital files and photos? Has your desk disappeared under piles of binders and papers? You’re not alone! Come take time to identify areas of your life that suffer from clutter and the negative impacts of quantity over quality. This session will include practical tips, audience participation and a healthy dose of fun.

**4B Promoting Adult Learner Success With Pre-Admissions Services**

**NBCC Content Area: Human Growth & Development**

Fairbanks
Ujirta Parekh, Kyle Cassady & Amy Rommelfanger
Oregon State University

How do we support success for adult learners? What can we do to build community for distance students? What do pre-admissions services have to do with any of this? We will explore the role of pre-admissions outreach and services in assisting adult learners returning to higher education. Oregon State University’s Ecampus has created a robust partnership between Enrollment Services, Student Services, and Career Services to individualize responses to prospective student needs. By engaging reentering students in this way, Ecampus strives to create an institutional connection, promote students’ self-reflection, and lay the foundation for community-building efforts within academic departments. This partnership aims to strengthen connections between academic and student support services to provide a holistic continuum of resources for adult learners navigating reentry.

**4C Getting Our Students Job Ready Takes a Village—Faculty, Academic Advisors, and Career Advisors**

**NBCC Content Area: Lifestyle & Career Development**

Anchorage
Theresa Ling & Mary Lou Moffat
Seattle University

We hope that through this presentation we can start a conversation. In our school, the three advising stakeholders – faculty, academic advisors, and career advisors-- work closely together trying to achieve that goal. Faculty design and teach courses that prepare students to be job ready through faculty’s expert knowledge, their connection with the industry, and through case studies and projects. Our Placement Center advisors help students turn these experiences into resumes that illustrate their professional skills and provide talking points.
in job interviews. The career advisors also work with recruiters and employers in providing
internships and post-graduation job placement. The academic advisors guide students in
taking the right courses and being best prepared for their career upon graduation.

**Student Success: A Hands-On Approach to Improving Academic Performance**

**NBCC Content Area: Appraisal of Individuals**

Haines/Juneau
Kristi Overfelt, Debbie Moos & Karen Gillespie
University of Idaho

Increasing retention is one of the forefront issues plaguing institutions in higher education.
In an effort to improve retention, two departments at University of Idaho have developed
an intrusive-model success program for students on academic probation. Our program
uses a hands-on approach to pinpoint the cause(s) that result in poor performance without
impacting already strained resources. This method reduces time spent on identifying
problems, allowing more time to teach behavioral changes that lead to academic success.
You will learn how to use the Student Self-Assessment Survey (the key component to
our program), why we follow a syllabus and employ reoccurring appointments, how
developmental curriculum applies, how technology is incorporated, and additional strategies
to use. Join us for hands-on experience that will teach you how to develop an intervention
program to fit your needs.

**Unwilling Versus Unable: An Introduction to Dispreferred Statements**

**NBCC Content Area: Counseling Theory**

Valdez/Skagway
Alexander Kunkle, Western Oregon University

Merging Mezirow’s concept of a disorienting dilemma with a communication technique
entitled Dispreferred Statements can create a significant transformation in the students’
perception of self, leading to an increased sense of personal responsibility. Framing
the concept of dispreferred statements around student excuses, allowing the student to
understand dispreferred responses, students would become aware of how those statements
provide a socially acceptable forgiveness which takes personal responsibility off the student.
“Unwilling and unable” statements are used as face saving techniques protecting the
questioner (advisor) from the reality of the situation and the respondent (student) from the
feeling of failure. This session will teach advisors how to use the concept of dispreferred
statements to create the disorienting dilemma leading to a positive change within students.
5A Creating an Education Abroad Community on Your Campus
Denali/Kenai
Nick Fleury & Lillian Read
Oregon State University

Did you have an education abroad experience as a student? Do you wish you had? This session will explore the value of including an international study, research or internship experience in the undergraduate career. Attendees will develop a toolkit with information on how to inform, develop and foster faculty and student interest in education abroad opportunities from the perspective of Academic and Education Abroad advising. Additionally, this session will explore best practices surrounding the integration of education abroad into the major curriculum and how to assist students in articulating their international experiences in relation to academic and career goals. The additional academic, personal and financial support that students may need when exploring and pursuing an international opportunity will also be discussed.

