Let’s SALSA!

Strategic Advising Leads to Student Achievement

San Antonio TX • March 8-10 2019

South Central Region VII

Arkansas, Kansas, Louisiana, Missouri, Oklahoma, and Texas
# Table of Contents

- Conference at a Glance ........................................................................................................ 2
- Conference Co-Chairs Welcome .......................................................................................... 6
- Region 7 Chair Welcome ...................................................................................................... 7
- Keynote Speaker .................................................................................................................. 8
- Conference Notes ................................................................................................................ 9
- Conference Tracks ............................................................................................................... 10
- Pre-Conference Sessions .................................................................................................... 11
- Poster Sessions ................................................................................................................... 13
- Concurrent Sessions ............................................................................................................ 17
- Region 7 Award Winners ..................................................................................................... 36
- Region 7 Conference Planning Committee ......................................................................... 37
- Region 7 Steering Committee .............................................................................................. 38
- Ads/Sponsors ....................................................................................................................... 39
- Notes .................................................................................................................................. 40
- Hotel Maps .......................................................................................................................... 41
## Conference at a Glance

### Day 1 - Friday, March 8th, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>11:00 AM – 5:00 PM</td>
<td>Check-In</td>
<td>4th Floor Pre Function</td>
</tr>
<tr>
<td>12:00-4:15</td>
<td>Pre-Conference Sessions</td>
<td></td>
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<tr>
<td>12:00-3:00</td>
<td>Practical Applications of Motivational Interviewing in Advising</td>
<td>Crockett B</td>
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<tr>
<td>12:00-3:00</td>
<td>Utilizing Safe Conversations as a Relational Tool to Improve</td>
<td>Republic B</td>
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<td></td>
<td>Academic Advising</td>
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<tr>
<td>12:00-3:00</td>
<td>An Introduction and Overview of Advising Assessment</td>
<td>Crockett D</td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>I Don’t Have A Couch, But I Have A Chair for Your Story</td>
<td>Crockett C</td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>The Secret History of Academic Advising: Of Women, Deans, &amp;</td>
<td>Crockett A</td>
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<tr>
<td></td>
<td>the Future of the Profession</td>
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<tr>
<td>3:15-4:15</td>
<td>NACADA Orientation for First Time Attendees</td>
<td>Texas A</td>
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<tr>
<td></td>
<td>Dinner on Your Own</td>
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<tr>
<td>5:30-6:45</td>
<td>Welcome and Keynote</td>
<td>Texas DEF</td>
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<tr>
<td>6:45-9:00</td>
<td>Reception</td>
<td>Texas DEF</td>
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### Day 2 - Saturday, March 9th, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>6:15-7:00 AM</td>
<td>Wellness Activity</td>
<td>Gym</td>
</tr>
<tr>
<td>7:00 AM – 5:00 PM</td>
<td>Check-In</td>
<td>4th Floor Pre Function</td>
</tr>
<tr>
<td>7:00-8:30 AM</td>
<td>Breakfast</td>
<td>Texas DEF</td>
</tr>
<tr>
<td>7:30-8:30 AM</td>
<td>Poster Sessions</td>
<td></td>
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</tbody>
</table>

The superscript numbers after the titles refer to the conference tracks found on page 9.

