



2023 NACADA Region 7 Conference

*Opening Minds Through Kindness and
Caring in Advising*
February 27-March 1, 2023
Sheraton Oklahoma City Downtown
Oklahoma City, Oklahoma

Conference Schedule

*Sessions and schedule are subject to change.

Monday, February 27

Registration and check-in
Century Foyer

11 a.m.-5 p.m.

Preconference Workshops

P1 **Opening the Secrets of Brain Anatomy and Functions to Improve Student Learning and Study Habits**
Mary Francis | Oklahoma State University
Plaza North

1-3 p.m. | Cost: \$40

The brain is an amazing organ, always growing and developing new processes and pathways. With all the research about brain development and function, we still do not know everything about it. Advisors who understand brain function and development can help their students harness this power to become more effective and productive students. Using research from Kolb, Lobdell, Duckworth, and others, we will look at our personal study philosophy, learning preferences, and study effectiveness to see what we could change to become better learners. Then we will discuss and practice this new information to teach our students how to be more effective learners of information and successful students.

Student Persistence, Retention, & Academic Skills
R6 | R5 | I5

Dr. Mautra Staley Jones
Century Ballroom

Dr. Mautra Staley Jones advances and elevates each institution she touches. Through her educational and community leadership, Dr. Jones has become one of the nation’s most sought out thought leaders.



On March 1, 2022, she became the 11th President of Oklahoma City Community College, the fourth largest institution of higher education in the state of Oklahoma. With her appointment, Dr. Jones made history becoming both the first woman and the first person of color to serve as President of the College which serves over 17,000 students. Her appointment also made Oklahoma history as she is the first African American female to serve as president of any institution of higher education in the state of Oklahoma that is not an HBCU (Historically Black College and University).

Beyond her professional life, she is an active and engaged member of the community, providing leadership to various corporate, civic and charitable organizations.

Dr. Jones has been appointed by Governors Kevin Stitt and Mary Fallin as a board director for the Oklahoma Office of Juvenile Affairs, a commissioner for the Oklahoma Merit Protection Commission, and as a member of the Oklahoma standards steering committee. Oklahoma City Mayor David Holt appointed her to the Civic Center Foundation's board of directors.

Additionally, she serves as a board director for BancFirst and BancFirst Corporation; South Oklahoma City Chamber of Commerce; American Mothers, Inc., Oklahoma Hall of Fame, StitchCrew, Oklahoma Philharmonic Society, Oklahoma Watch, and Leadership Oklahoma City's Alumni Association.

She is a board advisor to the Oklahoma City Chamber of Commerce, a Salt and Light Leadership (SALLT) Fellow, a graduate of Leadership Oklahoma City (Class XXIX), and a member of the second cohort of the MSI Aspiring Leaders Program at Rutgers University. She is also a member of Alpha Kappa Alpha Sorority, Inc., VEST, Rotary Club 29, Oklahoma County Bar Auxiliary and Visionary Women of Oklahoma (VOW).

Dr. Jones was recently inducted into the Oklahoma African American Educators Hall of Fame. She has been named Woman of the Year by 405 Magazine, The Journal Record, Perry Publishing and Broadcasting, and With Love OKC. She was named the 2021 National Mother of the Year; 2021 Oklahoma Mother of the Year and 2012 Oklahoma Mother of Achievement by American Mothers, Inc. She has also been honored as an Achiever Under 40 by The Journal Record, OKC Biz and Oklahoma Magazine, among other noteworthy achievements.

Dr. Jones holds a B.A. in Journalism from the University of Oklahoma, an M.B.A. from the University of Phoenix at San Diego, and an Ed.D. from Vanderbilt University. She is married to United States District Judge Bernard M. Jones II, and they are the proud parents of three children: Bernard III, Kennedy, and Brendan.

P2 Maximize Your NACADA Membership and Your Conference Experience
NACADA Leaders
Ballroom

4:30-5:30 p.m. | Cost: Free - no registration necessary.

We've combined the best advice and put it into one session. All participants are invited to discover the opportunities to maximize their membership experience. Through activity and discussion attendees will learn more about the resources and leadership opportunities available within NACADA: The Global Community for Academic Advising and the divisions that make up the association's structure.

Networking Sessions

5:45-6:30 p.m.

Self-Guided Reflection Activity
Ready, Set, Network!

Plaza North
Plaza South

Opening Reception

Century Ballroom

6:30-8:30 p.m.

Wellness Activity | Meditation and Guided Imagery

6-7 a.m.

**Grace Green
Kiamichi Room**

We will start our session with deep breathing and meditation. We will move into a guided imagery session and finish our time with affirmations. This exercise will help you get a positive start to your day.

Registration and check-in

7 a.m.-5:30 p.m.

Century Foyer

Breakfast

7-8 a.m.