5B Building Bridges Between Campuses with Collaborative Technology
Fairbanks
Elizabeth Williams, University of Alaska Southeast
Lynda Hernandez, University of Alaska Anchorage

How do you effectively advise and teach students that live in communities that are only physically accessible by boat, plane, or snowmobile? Technology is a cost-effective, efficient, and practical way of bridging the geographic divide between prospective students and health program advisors. The UAA Allied Health Department and UAS Health Sciences Department will discuss the history and implementation of collaborative technology in health programs in Alaska. The presentation will provide an overview of available technologies and a demonstration of their uses. Not just relying on the telephone, advisors from all disciplines can benefit from learning to advise distance students with other cost-effective, efficient, and practical tools.

5C The Accidental Career Advisor: Triage Career Advising

Anchorage
Rachel Allen, University of Oregon

As graduation fast approaches, students become increasingly concerned with the prospect of employment. Students faced with the transition of entering the job market often look to professionals with whom they have developed relationships to give them guidance. Advising these students can be challenging. Although career advising may not be in our job
description as academic advisors, we want to help students be successful in the job and internship search. This session will help attendees identify student populations that may benefit from career planning conversations, determine appropriate applications in academic advising settings, and practice key strategies for responding to career-related questions.

5D Building a Cross-Campus, Collaborative Academic Success Intervention for First Year Students at OSU

NBCC Content Area: Human Growth & Development

Haines/Juneau
Susie Brubaker-Cole & Kerry Thomas
Oregon State University

First year students who are in poor academic standing often experience stress, confusion and anxiety, and the large majority lack adequate knowledge of resources and policies to overcome their difficulties. Oregon State University has implemented a pilot program that provides targeted communication and academic intervention through advising offices across five colleges. The goal of the pilot program is to increase interaction between students experiencing academic difficulty, advisors and student success resources, and ultimately to increase retention and success rates. We will discuss the design and implementation of the program (and provide you a set of materials) as well as the emergent best practices for working with students experiencing academic distress.

5E Improving Educational Outcomes for Youth Transitioning from Foster Care

NBCC Content Area: Social & Cultural Foundations

Valdez/Skagway
Amanda Metivier, University of Alaska Anchorage

Transition-aged foster youth are a population at risk of economic hardship, often experiencing gaps in their education, and low rates of post-secondary educational attainment. The Child Welfare Academy (CWA) at the University of Alaska Anchorage has joined efforts to increase supports to foster youth throughout Alaska pursuing post-secondary education and training. Foster youth and foster care alumni have played a crucial role at all levels of improving child welfare practice across the nation by providing input and bringing real life experiences to the needs of youth transitioning from foster care. Current and former foster youth, will provide real life experiences during this session to shed light on challenges faced by foster youth as well as solutions to improving post-secondary educational outcomes for foster youth.
Anticipating Tomorrow Today: Building a Technology-Positive Advising Workforce

Denali/Kenai
Jennifer Joslin, University of Oregon

An increasing use of technology tools in higher education has transformed the advising field. Advances in social media, social networking, and online resources mean that advisors, personal tutors, managers, and faculty must be responsive to technology trends. These trends increase the need for a creative and adaptive advising workforce. As an administrator or tech leader, how can you be responsive to trends and position your office toward student success in an increasingly online age? This session outlines steps to build the advising office of the future through hiring, programming, evaluation, and assessment with a special focus on building technology-adaptability. This session will provide hands-on tools, vigorous discussion, and resource hand-outs for advising technology leaders and managers.

Facilitating Exploration and Commitment to Lift Students to Success

NBCC Content Area: Counseling Theory

Fairbanks
Kyle Ross, Washington State University

Students transitioning into the higher education environment have the opportunity to explore a range of domains pertaining to their identity development. Identity development is based on two processes: exploration and commitment. Regarding a student’s academic identity, the big question is what major they choose. Deciding on a major can create anxiety in a new student; on the other hand, deciding too early can inhibit the exploration process of identity development. In this dynamic session, one advisor will share his advising style formulated from a counseling background. He will introduce two career and identity development theories that can help promote exploration and commitment and how to apply these theories in academic advising and career planning to enhance student success.