- It Takes A Village: Leveraging Your Best Resources for Student Success
- Early Alert: Pre And Post Case Management Pathways
- Embracing the Spectrum
- Advising from Observation
- First Time in College Group-Advising Experience
- Student Engagement Focused Academic Advising
- Back to The Basics: Peak Time Advising at a Community College
- Sugar, Spice, and Everything Nice: How to Season Your New Advisor
- You Don’t Know What You Don’t Know: A Holistic Advising Approach to Assist Students Through the Enrollment Process
- Academic Coaching & Success: A Comprehensive Program to Engage Probation Students
- Cooking With CAS: A Recipe for Success
- Selecting, Training, And Effectively Using Peer Mentors
- Collaborating for Success: Advisors as Stakeholders in Large-Scale Change
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<thead>
<tr>
<th>Time</th>
<th>Concurrent Sessions</th>
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<tbody>
<tr>
<td>8:30-9:30 AM</td>
<td><strong>Concurrent Sessions</strong></td>
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<tr>
<td></td>
<td>Adelante: Taking A Step Forward in NACADA Leadership</td>
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<tr>
<td></td>
<td>K-12 To Higher Ed: Bridging the Gap</td>
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<td></td>
<td>Building a World-Class Student Success Coaching Program</td>
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<td></td>
<td>Advising LGBT Students in Crisis</td>
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<td></td>
<td>The Pursuit of Happiness</td>
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<td></td>
<td>Preparing for Advising Leadership</td>
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<tr>
<td></td>
<td>Wellness! Managing Life/Academic/Work Balance</td>
</tr>
<tr>
<td></td>
<td>It Takes A Village: Supporting Student Parents</td>
</tr>
<tr>
<td>9:40-10:40 AM</td>
<td><strong>Concurrent Sessions</strong></td>
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<tr>
<td></td>
<td>Follow up Conversation with Keynote</td>
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<td></td>
<td>A Conversation with NACADA Leadership</td>
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<td></td>
<td>Advising African American Males- From the Advisor's Perspective</td>
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<td></td>
<td>How to Ensure Academic Advising Focuses on Meeting Student Needs, not Wants, through Student Self-Sufficiency</td>
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<td>Surviving Hurricane Harvey: Strategies for Advising Students after the Storm</td>
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<td>The Art of Inspiration: Using Words and Images to Empower Students</td>
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<td>Summer Book Club: A New Advisor Development Program</td>
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<td>Fat Advising: Theory and Practices to Counter Weight Stigma on Campus</td>
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<tr>
<td>10:50-11:50 AM</td>
<td><strong>Concurrent Sessions</strong></td>
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<tr>
<td></td>
<td>Become A Lean, Mean, Advising Machine: Small Changes That Make A Big Difference</td>
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<td></td>
<td>Academic Procrastination: Why Students Do It and Strategies to Help Our Students</td>
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<td>“I Have No Time to Come on Campus”: Creating a ONE Day Weekend Registration Event</td>
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<td>Finding A New Rhythm: Using SALSA to Improve the Orientation Process</td>
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<td>Low Cost Efforts to Move the Needle on Retention Rates</td>
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<td></td>
<td>DISCOVER: The Path to Major and Career Choice for Tigers</td>
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<td>You’ve Got A Friend in Me: How Advising and Admissions Can Work Towards Mutual Goals</td>
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<td></td>
<td>From Military Personnel to Successful Student</td>
</tr>
<tr>
<td>11:50 AM-1:30 PM</td>
<td>Lunch and Awards Ceremony</td>
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Day 2 - Saturday, March 9th, 2019 **Continued**
<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Sessions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:40-2:40 PM</td>
<td><strong>Putting the &quot;Community&quot; in Community College! Using New Student Orientation to Create Early Campus Connections</strong>&lt;sup&gt;3, 4, 14&lt;/sup&gt;</td>
<td>Seguin B</td>
</tr>
<tr>
<td></td>
<td><strong>Becoming the Future of Advising: Diversity in NACADA Leadership</strong>&lt;sup&gt;7, 10&lt;/sup&gt;</td>
<td>Republic BC</td>
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<td></td>
<td><strong>“But We Have Always Done It This Way!”': Shifting from Faculty to Professional Advising to Promote Student Success</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Crockett CD</td>
</tr>
<tr>
<td></td>
<td><strong>It Takes Two to Salsa: The Neurodivergent Student and the Strategic Advisor</strong>&lt;sup&gt;5, 13, 14&lt;/sup&gt;</td>
<td>Crockett AB</td>
</tr>
<tr>
<td></td>
<td><strong>Taking the Lead: Providing Professional Development for Faculty Advisors</strong>&lt;sup&gt;2, 11, 14&lt;/sup&gt;</td>
<td>Seguin A</td>
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<td></td>
<td><strong>To the Profession &amp; Beyond: Preparing Pre-Professional Students for Program Entry &amp; Alternative Options</strong>&lt;sup&gt;12, 13, 14&lt;/sup&gt;</td>
<td>Texas B</td>
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<tr>
<td></td>
<td><strong>Could That Be A Learning Disability?</strong>&lt;sup&gt;25, 13&lt;/sup&gt;</td>
<td>Texas C</td>
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<td></td>
<td><strong>Advising to Climb Over the Stumbling Blocks: An Intrusive Approach for the Stumbling Student</strong>&lt;sup&gt;14&lt;/sup&gt; (Best of Oklahoma)</td>
<td>Texas A</td>
</tr>
<tr>
<td>2:50-3:50 PM</td>
<td><strong>Creating an Engaging Ensemble: Using the NACADA Academic Advising Core Competencies</strong>&lt;sup&gt;10&lt;/sup&gt;</td>
<td>Seguin B</td>
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<tr>
<td></td>
<td><strong>Rock 'n' Roll Specialists: Academic Advisors as Agents of Cultural Exchange</strong>&lt;sup&gt;10&lt;/sup&gt;</td>
<td>Texas B</td>
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<tr>
<td></td>
<td><strong>Learning in the Lobby: The Development and Growth of an Advising Lab</strong>&lt;sup&gt;1, 3&lt;/sup&gt;</td>
<td>Republic BC</td>
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<tr>
<td></td>
<td><strong>Becoming the Real You: Overcoming Imposter Syndrome</strong>&lt;sup&gt;4, 8, 10&lt;/sup&gt;</td>
<td>Seguin A</td>
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<td></td>
<td><strong>Advising on an Island</strong>&lt;sup&gt;8, 14&lt;/sup&gt; (Best of Missouri)</td>
<td>Texas A</td>
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<td><strong>WE WANT YOU!: Best Practices for Advising Student Veterans</strong>&lt;sup&gt;13, 14, 15&lt;/sup&gt;</td>
<td>Texas C</td>
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<td></td>
<td><strong>Advising African American and Latinx Male Community College Students: Impact on Retention and Persistence</strong>&lt;sup&gt;4, 5, 13&lt;/sup&gt;</td>
<td>Crockett AB</td>
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<td><strong>What is Good Advising? A Discussion-Based Comparison of the Four NACADA Pillars, Advisor Experience, and Student Perceptions</strong>&lt;sup&gt;10&lt;/sup&gt;</td>
<td>Crockett CD</td>
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<tr>
<td>4:00-5:30 PM</td>
<td><strong>State Meetings</strong></td>
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<td>Arkansas</td>
<td>Seguin B</td>
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<td>Kansas</td>
<td>Crockett CD</td>
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<td>Louisiana</td>
<td>Seguin A</td>
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<td>Missouri</td>
<td>Crockett AB</td>
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<td>Oklahoma</td>
<td>Republic BC</td>
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<td>Texas</td>
<td>Texas DEF</td>
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<tr>
<td>5:30-6:30 PM</td>
<td><strong>Common Reading</strong></td>
<td>Texas A</td>
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# Day 3 - Sunday, March 10th, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>6:15-7:00 AM</td>
<td>Wellness Activity</td>
<td>Gym</td>
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<tr>
<td>7:00-8:30 AM</td>
<td>Breakfast</td>
<td>Texas DEF</td>
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<tr>
<td>8:30-9:30 AM</td>
<td><strong>Concurrent Sessions</strong></td>
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<td><em>Choreograph Your Dance: Using A Portfolio to Assess Your Own Growth</em></td>
<td>Travis AB</td>
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<td><em>Generation Z: Advising Our Future</em></td>
<td>Texas A</td>
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<td></td>
<td><em>Follow The Yellow Brick Road...Or Not? Path-Goal Leadership Theory</em></td>
<td>Crockett AB</td>
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<td><em>Let It Go: Using Disney’s “Frozen” to Explore Emotional Labor in</em></td>
<td>Texas C</td>
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<td></td>
<td><em>Young Life Crisis: Navigating Students Through Academic Uncertainty</em></td>
<td>Texas B</td>
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<td></td>
<td><em>The Heart of Graduate Education: A Primer for Primary Role Advisors</em></td>
<td>Bonham B</td>
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<td></td>
<td><em>Publish With NACADA: Find the Appropriate NACADA Venue for</em></td>
<td>Crockett CD</td>
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<td></td>
<td><em>Exploring Majors: The Art of Advising Undecided Freshmen</em></td>
<td>Travis CD</td>
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<tr>
<td>9:40-10:40 AM</td>
<td><strong>Concurrent Sessions</strong></td>
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<td><em>Advising Students in A Politically Charged Environment In A</em></td>
<td>Travis AB</td>
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<td><em>Establishing A Peer Mentor Program: Creating Student Success Though</em></td>
<td>Bonham B</td>
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<td><em>How to Siesta without Sleeping at Work</em></td>
<td>Crockett AB</td>
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<td></td>
<td><em>Fanning the Flame vs. Burning Out: How to Sustain Empathy and</em></td>
<td>Travis CD</td>
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<td><em>Spice Up Your Social Media: Aligning Your Online Presence with</em></td>
<td>Texas A</td>
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<td><em>The Qualitative Conundrum: Using Storytelling as the Ultimate</em></td>
<td>Texas C</td>
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<td></td>
<td><em>Holistic Advising and Career Planning</em></td>
<td>Texas B</td>
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<td></td>
<td><em>Connecting Undecided/Exploratory Students to Majors &amp; Careers</em></td>
<td>Crockett CD</td>
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<tr>
<td>10:50-12:00</td>
<td><strong>Closing Ceremony and Awards</strong></td>
<td>Texas DEF</td>
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</table>
Dear Conference Attendees,