Century Ballroom

Concurrent Session 1

8-9 a.m.

C1.1 Leveraging the Low-Hanging Fruit: Using Data to Improve Student Persistence Through Advising

**Julia Carlo | Northeastern State University
Great Plains**

Student retention is at the forefront of most institutions' strategic plans, and advisors and advising administrators are often looked to when enrollment and retention declines. This session examines how one advising department acknowledged this responsibility, leveraging data to re-prioritize outreach strategies to students to whom the advisor-student relationship could be of most benefit. This session showcases how motivated advisors, care-based approaches, and encouragement to attempt different strategies improved semester-to-semester persistence with these students over time. Session attendees will have time to develop questions surrounding their own students and opportunities - data-informed insights - that might show promise for an intervention, and leave with a list of "low-hanging fruit" to explore in more detail once returning to their own institutions.

Advising Administration

C4 | R2 | C5

C1.2 Football and Flute: The Importance of Connections & Promoting Peak Performance

**Kate Bergman | Emporia State University
Green Country**

Football and Flute: The Importance of Connections & Promoting Peak Performance in Leadership and with First Gen Students. Comparing Tom Brady's "T2 Method: How to Achieve a Lifetime of Sustained Peak Performance" to Musical Performance, a former music/art major faculty advisor will discuss connections between athletics and music, as well as discussing the importance of connections that we all learned after COVID quarantines. We will also connect performance and leadership from looking at Brene Brown's "Dare to Lead." First gen students are already leaders in their families, so we'll discuss connecting those leadership strategies in all part of their life; personal and academic.

Advising Special Populations

R2 | R4 | I5

C1.3 Every Student is Undecided: Helping Students Navigate the Decision-Making Process

**Lauren Ledbetter | University of Oklahoma
Travis Lightsey | University of Oklahoma
Jessica Masterson | University of Oklahoma
Plaza South**

Current research trends show that college students are having increased difficulties making decisions about their future, often needing guidance and support through the decision-making process. This session explores why students are undecided, how to coach students from indecision to confidence, and provides resources to utilize in everyday advising work with students who need to make a choice. Case studies will be presented to introduce tools, resources, and a developmental approach for building students' decision-making skills. The information discussed is intended to be utilized for advisors working with students of any year and major.

Advising Special Populations

I5 | R6 | R4

C1.4 Know Your Assets: Advising and EDiCTS (Enhancing Diversity in Career and Technical STEM)

**Emily Creamer | The Ohio State University
Yun-Han Weng | The Ohio State University
Frontier**

The purpose of this presentation is to present initial findings from an ongoing mixed methods study on the critical evaluation of an automotive technology pipeline program titled the Automotive Student Service Education Training (ASSET). This presentation will highlight academic and career advising from the lens of the ASSET students, focusing on goal-setting and support structures. Through quantitative and qualitative data, we engage with the challenges of recruitment, retention, persistence, graduation, and career placement of women and People of Color (POC) in the automotive industry. This presentation translated theory into practice by allowing participants to explore education research and systemic barriers unique to automotive and technical fields for women and POC and how the advising process intertwines it all together.

Diversity, Inclusion, & Social Justice

I5 | C5 | R6

C1.5 Promoting Academic Integrity through Advising Lens

Eva Magallan | Texas A&M University

Red Carpet

This session aims to discuss how academic advisors and/or higher educational professionals can support and play a role in promoting academic integrity. It will discuss academic integrity and how to minimize academic dishonesty among students in higher education. Will review the academic integrity model created at their department to target the growing issue of academic dishonesty. By exploring the current academic integrity model in place in the department, participants will learn how to adapt the model to their institution. Participants will learn of preventative approaches and strategies to address present-day academic dishonesty issues to implement in their higher educational role from classroom to advising office. Furthermore, participants will review case studies and reflect on the implications for teaching and learning in their institution.

Student Persistence, Retention, & Academic Skills

I6 | C4

C1.6 Put me in, COACH! I am ready to advise! - Best of Kansas

Kaytie Brozek | Wichita State University

Angela Scott | Wichita State University

Plaza North

Curious about academic life coaching? Come learn from academic advisors who completed a 7-month course to become certified Academic Life Coaches. Discover the similarities and differences between advising and coaching. Learn some easy coaching strategies you can incorporate into your advising practice to get results from your students.

Training & Development

C4 | R4 | I6

Concurrent Session 2

9:10-10:10 a.m.

C2.1 Supporting Rural Students: Looking Beyond Recruitment to Focus on Retention

Kirsten Caudle | University of Missouri-Columbia

Green Country

Recruiting and enrolling rural students has been a key topic in higher education recently, with less attention given to how rural students manage after they arrive on campus. Studies show that rural educational attainment is lower than that of urban and suburban populations, meaning the need for campus support for students of a rural background is essential. This session will provide an overview of rural educational attainment, barriers and challenges faced, and give special attention to the intersectionality of identities that rural students may hold. By supporting rural students through developing rapport with student service professionals, removing barriers where possible, and creating programming aimed for success, universities can increase retention of students from rural backgrounds.