Community Innovations: Giving Online Students the Support to Explore

NBCC Content Area: Lifestyle & Career Development

Anchorage
Noreen Siddiqui & Kyle Cassady
Oregon State University

Every year the number of undergraduate majors that are offered online and the number of students seeking those degrees increase. With these growing numbers, undecided students are now also showing up in the online student population. Over the past two years, Oregon State University found the need to create intentional services for online students who are exploring majors. These students are a unique blend of both traditional online students...
and on-campus exploratory students. Their needs require creative approaches for delivering resources, different kinds of conversations, and a rethinking of how students explore. Find out if your institution is ready to address these issues and share any creative approaches your school is using to support online exploratory students.

**One Class, Many Directions**

**NBCC Content Area: Lifestyle & Career Development**

Haines/Juneau  
Tiffany Fritz, Oregon State University

Working with exploratory students comes with many opportunities and challenges. Individual advising appointments allow for personalized and reflective conversations, but how can that same level of engagement be achieved in a classroom setting? This session will provide an in-depth look at facilitating individual learning opportunities by focusing on a course designed specifically to assist students in exploring their major and career options, goals, and decisions making. This course provides structure to students’ career exploration, taking them through a three-step model to help them make well-informed decisions regarding their futures. There is an emphasis on values identification, integrating the Strong and MBTI assessment results, goal setting, and researching specific majors and careers. Issues surrounding the sustainability of such courses will also be addressed.

**Culturally Relevant Advising Techniques**

**NBCC Content Area: Social & Cultural Foundations**

Valdez/Skagway  
Carol Murphrey, Olga Skinner & Colleen Angaiak  
University of Alaska Fairbanks

Rural Student Services (RSS) is a unique department at the University of Alaska Fairbanks that provides culturally responsive advising to Alaska Native and rural Alaska students. For over 40 years, RSS advisors have developed a variety of strategies to assist these students as they make the transition to college life. One of these strategies includes what we have termed comprehensive advising – assisting students with all aspects of the university experience, from the application for admission to course selection and registration to housing and orientation and beyond. We will discuss these strategies and how providing comprehensive and culturally responsive advising promotes student success.
Helping Distance Learners Through Learning-Centered Advising

**NBCC Content Area: Lifestyle & Career Development**

Denali/Kenai
Kristin Webb & Jean Crowe
Thompson Rivers University

The growth rate in online programs has sky-rocketed, and there is no evidence that a slowdown is ahead. A significant advising relationship is crucial for student success for distance learners as the advisor becomes the student’s life-line and Number One contact person. This presentation by two advisors at a distance institution builds on Smith & Allen’s lecture at NACADA 2012, which emphasized what students should learn in academic advising encounters at face-to-face institutions. We will relate Smith & Allen’s Five Domains of Quality Academic Advising to best practices in the distance-learning modality, and discuss the differences between their Findings and Implications for Practice to the experiences with distance learners. Participants are encouraged to share their tools, tips, and experiences in this area.

Utilizing Student Development Theory to Guide Advising Conversations

**NBCC Content Area: Human Growth & Development**

Fairbanks
Kerry Thomas, Oregon State University

Academic Advisors often work with students as they attempt to navigate crises in their personal or academic lives. During this presentation, we are going to talk about how to utilize student development theory and models to structure these advising conversations. Students who rely heavily on authority figures such as parents or teachers to make decisions may want you to provide an answer or a quick fix to make everything better. However, that is not the type of support that will challenge students to develop and trust their own voices. If we focus more on reflective questioning in our advising appointments and enable students to develop their own conclusion, we can help them find and trust their internal voices.

Be More Awesome: Growing Your Skills and Capacity as an Advisor

Anchorage
Heather Bennett, University of Alaska Southeast

As advisors we have demands from many sources, including students, parents, faculty, staff, and administration. Continuing to improve and adapt in an ever-changing world can help you become even more valuable to your students, your institution, and yourself. Maximize your satisfaction in work and in life, using some of the many tools available. Explore the philosophy of growth and some starting resources for creating your own system.
of improvement. Continue (or launch) your own journey to develop your skills and personal satisfaction. Connect with other advisors as we explore how to address the challenges and maximize the rewards of advising – all while serving our institutions more efficiently and effectively.