Welcome to San Antonio! On behalf of the conference committee we are pleased to welcome you to San Antonio for the 2019 NACADA Region 7 Conference at the Grand Hyatt Hotel just steps away from the famous Riverwalk and historic landmarks. This year’s theme is Let’s Salsa: Strategic Advising Leads to Student Achievement. As we come together for this conference to share ideas, high impact practices, engage and learn from one another we do so with the goal of our students’ success in mind. The conference planning committee has worked tirelessly and driven miles and miles across Texas to plan a conference to provide you with opportunities to network and strategize with hundreds of academic advising colleagues.

Friday we will start off the conference with a variety of pre-conference workshops followed by our welcome and keynote speaker. Following will be an opening reception providing you the opportunity to begin meeting and networking with one another. During the reception you will have the opportunity to also enjoy music from an amazing student Mariachi group.

Saturday is school spirit day so remember to wear your school colors and bling. This day will start with poster sessions followed by concurrent sessions and an amazing luncheon. We will then continue with the Excellence in Advising award presentation, followed by additional concurrent sessions, state meetings, and closing out with a common reading discussion. Since the hotel is conveniently located on the historic Riverwalk, we encourage you to enjoy dinner by signing up with one of the dinner groups or strolling down and finding the perfect restaurant for dinner. Since we are just a short walk away from the most historic mission, The Alamo, we want to encourage you to take a little time to visit and enjoy some of the other downtown landmarks such as Hemisfair Tower, Hemisfair Park, La Villita and the Market Square.

Sunday, Spring forward in time with us and enjoy breakfast, additional concurrent sessions, and the conference closing where the Best of Region 7 presentation will be announced.

Please refer to this conference program or app for the schedule at a glance, concurrent session descriptions, and other helpful information regarding the conference and future conferences.

We would like to thank the conference planning committee for all of their hard work and dedication. We would especially like to thank you for coming, sharing and learning from one another to further the profession and student achievement. Please let us know if we can be of assistance.

Sincerely,

Barbara Smith  Angelica M. Barrera

2019 NACADA Region 7 Conference Co-Chairs
Hello and Welcome to the 2019 NACADA Region 7 Conference!

I am so excited for the opportunity to be here in beautiful San Antonio, TX, with fellow advisors, colleagues, and friends. The theme for this year’s conference, “Let’s Salsa! Strategic Advising Leads to Student Achievement,” is, for me, about remembering how crucial our position as advisors is to student success. In a time of slim budgets and limited resources, I am so thankful that you all have chosen to attend this conference.

This year’s conference committee has worked hard to create an engaging program for you to make connections with other advisors in our region, and explore ideas on how to better serve our students. I am hopeful that we will all feel rejuvenated by the end of the conference, and leave knowing at least one person outside of our own institution that we can contact with questions.

I would like to personally thank our Conference Chairs, Barbara Smith and Angelica Barrera, for their dedication to NACADA Region 7, and for coordinating this event. I would also like to thank the Conference Committee for all of their hard work and support. If there is anything the committee or I can do to make your experience more enjoyable, please do not hesitate to ask. Finally, thank you to all of our volunteers who have committed their time to making this event a success.

This will be my last regional conference as region chair. During these past two years, I have learned what it means to be a leader, grown as an advisor, and cultivated friendships that will last a lifetime. It has truly been an honor and a privilege to serve as your NACADA Region 7 Chair. Thank you all for accepting me, and making this organization the best it can be.

Christina Bowles, NACADA Region 7 Chair 2017-2019
KEYNOTE SPEAKER
DR. GAGE E. PAINE

Dr. Gage E. Paine is a senior consultant at Keeling & Associates—a comprehensive higher education consulting firm focused on creating change for learning. From serving as a resident assistant as an undergraduate to her most recent appointment as Vice president for Student Affairs at the University of Texas at Austin, she has been a leader in higher education and student affairs.

Dr. Paine has also held appointments as Vice President for Student Affairs at The University of Texas at San Antonio (UTSA) and Trinity University, and as an Associate Vice President for Student Affairs and Dean of Student Life at Southern Methodist University (SMU). She has also served as Associate Dean of Students at The University of Texas at Austin and Associate Dean of Students at McMurry University.