Advising Special Populations

C4 | I6 | R2

C2.2 Bridging the Gap: A Collaborative Approach to Coaching and Advising Neurodiverse Learners.

Cathy Kennemer | The University of Tulsa

R. Curtis Sparling | Rogers State University

Plaza South

The increasing number of neurodiverse learners entering college presents an expanding challenge to all stakeholders. Institutions provide services to meet neurodiverse learners' needs; however, there is often a disconnect between service providers and faculty when creating inclusive learning environments. These gaps exist and present in the classroom as well as advising relationships.

Collaborative efforts among faculty and staff should support creating inclusive coaching, advising, and classroom environments for neurodiverse learners. This session will address the characteristics/needs of neurodiverse learners and how through collaborative efforts professionals can create inclusive environments that remove barriers and foster trusted relationships. Best practices will be shared and discussed; and participants will leave equipped to use newfound/re-imagined awareness to create a student-centered advising philosophy.

Advising Special Populations

C6 | I5 | R1

C2.3 Equity in Advising: Leveraging Individual Career and Academic Planning within Higher Education
Lauren Ledbetter | University of Oklahoma
Jessica Masterson | University of Oklahoma
Travis Lightsey | University of Oklahoma
Great Plains

This session will discuss how to leverage ICAP, a process that helps students engage in academic and career development activities and a product that is created and maintained for students' academic, career and personal advancement. Tools will be presented that help students gain a better understanding of themselves and prepare for success by exploring major options and subsequent career paths and clusters. These resources teach students to be methodical when choosing courses, making graduation a checkpoint not an end point, and examine paths for students to graduate on time. We will explore how to utilize ICAP to create equitable developmental advising and career coaching sessions as well as provide examples of resources to aid the transition from K-12 to Higher Education and beyond.

Career Advising
C4 | 15 | R6

C2.4 When Advising Goes Beyond Academics: Mental Health and Your Role as an Advisor
Linda Culbertson | Grove City College
Plaza North

Because academic advising in a post-Covid setting involves much more than help with course registration, academic challenges, and career counseling, this session will address the topic of mental health from the point of view of those in who work closely with students--academic advisors. From identification of mental health issues to actually providing assistance for advisees in crisis, this session allows participants to verbalize frustrations, share in solutions, and apply the latest research in the area of advising students. Participants will leave the session with a better understanding of how to handle mental health issues in the advisement setting and with a plan in hand to meet the needs of their students in a successful manner in their very next advisee meeting.

Faculty and Peer Advising/ Mentoring
15 | R4 | C4

C2.5 Student Learning Through Goal Success and Attainment
David Smith | Jefferson College
Frontier

All advisors understand the importance of teaching and coaching our students on setting and successfully attaining goals, short and long term, during their educational experiences. Getting from point A to point B successfully is a continuous process for the student. But what happens along the way? How does one journey affect the next trip taken down the goal success pathway?

This presentation discusses what students can and should learn on the way from the starting block to the finish line of their educational endeavors, both short and long term. Development of personal traits such as self-discipline, perseverance, emotional intelligence, and flexibility, along with subject matter material, make the process of goal success and attainment an academically and personally robust, rewarding, and lifelong learning experience.

Student Persistence, Retention, & Academic Skills
C5 | 16 | R6

C2.6 Practical Applications of Appreciative Advising
Kristal Soderstrom Junkens | Oklahoma State University
Red Carpet

Disarm, Discover, Dream, Design, Deliver, and Don't Settle: the basic principles of Appreciative Advising. You may have heard of Appreciative Advising but are not sure how to apply it to your own Advising practices. This session will dive into these principles to help you discover or re-learn tools to support student development beyond basic advising. Utilizing "The Appreciative Advising Revolution", Bloom, J, et al. (2008) and the "NACADA Academic Advising Core Competencies Guide: 2nd Edition" (2022), this presentation will discuss the six phases of Appreciative Advising and how they can be applied over time. Learn how the six D's can help you and your students have a better Advising experience.

Training & Development
C4 | R1 | R2

Networking Sessions

10:20-10:50 a.m.

Get to Know You Bingo
Puzzle it Out!
Well-Being And Advisor Retention Advising Community
New Advisors

Great Plains
Plaza North
Plaza South
Red Carpet

Arkansas
Kansas
Louisiana
Missouri
Oklahoma
Texas

Frontier
Red Carpet
Great Plains
Green Country
Plaza South
Plaza North

Lunch and Awards

noon-1:30 p.m.

Century Ballroom



Celebrate and congratulate the 2023 Region 7 Award and Scholarship winners.