**7D**

**An Innovative Approach to Promoting Student Retention: Building a Community to Empower Students in Connecting to a College Education and Future Careers**

**NBCC Content Area: Lifestyle & Career Development**

Haines/Juneau
Joanne von Pronay & Peggy Byers
University of Alaska Anchorage

Students continue to ask: What can I do with this major? “Research reflects that a students’ connection to their academic and career goals impacts their persistence to graduate.” Institutions must implement strategies that help students understand the relevance of their education. This session introduces a university’s collaboration to build a students’ awareness of the connection between their college education and workforce opportunities. The presentation will focus on the creation, implementation, and best practices of a retention based initiative aligned with the national career cluster model utilizing university created publications.

**7E**

**The Northern Latitude of Attitude**

**NBCC Content Area: Social & Cultural Foundations**

Valdez/Skagway
Jon Deisher, University of Alaska Anchorage

This is a light-hearted perspective of a serious topic. Often advocates of the Americans with Disabilities Act are perceived as “the big bad wolf” recommending accommodations for students with disabilities that disrupt classroom dynamic, change course curricula, impose requirements on educational methodologies and technologies and influence the pace, process and environment of a class. The presentation focuses on changing perceptions: first in how accommodations are recognized; and second, in how they are implemented. The Universal Design principle that improvements in the learning environment for students with disabilities also improve the learning environment for all students is emphasized. The largest barriers to learning are attitudinal and perceptual. Attendees will learn methods of addressing and resolving both perceptual and attitudinal barriers to learning in the classroom setting.
A big THANK YOU to our sponsors!

We especially wish to thank the University of Alaska System and the Alaska Railroad for their generous support of conference registration fees and transportation for Alaska-based advisors.

Additionally, the following businesses, organizations, institutions and individuals have donated door prizes:

- Bedford St. Martins
- Kaladi Brothers Coffee
- Noreen Siddiqui
- Oregon State University College of Business
- Oregon State University College of Engineering
- Oregon State University Marketing
- University of Alaska Anchorage
- University of Alaska Southeast
- University of Oregon Duck Store
- University of Oregon Marketing and Brand Management

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Did you miss a session that you were interested in?

All presenters have been asked to share their presentation materials on the Region 8 blog: http://nacada8.wordpress.com/2013conference/
Save these dates!

**Future Region 8 Conferences**

2014  
March 20-22  
Vancouver, British Columbia, Canada

2015  
March 11-13  
Coeur d'Alene, Idaho, USA

Are you interested in serving on the conference planning committee for our Vancouver 2014 Region 8 conference?

Please contact Nadia Williams (nadia_williams@sfu.ca) for more information on how you can get involved. Also, be sure to attend the Vancouver 2014 kick off on Tuesday, April 30, 5:30 PM, Valdez/Skagway.

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**Other Future NACADA Events**  
[http://www.nacada.ksu.edu/Events-Programs/Events.aspx](http://www.nacada.ksu.edu/Events-Programs/Events.aspx)

June 5-7, 2013  
International Conference, Maastricht, Netherlands

June 23-28 and July 28-August 2, 2013  
Summer Institutes

October 6-9, 2013  
Annual National Conference, Salt Lake City, Utah

February 12-14, 2014  
Assessment of Academic Advising Institute, Albuquerque, New Mexico

October 8-11, 2014  
Annual National Conference, Minneapolis, Minnesota
Vision Statement: NACADA is the leader within the global education community for the theory, delivery, application and advancement of academic advising to enhance student learning and development.

NACADA Mission and Strategic Goals:
- Address the academic advising needs of higher education globally
- Advance the body of knowledge of academic advising
- Champion the educational role of academic advising to enhance student learning and development in a diverse world
- Educate university and college decision makers about the role of quality academic advising in higher education
- Ensure the effectiveness of the NACADA organization

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The NATIONAL ACADEMIC ADVISING ASSOCIATION (NACADA), promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and has over 10,000 members representing all 50 states, Puerto Rico, Canada and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA functions with volunteer leadership with support from the NACADA Executive Office. Members have full voting rights and elect the national board of directors as well as other leaders within the organization. NACADA is designated by the IRS as a 501(c)3 non-profit educational association incorporated in Kansas.