Throughout her career, Dr. Paine has taught at the graduate and undergraduate level and presented at numerous national and regional conferences. In March 2012 she was awarded the Scott Goodnight Award for Outstanding Performance as a Dean by NASPA and the Pillar of the Profession by the NASPA Foundation. In June 2011 Dr. Paine was awarded the John Jones Award for Outstanding Performance as a Senior Student Affairs Officer by NASPA Region III. In 2008 and 2009 she served as the director of the New Professionals Institute for SACS/NASPA Region III after serving as a faculty member for four years. Dr. Paine has also held leadership roles with the Texas Association of College and University Student Personnel Administrators (TACUSPA), including serving as President in 1992-93. In 2009 Dr. Paine was awarded the Dr. James (Jim) E. Caswell Distinguished Service Award for Excellence in Leadership by TACUSPA. In May 2014, the UT Austin Program in Higher Education Leadership honored Dr. Paine with the inaugural Dr. V. Ray Cardozier Alumni Excellence Award recognizing a graduate of the doctoral program who has demonstrated excellence in their scholarly and professional work.

Dr. Paine earned her Ph.D. in Educational Administration from the University of Texas at Austin, a Doctor of Jurisprudence from Texas Tech University, and a Bachelor of Arts in Letters from the University of Oklahoma.

Keynote Abstract
Salsa Dancing: A Partnership for Student Achievement

Salsa is a social dance with a leader leading and a follower following, right? Yes, but it’s not that simple. Academic advising is an interaction with the advisor advising and the student taking that advice, right? Not that simple at all. Leading and following is actually a partnership with each person having a specific role AND both people having responsibility for the success of the dance. The same is true of an academic advising partnership. And both are creative arts. Those ‘steps’ in the dance of academic advising and the leadership skills you know from your role as an academic advisor work just as well with other partners across the university. Everyone has the potential to be a leader, dance has a lot to teach us about being an effective leader, and students need academic advisors who are great leaders, so, let’s Salsa everyone!
Conference Notes

Welcome Reception
Please join us for a Welcome Reception Friday evening, March 8th from 6:45-9:00 pm in Texas DEF.

Entertainment
Southwest High School Mariachi group are award winning and travel to state and national competitions. They are led by Eddie Perales.

UTSA Los Paisanos Mariachi Ensemble students enjoy the opportunity to perform and showcase the Mariachi Tradition. Michael Acevedo serves as the Director of the Los Paisanos Mariachi Ensemble. He has been performing, arranging, and composing music for over 15 years.

Dinner on Your Own or Group Sign Up
Friday and Saturday night dinner will be on your own. There will be group sign up for dinner at a variety of places for Saturday night at the hospitality table. If you are interested in joining a group, please sign up by 4:00 pm, Saturday, March 9th to secure your spot with a group.

Volunteer Meetings
Session Moderator volunteers must attend the Orientation meeting on Friday, March 8th at 4:30 pm in room Seguin AB.

Conference Evaluations
Prior to the start of each concurrent session, your Session Moderator will pass out session evaluations and also remind you that the session evaluations can be done using the online evaluation system available via the app. Please take a moment to complete these evaluations which enables us to provide valuable feedback to our presenters. Before leaving, if you do a paper evaluations please turn your evaluation into your Session Moderator.

Presenters may pick up copies of their evaluations by the Registration desk an hour after their presentation.

Best of Region
The Best of Region presentation will be determined by the session evaluations submitted for each concurrent session. The winning presenters will automatically be accepted to present at national conference in October. Do not forget to complete your session evaluations to support your favorite presentation!

School Spirit Day
Saturday is Spirit Day at the Conference-show your spirit by wearing a shirt and/or bling from your institution. Join the fun and see how many different schools are represented.

Awards Luncheon
During lunch on Saturday March 9th, we will honor the 2019 Region 7 Excellence in Academic Advising Award winners. We hope you will join us for a great meal and give your support to our outstanding Region 7 award winners.
State Meetings
The state meetings will be from 4:00-5:30 pm on Saturday March 9th. See the schedule at a glance above for room locations.

Luggage Storage
Luggage storage is available for guests through Guest Services department located adjacent to the Front Desk.

Notice:
- Admission to all events included in the conference registration fee is by name badge only. Please be sure to wear your name badge to all sessions, receptions and meals.
- No recording of sessions without the permission of the presenter(s).
- Pictures will be taken throughout the conference for marketing purposes.
- Photo Release: NACADA and its legal representatives retain the right and permission to publish, without charge, photographs taken during this event.

Conference Tracks

<table>
<thead>
<tr>
<th>1. Advising Administration</th>
<th>9. Partnerships</th>
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<tbody>
<tr>
<td>2. Career Planning</td>
<td>10. Professional Development</td>
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<tr>
<td>4. Community College</td>
<td>12. STEM</td>
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<tr>
<td>5. Cultural Competency</td>
<td>13. Student Special Populations</td>
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<tr>
<td>6. Graduate Students</td>
<td>14. Student Success</td>
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<tr>
<td>7. NACADA</td>
<td>15. Vets</td>
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<tr>
<td>8. New Advisor</td>
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Let’s Salsa!
Strategic Advising Leads to Student Achievement
Pre-Conference Sessions

Day 1 - Friday, March 8th - 12:00-3:00 PM

**P 1. Practical Applications of Motivational Interviewing in Advising**

Robert Pettay, Kansas State University 12:00-3:00 Crockett B

Motivational Interviewing (MI) is defined as “a client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.” Academic advisors work with students in the decision-making process related to majors, careers, and behaviors that influence student success in college. Often change is necessary and required if the student is to grow and develop. This workshop will focus on the use of MI in the advising setting and will include information on MI, discussion, video demonstration, and activities related to understanding MI and the use of MI in the advising profession. Objectives include increasing familiarity with MI, principles of behavior change, understanding the role of open-ended questioning and reflection in advising, and guidelines for applying MI in the advising setting.