Concurrent Session 3

1:40-2:40 p.m.

C3.1 Identifying Barriers Hispanic Students Face When Pursuing Higher Education

Eva Magallan | Texas A&M University
Joseffe Gonzalez | Texas A&M University
Plaza North

The purpose of this presentation is to discuss barriers Hispanic students face when pursuing higher education and how it impacts student success. The presenters will discuss barriers, share challenges, and provide implementation strategies to assist Hispanic students in higher education. Participants will leave the session with an understanding of how to best support Hispanic students in their educational pathway to lead them to academic success.

Advising Special Populations

C4 | I5

C3.2 Building Community in an Online Graduate Program

Missy Korduner | Louisiana State University
Frontier

Building community for online students is often challenging, but critical to their experience. This presentation will share how we developed a multi-faceted initiative designed to bridge our online, on campus, and alumni communities from enrollment to graduation. The initiative includes welcome events, mentoring activities, and a hooding graduation ceremony. Session attendees will leave with detailed steps on how to implement similar initiatives on their own campuses.

Advising Special Populations

I6 | R2

C3.3 Improving the Advisor/Student Relationship Through Unconditional Positive Regard

Melissa Cooper | Oklahoma State University
Plaza South

This session on Increasing Trust & Rapport through Unconditional Positive Regard will explore how advisors can leverage the concept of Unconditional Positive Regard to promote rapport and improve the professional relationships with their students. This session will define the term, taken from psychology, and discuss practical examples of how advisors can implement this practice in real time.

During the session, participants will engage in small group discussions about methods they use to develop their professional relationships with students. Case studies will be utilized to demonstrate the effect of Unconditional Positive Regard in the advising relationship. Participants will delve into methods to improve personal boundaries in advising taken from Dr. Brene Brown's "Dare to Lead", along with additional resources to support the development improving connections, including Dr. Jamil Zaki's "The War for Kindness."

Training & Development

R2 | R3 | R4

C3.4 Utilizing Peer Mentors to Maximize Student Success**Kerri Lopp | University of Central Missouri****Rachelle Webster | University of Central Missouri****Green Country**

Peer mentors are key to increasing engagement, success, and retention among college students. The University of Central Missouri Success Advising Center wants to share about our Academic Success Coach program and how our awesome student employees are playing huge roles in reaching students and helping them succeed. Come learn about how we structure our peer mentor program, our hiring and training processes, and what the day to day work of our peer mentors looks like.

Faculty and Peer Advising/ Mentoring**C4 | I1 | R2****C3.5 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing****Ashley Thomas | NACADA Executive Office****Great Plains**

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal and the NACADA Review, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, NACADA-produced books, the new online, scholarly journal NACADA Review: Academic Advising Praxis and Perspectives, and the flagship NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Training & Development**R7****C3.6 OK I Need to Make a Change: What Now?****Robert Pettay | Kansas State University****Red Carpet**

Deciding to change can be easy, actually changing can be hard. Motivational Interviewing (MI) is an approach designed to initiate behavior change based on intrinsic motivation. Motivational Interviewing is defined as 'a client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence. Professional academic advisors work with students in the decision-making process related to majors, careers, and behaviors that influence the student's ability to achieve success. Often change is necessary and required if the student is to grow and develop and the advisor is in a primary position to assist the student in behavior change. Objectives of the session include increasing familiarity with MI principles, understanding behavior change, using questioning and reflection in advising, and applying MI in the advising setting.

Student Persistence, Retention, & Academic Skills**C3 | R1****Concurrent Session 4****2:50-3:50 p.m.****C4.1 Serving Those Who Have Served: The Role of Advisors in Student Veteran Success**

Since the passage of the Serviceman's Readjustment Act of 1944, veterans have been a central part of higher education institutions. Student veterans have always been non-traditional adult learners, and while they may face challenges when transitioning to higher education, they also bring myriad strengths to the college campus. The need for veteran-specific advising is significant considering the large number of student veterans who have flocked to colleges and universities in the past decade. Student veterans have different needs regarding academic advising and may require expressly designed services in several critical areas. Through the application of certain theories and the implementation of veteran-specific advising principles, advisors may be better able to serve well those who have served to academic and personal success.

Advising Special Populations**I5 | C3 | C2****C4.2 Debunking the Myths Surrounding Academic Probation****Cynthia McDonald | University of Missouri-Kansas City****Plaza South**

Distressingly, a quarter of undergraduate students attending four-year institutions will find themselves on academic probation during college enrollment. In this discussion, we will identify and dispel ten myths academic advisors, students, and others commonly hold about students on academic probation. We will then consider how these myths correspond to NACADA academic advising core competencies. Finally, we will collaborate with audience members to identify implications of debunking these myths for advising policies and practices on their home campuses. We contend that making assumptions about students on probation perpetuates false stereotypes and undercuts a culture of care that is core to the NACADA values and competencies. As advisors if we better understand what students on probation are experiencing, we can better tailor advising and campus resources that are most important to these students.