**P 2. Utilizing Safe Conversations as a Relational Tool to Improve Academic Advising**

Curtis Hill, Southern Arkansas University 12:00-3:00 Republic B

Safe Conversations is an educational program that focuses on dialogue promoting a new way of talking and listening to one another. When applied appropriately, connection and safety occurs which promotes respectful and healthy relationships. Safe Conversations, by definition, is a relational technology that creates safety in all conversations, in all ecosystems, and facilitates a sense of connecting. While informational knowledge and conceptual understanding are necessary, alone, they are insufficient to thoroughly provide quality academic advising services (Two-thirds of the Academic Advising Core Competencies). The applicability of this relational technology can be paired with any academic advising model which is an essential skill for all academic advisors.

**P 3. An Introduction and Overview of Advising Assessment**

Isaiah Vance, The Texas A&M University System 12:00-3:00 Crockett D

Jaimie Haider, Texas State University

Assessment is a critical component in the continuous improvement of an advising program, but most advisors do not understand and are not engaged in assessment. This session will guide advisors through the assessment stages, starting from developing a vision and mission, so that it is clear how an assessment plan is developed and how it should serve to continuously aid in the improvement of advising programs. This highly interactive session will provide a platform to develop a brief, complete assessment plan so that each person will leave with an understanding of the full assessment cycle and how each piece of assessment fits together. Gaining a better comprehension of advising assessment will also allow advisors to better articulate the role advising plays in student success at the institution.
P 5. I Don’t Have A Couch, But I Have A Chair for Your Story
Casey Schumacher, Texas A&M University 1:00-3:00 Crockett C

As advisors we are trained to have discussions with students about schedules, probation, dismissals. What about the other conversations: depression, rape, death? At a time where we might wish for a couch so the students can lay down and tell their story, as academic advisors we only have a chair and a listening ear. The goal of this session will be to have deep discussions of how advisors can assist students and themselves when these topics are disclosed. We will discuss ways advisors can sense that something is wrong, how to handle the situation, and how to make sure the advisor not only helps the student but also themselves. Deep conversations, audience experiences, and sharing of best practices are highly encouraged.

P 6. The Secret History of Academic Advising: Of Women, Deans, & the Future of the Profession
Ryan Scheckel, Texas Tech University 1:00-3:00 Crockett A

According to the most recent research, four out of five academic advisors are women. Yet the histories and voices of the women who brought us to this new era of professionalization and scholarship go largely unheard. Join us as we venture into the hidden histories of women in higher education and, more generally the American workplace, to discover the possible futures for academic advising. Where did the Deans of Women go and what does their disappearance mean for today's advisors? We'll explore that mystery and many more as you'll be challenged to decide where you'll make your impact on the future of academic advising!

P 7. NACADA Orientation for First-Time Conference Attendees
NACADA Leaders 3:15-4:15 Texas A

As a new member or a first-time attendee at a NACADA event, you most likely have questions you want answered: How can I benefit from my NACADA membership? I am only in my first year, can I even get involved? What is my NACADA region and what opportunities are available to me? In this session you will be introduced to NACADA: The Global Community for Academic Advising and your NACADA region. This orientation is designed to provide guidance to new members and first-time attendees as they begin their journey - learn how you can make the most of your “first year experience” in NACADA and with your region. During this session you will have the opportunity to: 1) Learn about the structure and opportunities of NACADA; 2) Develop ideas for resources and networking to help you both personally and professionally in your region; and 3) Listen to colleagues share their stories and connect with other new members to the association. Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story!
PS 1. It Takes a Village: Leveraging Your Best Resources for Student Success ¹¹,¹⁴
Laura Lee, Annemarie Brogdon and Tia Davis, University of Houston  Texas DEF

Universities are demanding higher retention and graduation rates. Literature suggests the key to keeping students in school is by developing a plan that is “student centered.” The College of Education at the University of Houston has a program which has increased retention rates by 2.4% in the last two years while students being placed on academic warning/probation has dropped by almost 3.5%. The PEEPS (Personal Early Educational Performance Support) Program involves a holistic approach which keeps students engaged with the college and excited about succeeding. The PEEPS Program relies on students to help other students, and the program is supported by the entire college. Students know they have support, and they are using it!

PS 2. Early Alert: Pre and Post Case Management Pathways ¹,³,¹⁴
Tamara Baker, Kumudu Fernando, Stacy Welcome, Sheila Garza, Lorenzo Bowie, Everlyn Lynch, Patricia Ugwu, Houston Community College  Texas DEF

Houston Community College is committed to the success of its students by providing an environment conducive to instruction and knowledge. To ensure that every student takes full advantage of the educational opportunities and community support services, we implemented an Intrusive Early Alert pilot grounded in the theory of Appreciative Advising through a college–wide Early Alert System (EAS) and embedded the process into career pathways case management advising. In collaboration with the Dean of Student Success, Coleman College of Health Sciences and Information Technology, the Academic Advisors at Central College developed a streamlined communication strategy, 360 CARE referral, and minimal points of contact through three different delivery modalities to record observations and patterns that would impact professional development and training.

PS 3. Embracing the Spectrum ¹⁰,¹³
Catherine Patton, University of Missouri Columbia  Texas DEF

Embracing the Spectrum provides an advisor tool kit and newsletter that aims to increase retention and success rates of first time college students navigating a spectrum diagnosis in a new setting with less structure and in some cases support. This toolkit is built around resources support and mentoring and is designed to increase awareness of campus resources, provide a form of parental support, and increase student independence, retention, and success for students with unique academic and personal needs resulting from an Asperger’s diagnosis and mild spectrum disorders.
PS 4. Advising from Observation ¹⁰

Craig Swan, The University of Oklahoma

In this presentation and demonstration, artist and academic advisor Craig Swan will show you how learning to draw from observation can make you a better advisor. After a brief introduction, he’ll take you through his process of creating a portrait from life, and explain how it informs his advising practice. We’ll cover active observation/listening, mindfulness, looking beyond the surface, how to teach your brain to actively assess without judgment and have a few laughs along the way. At the conclusion of this presentation, you won’t be able to draw, but hopefully you’ll have plenty of material to reflect on your own advising practice in a new way.