Advising Special Populations**C4 | I3 | R1**

C4.3 Peer Mentoring: From Startup to Well-Oiled Machine

Lee Shoultz | *University of Arkansas*

Chris Cagle | *University of Arkansas*

Great Plains

This proposal describes and defines what peer mentoring is, how to start a program from scratch, and how to nurture a well-established peer mentoring program. Overall, this proposal presents the process, experiences, and results that both First-Year Engineering program and First-Year Data Science program have experienced from the unique perspective of being on the same University campus. Within this proposal we define what peer mentoring is, our stylistic approach to our similar but unique programs, navigating the challenges of university HR, and what the future holds for our programs. We hope that this presentation will inspire those considering establishment of a peer mentor program as well as those with well-established mentor programs to continue the path forward for a better First-Year student experience.

Faculty and Peer Advising/ Mentoring

R6 | I6 | C4

C4.4 Advising with Humanity: Transforming Advising with Students on Probation

Jay Fuller | *Northeastern State University*

Kacie Thompson | *Northeastern State University*

Green Country

In our institution's past, probation was a static, transactional process where the advisor and student met, talked about what success looked like, discussed the resources that were available to the student, and the student was sent on their way, with minimal follow-up. This process has been flipped, and our probation program now focuses on self-reflection, assessment, and partnership with the campus resources. This presentation will discuss the differences that have been made with our probation process, and the data from the most recent review. Discussions will include what has worked, and what can be improved, and the next steps for focusing on the retention of our probation students.

This presentation is appropriate for advisors seeking to find new avenues to reach students on academic probation.

Student Persistence, Retention, & Academic Skills

C4 | R2 | C5

C4.5 What Sparks Your (Advising) Joy: How Organizational Styles Can Help Your Students Thrive

Robin Gillespie | *University of North Texas*

Frontier

Marie Kondo, HGTV's "Hot Mess House," Swedish Death Cleaning, Dana K. White, and others have something in common: They all help us utilize organizational styles to manage our messy lives! But have you considered how such methods may also help our students structure their messy academic lives? Join me as we walk through our own tidying up journeys, to uncover ways to help our students academically thrive.

Will use Cassandra Aarssen's quiz ("What Clutterbug Are You?") to determine various organizational strengths, while using tools and citing information from additional authors.

Training & Development

R2 | R6 | I6

C4.6 Advising Can Be a Walk in the Park - But Which Park?

Ginger Dickens | *University of Texas at Arlington*

Plaza North

Advising can be a walk in the park - but which park? Sometimes it's like a sunny day in a city park, but sometimes it's like a stormy day in a dinosaur park! In this dinosaur themed session, we will explore four main themes: determining our purpose as advisors, higher education communication in its many forms, introducing positive change, and balancing work with self-care. This is to be a participatory session where I will share some of the survival tools I've learned and then open the floor for others to share what has worked in their departments and institutions. The ultimate goal of this session is that all participants will leave refreshed and empowered to be roaringly successful in the advising profession.

Health and Well-Being

R6 | R7

Posters | Break

3:50-4:30 p.m.

Opening the Secrets of Brain Anatomy and Functions to Improve Student Learning and Study Habits

Mary Francis | *Oklahoma State University*

Lobby

The brain is an amazing organ, always growing and developing new processes and pathways. With all the research about brain development and function, we still do not know everything about it. Advisors who understand brain function and development can help their students harness this power to become more effective and productive students. Using research from Kolb, Lobdell, Duckworth, and others, we will look at our personal study philosophy, learning preferences, and study effectiveness to see what we could change to become better learners. Then we will discuss and practice this new information to teach our students how to be more effective learners of information and successful students.

Student Persistence, Retention, & Academic Skills
R5 | R6 | I5

Making the Most of Your Appointment: Surveying Your Students Before They Show Up
Cassandra Negron | University of Oklahoma
Lobby

In "Making the Most of Your Appointment: Surveying Your Students Before They Show Up," I will share information about University College's implementation of our pre-advisement questionnaire. This session will include knowledge regarding the use of the questionnaire during advising sessions, preliminary data learned about our first-year students, and plans for future use. Students complete the questionnaire when they schedule their mandatory advising appointments every semester, which allows for advisors to better understand student needs before the appointment begins. This questionnaire requires students to reflect on five key areas of their OU experience on a 5-point Likert scale: their confidence in their selected major, their satisfaction with their academic performance, their comfort with their financial situation, their connectedness at OU, and their management of their mental and physical wellness.