PS 5. First Time in College Group-Advising Experience ¹¹, ¹³, ¹⁴

Dr. Gwenn Pasco, Kacey Cousins, John Bellon, and Shaina Hanhart, University of North Texas

Though the concept is not new—the freshman transition to a new academic world and the adaptation of life skills—advisors hold a continuously developing position to assist in the adaptation process. One method of assistance is First Time in College Group (FTIC), group-focused advising sessions. Students are reintroduced to advisors of their field of study, initiating a positive relationship between advisor and student. Also, FTIC group-advising provides benefits, including group coherency and communication, academic and personal efficacy, and reiterating resources of potential benefit for students during their first year of college. The goal is to highlight an advising practice that provides an effective orientation refresh session, allows opportunity for inclusion and academic identity, and reduces the number of individual appointments in an overcrowded student to advisor ratio.

PS 6. Student Engagement Focused Academic Advising ¹⁰, ¹¹, ¹⁴

Dr. Gwenn Pasco, Kacey Cousins, John Bellon, Nola Moudry, Philippe Becerra, and Shaina Hanhart, University of North Texas

Advising on course enrollment alone is old news in developing positive student engagement. In an era of minimal face-to-face communications, long-standing advising structures are challenged for their effectiveness. Targeted and personalized advising is an important part of long-term success for students and colleges. Clearly, the advising community has a pivotal opportunity take a deeper look when it comes to advising sessions and operational organization. The goal of this poster is to outline diverse opportunities for genuine student engagement among various student demographics to support student engagement and academic achievement. More specifically, it will offer insight on current practices of infusing engagement into advising, teach advisors to structure the advising session to work for the student, and expand on how student engagement increases student retention.
PS 7. Back to the Basics: Peak Time Advising at a Community College  
Jon Lewis, Oklahoma State University - Oklahoma City  
Texas DEF

Having a process is paramount when you are meeting with 20-30 students in a day. When this is the case, taking it back to the basics can be beneficial. This presentation will cover four simple but strategic steps to help you guide students through a session efficiently while still determining a quality plan of action for the student. This process can be easily transferable to all institutions of higher education and at all times of the year by simply spending more or less time on each step of the process. No matter where you are, if you focus on these four basic steps, you can be successful.

PS 8. Sugar, Spice, and Everything Nice: How to Season Your New Advisor  
Joshua Groomer, Ashley Gregg, Melissa Minor, and Gail Vaughn, Northeastern State University  
Texas DEF

Having a new advisor on campus is great, but sometimes training that new advisor can seem bland for both the trainer and trainee. We will provide our recipe for designing and implementing an effective two week advisor training program. Participants will leave this session with the ingredients and instructions needed to cook up an interactive advisor training program that will blend a new batch of advisors into the fold. You will also be provided with supplemental key learnings from two new advisors, fresh out of the oven.

Kayla Molnar, Baylor University / McLennan Community College,  
Tina Lyle, Joe Hinojosa, Celina Brown and Paul Hoffman, McLennan Community College  
Texas DEF

Students don’t know what they don’t know in navigating the enrollment processes of colleges and/or universities. This presentation proposes a pre-orientation advising approach to enhance students’ experiences as they navigate their respective institutions’ enrollment process (see Curtis & Underwood, 2013). This session provides advisors with space to consider their institutions’ advising models and their respective effects on incoming students. We will also identify potential hindrances to enrollment created by these advising models and suggest a holistic advising strategy using Bloom, Huston, and He’s appreciative advising approach (as cited in Bloom, 2007). It is our ultimate goal to deepen advising practice, thereby equipping students with knowledge necessary for effectively navigating the enrollment process.
PS 10. Academic Coaching & Success: A Comprehensive Program to Engage Probation Students  
Krista McBrien, Texas A&M University at Galveston  
Placement on academic probation can be seen as a road block for many at-risk students; however, Texas A&M University at Galveston has fostered an environment of student success, self-awareness, and growth through a mandatory Academic Coaching & Success program for probationary students. As an academic advisor/academic coach, we created a program to address the growth needs of students during the times of academic challenge. Drawing on the data of four semesters of an academic probation coaching program, participants will observe the positive impacts an academic coaching program has on at-risk populations. Along with the positive result of academic coaching, participants will discover the development process and evolution of the coaching program to meet the growth needs of the students.

PS 11. Cooking with CAS: A Recipe for Success  
Mercedes Torrez, Texas A&M University-San Antonio  
Looking to add a little spice to your assessment routine? Look no further than the “Cooking with CAS” cookbook! This poster presentation focuses on CAS standards for mission statements and showcases a fun, innovative method for assessing and drafting team mission statements. This cookbook utilizes “ingredients” (key words) to create a program’s recipe for success (mission statement). Key words are taken from the institution’s mission statement to ensure fulfillment of CAS standards. Gain ideas for cooking up your own mission statement today!

PS 12. Selecting, Training, and Effectively Using Peer Mentors  
Tina Gottesman, Auburn University  
After having bad experiences with student employees and work studies who were assigned to our department, we decided to find a new way to select qualified students to assist in our office. Over time, we began to use these bright and passionate students to serve as peer mentors. This session will explain important considerations in training peer mentors, suggest ways to use peer mentors strategically to help save advisors' time so they can focus on the more important things, and list the many benefits to the department and the peer mentor. We will share testimonies of students and peer mentors regarding positive impact.
PS 13. Collaborating for Success: Advisors as Stakeholders in Large-Scale Change

Tony Wright, Antonia Ceballos-Cruz, and Hilda Gartzke, Austin Community College

We provide an analysis of the impact of Guided Pathways implementation at Austin Community College (ACC) on the development and management of academic advising resources. Beginning in early 2016 ACC leadership inaugurated crucial changes to every aspect of the student experience. This presentation focuses on the advisor training and development piece of this change. The leadership goals of consistency and accountability for advisor knowledge and the move from a primarily transactional to transformational model of academic advising drove two major curriculum development and training initiatives at ACC. Successfully implementing these changes relied on collaboration from multiple stakeholders and was supported by additional time and training resources. This success story and insights gained from it are the focus of this presentation.

Concurrent Sessions

Day 2 - Saturday March 9th - 8:30 - 9:30 AM

C 1. Adelante: Taking a Step Forward in NACADA Leadership

Rebecca Hapes, Texas A&M University, Cecilia Olivares, University of Missouri-Columbia, Samuel Murdock, Texas A&M University, and Christina Bowles, Missouri State University

Do you want to be more involved in NACADA leadership? This panel session will provide an introduction to all of the various ways members can start their leadership pathway in the association. Participants will have the opportunity to hear stories about how current NACADA leaders got started and how they ended up in the role they are now. Our objective is for participants to identify how they want to capitalize on their strengths to serve the overall membership, the roles that best address their goals, and some immediate steps they can take to get started.

C 2. K-12 to Higher Ed: Bridging the Gap

Allie Bishop and Shawn Elmore, The University of Oklahoma

Frustrated by repeating the same information to students on a constant basis? Find yourself asking, "Why don't you know this?!" Have you been thinking that something has to change? Sometimes, we forget that this is the first few times many of our students are going through the processes our institutions have implemented, particularly with academic advising. Drawing from the experience of former teachers, we know that educators must provide clear and consistent instruction, model procedures, and provide repetitive exposure in order for students to have ample opportunities for success. In this session, we will explore how advisors can “flip the script” on ways of thinking about student success and our roles in switching things up to better serve our students and our institutions.
C 3. Building a World-Class Student Success Coaching Program 1, 11, 14

Mike Embry, InsideTrack

As comprehensive student success programs become more integrated into the fabric of student support, institutional leaders are increasingly turning to student coaching as a best practice for enhancing student outcomes, closing achievement gaps and improving institutional effectiveness. In this proposed Fireside Chat, leaders from both two-year and four-year institutions will discuss how they built a student success coaching model at their institution. Session attendees will gain insights on everything from executive decision-making and organizational change management to staff development and the effective use of outside partners. Avoiding “death by PowerPoint”, the session will be structured as a guided conversation discussing with panel members sharing their experience in building a comprehensive student success coaching program.

C 4. Advising LGBT Students in Crisis 5, 13, 14

Jessica Williams and Robert Gregonis Jr, University of Texas at San Antonio

A recent Gallop poll showed that the U.S. LGBT population increased 4.5% which equates to about 13.5 million U.S. citizens. This increase in the number of individuals who identify as LGBT is arguably due to the changing views of LGBT individuals. LGBT individuals face challenges and setbacks like everyone else; however, the decision by some to confront challenges is not always met with applause or acceptance, such as when a person comes out as LGBT. These challenges often follow the student onto the campus and affect their academic success.

C 5. The Pursuit of Happiness 12, 13, 14

Nikki Stinnette and Abigail Garza, The University of Texas at Austin

This presentation will provide the audience an opportunity to delve into reasons why some STEM students struggle with developing strong intrinsic values as it relates to encountering academic setbacks. In today's academic environment, resiliency and the ability to view setbacks as opportunities rather than failures are traits many college students struggle with. This concept leans into the term, Growth Mindset, coined by Carol Dweck who has created ways for administrators to utilize intentionality with program planning and academic advising. In response to research that shows resiliency measured by variables such as temperament and poor problem-solving skills programming approaches that utilize curriculum, support services, and course management systems are examined as possible pathways for students to develop stronger coping skills.
C 6. Preparing for Advising Leadership

Vince Hernandez, Texas A&M University, Republic BC
Isaiah Vance, The Texas A&M University System, Claudia Treviño, University of Texas at San Antonio, and Jason Barkemeyer, University of Houston-Clear Lake

As advisors grow and develop in their career, there comes a point in which some advisors consider becoming managers or directors. However, those same advisors may not be sure what it takes to move into those leadership positions in academic advising. If any advisor feels this way, we would like to extend an invitation for you to join us for this panel discussion, as we address a number of areas to consider when deciding to embark on a leadership position in academic advising. In this session, we will look to facilitate discussions about the often unknown functions and day-to-day work of those who manage advisors. By breaking down expectations and responsibilities, we hope to help any advisor feel confident in taking the next step in their professional journey.

C 7. Wellness! Managing Life/Academic/Work Balance

Miranda Cook and Amy Schmidt, University of Kansas Texas B

Let’s talk wellness! Our students can’t achieve full wellness without successfully balancing their academics, work and life. As advisors, we need to be able to recognize the signs of, and how to assist, students experiencing life/academic/work imbalance. We interviewed students who work about how they manage each of their responsibilities and how that affects their wellbeing. Using that data, we will share results and our best practices, extracted from two current theories involving work/life balance and wellness. Plan to share your experiences and best practices during this session.

C 8. It Takes a Village: Supporting Student Parents

Sarah Romack, The University of North Texas Sequin A

Roughly 25% of college students are currently caring for dependents. This session will explore not only the numbers behind this phenomenon and the implications, but it will also equip advisors with practical strategies to support students who are taking care of family members. Effectively serving student caregivers requires an understanding of the challenges that these students face. Student parents are more likely than non-parents to be working while going to school as well as commuting to campus. Advisors need to be aware of the Title IX policies as they apply to pregnancy and parenting as well as relevant support services on their campus and in their community. The approach must be intentional and inclusive of fathers, non-binary parents, and students who are caring for siblings or other relatives.
Day 2 - Saturday March 9th - 9:40 – 10:40 AM

C 9. Follow up Conversation with Keynote 10

Dr. Gage Paine

Republic BC

An open and free flowing discussion with Dr. Gage Paine.