Prospective Students and the First-Year Experience
C4 | I5 | R4

"You Gotta be a Part of the Ecosystem": The Role of Academic Advisor Belonging in Role Efficacy
Tiffani Riggers-Piehl | University of Missouri-Kansas City
Rachal Young | University of Missouri-Kansas City
Lobby

In each advising model, academic advisors have different relationships with each other, departmental faculty, and the students they advise. Institutional contexts influence how advisors experience their work and their sense of how they fit at the institution. This poster shares preliminary results from a study examining how institutional advising models can foster or hinder academic advisors' sense of belonging in their academic unit and the university itself. Using semi-structured interviews and a lens of sense of belonging, the authors share findings and implications from interviews with 30 academic advisors from 8 different 4yr institutions, with an eye toward improving a sense of belonging for advising staff at colleges and universities.

Advising Administration
R7 | C4 | R1

Developing a Voluntary Faculty-Student Mentoring Program
Angela Walters | Fort Hays State University
Jessica Heronemus-Claiborn | Fort Hays State University
Lobby

After implementing a new model for student advising, faculty and students are now collaborating to develop a voluntary faculty-student mentoring program. Every student currently has a professional advisor to assist in navigating their degree requirements. This proposed program would establish another resource for professional development based on meaningful faculty-student interactions. This model synthesizes best practices for mentoring programs found in current literature with survey results regarding student expectations. Students opt-in each semester they wish to receive mentoring from faculty that volunteer to serve in this critical role as part of their service to the university. We would like to share this model, generate discussion, and solicit feedback as part of the development process.

Faculty and Peer Advising/ Mentoring
R4 | C4

Co-Requisite Models, Academic Advising & Student Success: Preliminary Findings of Syllabi Analysis.
Dinara Ibrayeva | Florida State University
Anum Fatima | Florida State University
Christine Mokher | Florida State University
Lobby

Syllabi are crucial tools for academic advising, especially when it comes to underprepared students. This is particularly true in Texas where institutions are required to enroll most underprepared students in co-requisites where students complete a developmental course and a college-level course simultaneously. As these courses may vary by structure and intensity, it becomes important for advisers to provide timely and comprehensive advice on course selection. In our ongoing project, through analysis of publicly available syllabi of selected Texas open-access colleges, we are analyzing how topics, learning objectives, and classroom activities vary across each co-requisite format. Early results suggest that information provided in syllabi is not always consistent or detailed. There are several recommendations for syllabi development that could ease advisors' understanding and usage.

Advising Special Populations
C4 | I2 | R5

Academic Differences between Student Athletes and the General Students

When comparing the GPA between student athletes and the general student body data shows that student athletes are one letter grade lower than the student body. This suggests that universities need to improve the academic performance of their student athletes. In my research I conducted, I surveyed 150 general students and 150 student athletes asking them questions regarding their academic performance at their college. By comparing the general

Cancelled

student body and student athletes we will then be able to tell that there is a gap between their academic performances and educational experiences and provide guidance on how to address this gap.

Advising Special Populations
C4 | I5 | R7

Concurrent Session 5

4:30-5:30 p.m.

C5.1 Advising the Working Professional
Emily Arias | University of Oklahoma
Stephanie Pitchford | University of Oklahoma
Green Country

Non-Traditional Advising for the Adult Learner. This presentation will provide tips, techniques, and tools for guiding students balancing full-time lives outside of the classroom, while pursuing an undergraduate or graduate degree to advance themselves professionally. We will discuss the unique challenges adult learners face and how to build an effective and collaborative relationship with your advisees. This is an interactive session and attendees will be encouraged to share their experiences and ideas.

Advising Special Populations
C4 | R2 | R1

C5.2 Advising Structures to Support Student-Athletes

In "Advising Structures to Support Student-Athletes," panelists who work with student-athletes in various forms and capacities describe where and how student-athlete support is situated at their respective educational institutions. Panelists will explore similarities and differences in their roles, including reporting structures and communication lines, primary job responsibilities, program development, campus partners, and challenges. In furtherance of the NACADA strategic goal of fostering communities of practice, this panel will be helpful to advisors who are new to advising student-athletes to become aware of student-athlete characteristics and potential campus partners at their institutions with whom to connect as well as advisors more seasoned in student-athlete support to identify areas for growth and development. Panelists will leave time at the end of the session for attendees to ask questions, discuss challenges, and brainstorm collaborations.

Advising Special Populations
C4 | I5 | I6

C5.3 Navigating the Faculty Advising Experience
Missy Korduner | Louisiana State University
Alyssa Coats | SOWELA Technical Community College
Frontier

Faculty advisors may find themselves in an interesting position trying to navigate responsibilities from the classroom (virtual and face-to-face) to advising. In the advising community, there are various types of advising depending upon the institution, which range from blended advising models to centralized faculty models. This session will provide space for faculty advisors to share their experiences, learn from each other, build relationships with each other, and discuss challenges and successes in navigating and maximizing the faculty advising role. The discussion will be geared toward new faculty advisors at all types of institutions.

Faculty and Peer Advising/ Mentoring
C4 | R2 | I6

C5.4 Overcoming Roadblocks Through Play: Encouraging Imaginative Problem Solving in Coaching & Advising
Calon-Nicole Gunter-Cox | University of Oklahoma / Price College of Business
Great Plains

During coaching and advising sessions, students sometimes hit metaphorical roadblocks. Many adults accept false narratives about their own abilities and identities, and thus they may struggle with considering imaginative solutions to difficulties. Neurobiology and psychology suggest that play in adulthood can boost creativity, decrease stress, improve relationships, and improve overall brain function.

In this session, participants will learn how non-competitive low-stakes play can improve advisor-student relationships, provide a narrative lens for experiential learning, and encourage transformative breakthroughs in overcoming obstacles in difficult situations. Participants will be guided through exercises using manipulatives (such as building bricks) to engage in narrative and imaginative play. They will then discuss practical examples and potential implications of using such play in the context of coaching or advising sessions.

Student Development, Theory, and Research
R6 | R2 | C3

C5.5 Bloom & Grow: Using Bloom's Taxonomy to Strengthen & Advance Advising Work
Jamie Wilson | University of Kansas
Plaza North

Bloom's Taxonomy has been used for decades as a framework for teaching in the realms of K-12 and higher education. The goal of Bloom's is to move through a six-stage continuum of learning, starting from simple memorization to

complicated analysis, and finally to creating new ideas or processes from the original knowledge. This session will use Bloom's Taxonomy as a lens to discuss a professional development path for new academic advisors as they enhance their advising skills and advance in their career. The presenter will discuss these shifts between stages and corresponding strategies to assist in advisor growth. There will also be opportunities for new academic advisors to share their own challenges and opportunities at their home institutions.

Training & Development
R7 | R4

C5.6 Imposter Syndrome: It is Not Just Students
Bethany Jordan | University of Missouri-Kansas City
Cindy McDonald | University of Missouri-Kansas City
Red Carpet

Imposter syndrome was first introduced in the 1980's refereeing to women in high achieving careers, as they were not the "typical" picture of success (Dr. Pauline R. Clance and Dr. Suzanne A. Imes 1987), and also used to describe marginalized students on college campuses. However, not only students are affected by this, many academic advisors experience lack of confidence, anxiety, and depression when there are changes in campus policy, mode of instruction, covid related fluctuations, and in general with the expectation to be the experts in our field. Needing to have a wealth of information available to our students that should be accurate can feel overwhelming. We will identify some common experiences in relation to this and discuss ways to overcome imposter syndrome.

Health and Well-Being
C4 | R2 | R4

Dinner on your own

Wednesday, March 1

Wellness Activity: Walking Group **6:30-7:30 a.m.**
Sarah Ayres
Leaving from Century Foyer

Sarah Ayres will lead a walking group from the Century Foyer to the SkyDance Bridge (1.8 mile round trip).

Registration and check-in **7:30 a.m.-12:30 p.m.**
Century Foyer

Continental Breakfast **7:30-8 a.m.**
Century Ballroom

Concurrent Session 6 **8-9 a.m.**

C6.1 I Solemnly Swear That I'm up to Much Good: The Marauder Map for Non-Traditional students in STEM
Bridgette Kells | University of Kansas
Erin Kelley-Garrison | University of Kansas
Plaza North

For many non-traditional students navigating a college campus, it's resources, and requirements can feel a lot like navigating Hogwarts' many corridors and moving staircases. But with the help of some very friendly wizards and their Marauder's map, non-traditional students are able to illuminate clear pathways to graduation and beyond. Come join Dumbledore's army and learn about the challenges non-traditional students face when completing STEM programs and how we can advocate for sustainable changes! Graduation, Managed.

Advising Special Populations
I5 | I6 | R6

C6.2 Gatekeepers or Keeping the Gate: How Academic Advisors SHOULD Impact the Initial College Experiences
Adriian Gardner | University of Central Arkansas
Plaza South

Research has shown that a large percentage of African American males who enter college and universities are considered academically "at-risk" even after being admitted to college. How does Academic Advising serve as gatekeepers rather than just keeping the gate? Academic Advisors serve as institutional gatekeepers in terms of how students navigate college. The Academic Advisor's role as a gatekeeper is critically important to a marginalized cohort of college students [African American males] as academic research has shown that African American males are traditionally and consistently the lowest achieving cohort of all students enrolled in colleges and universities in the United States; specifically in terms of retention and graduation rates. It is important that colleges and universities have specific student success strategies and initiatives in place to help this particular student population as they enter and navigate

the system of higher education. So often Academic Advising is at a deficit in terms of programs, resources, and services tailored specifically for African American Males.

Advising Special Populations

C4 | 15 | 16

C6.3 We are Family: Building Advisor Connections in a Large, Decentralized University

Beth Stuewe | Kansas State University

Rebecca Dale | Kansas State University Global Campus

Red Carpet

At Kansas State University, we encourage our students to join our "K-State Family", but what about the faculty and staff that work there? Do they feel like they are a part of the family? The K-State Advisor Forum has broken down the walls often built at a large, decentralized university, and encourages not only advisor connection but advisor participation and collaboration.

The K-State Advisor Forum has been an active group on campus for over a decade, giving all advisors a place to discuss issues across campus. Recently the Advisor Forum received a facelift and, with that, some new visions. Join us to learn more about the history and get a glimpse into the activities we have incorporated to make our advising community a family.

Training & Development

R2 | R4 | 16

C6.4 Using a Learning Management System to Enhance Advising and Save Advisors' Time

Summer Sibley | Texas A&M University

Green Country

This session will explain how to use a Learning Management System (LMS), such as Canvas, to create a program-specific resource page for students to find information about commonly asked questions and other resources that are pertinent to their major. Using an LMS provides an easier, more efficient way to make changes than through a website, and it enables students to locate information for themselves more effectively. I will share screenshots of my Canvas course for attendees to view an example to guide the creation of their own course. Attendees will be able to brainstorm ideas for using a LMS or related product for advising and set a goal for implementing a course of their own from this session.

Technology & Social Media

12 | 17

Concurrent Session 7

9:10-10:10 a.m.

C7.1 Implementing Appreciative Advising With Distance Learners: A Faculty Perspective

Jodi Bower | University of Louisiana at Monroe

Red Carpet

What happens when faculty members assume the role of distance learner advisor while implementing the appreciative advising model? Bewilderment, astonishment, and issues for both the student and the faculty. As new advisors to distance learning students, challenges presented themselves in such a way that they became barriers for students and faculty. By using the appreciative advising framework, faculty members were able to empower distance learners to play an active role in their academic progress as they work toward reaching career goals. Faculty could advocate for inclusion and being a part of the community of learners. Faculty advisors and others can expect to understand how implementing the appreciative advising approach with distance learners impacted the advising sessions.

Advising Special Populations

C3 | R5 | R1

C7.2 Advisor: The Foundation of the Culture of Caring

Melodie Graves | Amarillo College

Margarita Rocha | Amarillo College

Plaza South

Our Institution is known for a Culture of caring that pushes students to success. Understanding the Culture of Caring has presented a complexed journey but at the foundation of that journey is successful advising. The role of the advisors in creating and maintaining a Culture of Caring warrants further analysis. The purpose of this session is to explore the vital role of the advisor in the Culture of Caring. In order to do that we must first define what the Culture of Caring is and is not. We must then talk about how advisor caring leads to increased retention, graduation and transfer rates.

Career Advising

C4 | 11 | R2

C7.3 Examining the Conference Experience and What Do I Do Next as a NACADA Member?

Members of the NACADA Membership, Recruitment, and Retention Committee and Conference Chairs

Green Country

Cap off your conference experience and share your feedback with a follow up discussion lead by members of NACADA leadership. We want to hear from you. This is an opportunity to continue networking as well as provide candid feedback

about your conference experience. We'll ask you to share your takeaways from the conference, identify potential goals and obstacles that you may face in implementing them as well as discuss opportunities for involvement within NACADA.

C7.4 How to Deliver Difficult News to Students
Grace Green | Missouri Baptist University
Plaza North

Delivering difficult news to students is one of the hardest parts of advising. This session is designed to empower you when you have difficult conversations with your students. We will review a step-by-step model called SPIKES. SPIKES stands for setting up the appointment, perceptions, invitation, knowledge, and strategize and summarize. The presentation will conclude with real case studies that could be improved by using the SPIKES model.

"Hammond, J.L. (2017, March). How to give bad news. *Academic Advising Today*, 40(1). Retrieved from [https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/How-to-Give-Bad-News.aspx]
Kolls, S. & Rodriguez, J. (2010) Reaching and retaining students: Breaking the bad news: Delivery techniques that help students make good alternative choices. NACADA. https://www.youtube.com/watch?v=1h29kIOQy_o
Milinsky, A. (2018). How to deliver bad news like a pro. *Psychology Today*.
https://doi.org/https://www.psychologytoday.com/us/blog/adaptation/201803/how-deliver-bad-news-pro"

Training & Development
C4 | R3 | R4

Networking Sessions

10:20-10:50 a.m.

First Generation College Student Advising Community
General Networking

Plaza North
Plaza South

Brunch and Closing Session

11 a.m.-12:30 p.m.

Century Ballroom