C 10. A Conversation with NACADA Leadership 7,10

Joan Krush, NACADA Executive Office

Crockett AB

NACADA’s Region Division has been charged to embark upon a review similar to those the Administrative and Advising Communities Divisions recently completed. This review is being conducted to determine how to provide the best possible professional development to members. We are taking the time to reflect on what it means to be a global organization in relationship to the regional structure. To this end, a survey was sent to all NACADA members in late 2018, and focused discussions are being conducted both virtually and in person. This session is another venue to gather input from our members and will focus on the region review project. Please attend ready to share your opinion regarding how the NACADA Regional Division can best meet your needs today and in the future. If you prefer to participate in a virtual focus group, please visit the NACADA Region Review website: https://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Regional-Division/Region-Review.aspx

C 11. Advising African American Males- From the Advisor's Perspective 5,13

Terrance McClain, Texas State University

Texas C

This presentation is a study of an investigation of adult learning: exploring the ways adults seek knowledge and skills, learn through experience, and develop alternative perspectives. The study situates institutions of higher education as workplaces and focuses on the learning experiences of full-time academic advisors within that workplace. However, this study is unique in that it moves beyond the general investigation of workplace learning. Specifically, this study is concerned with the ways in which full-time advisors engage in workplace learning to serve African American males more effectively, both as they enter their profession and as they develop through their careers. A student panel of African American males will be conducted before the presentation of research.
C 12. How to Ensure Academic Advising Focuses on Meeting Student Needs, Not Wants, through Student Self-Sufficiency ²,¹⁴

Yma Revuelta and Veronica Vasquez, The University of Texas at Austin

This presentation will provide insight into student Self-Sufficiency: students taking an active ownership role of their academic careers. Meeting students’ needs have shifted to accommodate students’ wants; focusing on “I want” has over showed a student’s realistic goals and collaboration with their advisor. Aiming on giving students what they want is not an attribute to allow them to follow guidelines for positive outcomes in good decision making, as well as reducing mistakes detrimental to a student’s path to graduation. At the heart of NACADA are core values, including teaching, empowering, and motivating students. Just as faculty use andragogy practices in the classroom to increase self-sufficiency (Pew, 2007), academic advisors/administrators require tools to help foster self-sufficiency to better serve students.

C 13. Surviving Hurricane Harvey: Strategies for Advising Students after the Storm ⁴,¹⁴

Kim Ingram, Kimberly Bartee, Shaundelyn Hooey, Adrian McClain, Nima Salehi, and Patrice Terry, Houston Community College-Central

After surviving one of the worst storms in history that damaged Houston, Texas, Houston Community College (HCC) was faced with helping students deal with a plethora of issues as a result of enduring Hurricane Harvey. As advisors, we were faced with identifying and applying strategies to help stabilize students that were affected by the storm. Data obtained from a student survey revealed that 86.8% of our students were planning to return. We will share lessons learned and qualitative data from the HCC Listening Post for Hurricane Harvey Survivors.

C 14. The Art of Inspiration: Using Words and Images to Empower Students ⁸,¹⁰

Megan Denney, University of Oklahoma

Students are often faced with exploring alternative avenues, attempting new tasks, and implementing new behaviors, all of which can be challenging to a student’s confidence and development. Academic advisors have many tools available to help students gain confidence as they navigate pathways, explore opportunities, and accomplish goals. Through the use of words and images we can help students gain confidence, reassurance, and the empowerment to accomplish their goals. During this session participants will: 1) identify words that are inspiring in their own lives, 2) learn how to guide students through vision recording, future-self visualization, and exemplar identification activities, and 3) understand the usefulness of images for inspiring and empowering students.
C 15. Summer Book Club: A New Advisor Development Program Applying Advising Theory to Practice 8, 10

Samantha Thorpe and Brianna Edwards, Texas A&M University

The Summer Book Club is a new advisor development program which encourages the application of theory to practice through personal advising statements and the NACADA Core Competencies. The program is based on The New Advisor Guidebook: Mastering the Art of Academic Advising 2nd Edition and provides new and experienced advisors with the opportunity to review relevant advising theories and professional self-assessments to create and refine their own advising philosophy and vision statement to inform their work with students. The presentation is given by both a senior advisor who led the program and a new advisor who attended the program in the summer of 2018, providing a variety of perspectives.

C 16. Fat Advising: Theory and Practices to Counter Weight Stigma on Campus 5, 14

William Tunningley, Oklahoma State University

In accordance with the fat acceptance movement, this presentation will use the word fat as a neutral descriptor. Fat phobia profoundly affects the success of students who are fat. Adolescents are less likely to attain a college degree. Adolescent girls are less likely to receive financial contributions from their families. Graduates less likely to get hired or offered promotions and will earn less than their thin counterparts. As advisors, we are uniquely positioned to help these students by pushing back against fat phobia. Drawing from Fat Pedagogy scholarship and Freire’s Critical Pedagogy, this presentation will establish a theoretical framework for how fat phobia affects student success and offer some practical and actionable advice for challenging student thinking about fat and preventing our own participation in a culture of weight stigma.

Day 2 - Saturday March 9th - 10:50 - 11:50 AM

C 17. Become a Lean, Mean, Advising Machine: Small Changes that Make a Big Difference 1

Autumn Parker, University of Arkansas

Originally designed to eliminate waste along a manufacturing line, LEAN thinking is a business tool based on the Toyota Production System theory of continuous improvement. It was created to help Toyota drive out waste, do more with less, and be the very best in its field. Advising administrators from the University of Arkansas, Sam M. Walton College of Business attended an intensive, week-long LEAN training and have since become LEAN enthusiasts, applying the principles to processes from appointment scheduling to freshmen course times and document completion, always focused on moving closer to their ideal state. Join us on our LEAN journey to learn how every advisor can use this tool to become a LEANer, “meaner,” better advisor.
C 18. Academic Procrastination: Why Students Do It and Strategies to Help Our Students  

Yvette Morales, Texas State University
Deborah Benavides, University of Texas at San Antonio

Procrastination is a widespread phenomenon in college settings, and it can negatively impact student learning. Thus, research has sought to understand factors that produce this behavior. Studies show procrastination to be positively correlated with compromised academic performance, depression, and anxiety. Procrastination is not about just poor time management, but about self-sabotaging tendencies, which hinders student academic success. This presentation provides research spanning over twenty years, by Dr. Joseph Ferrari, a leading expert on procrastination. Using his book, “Still Procrastinating” as a guide, we will learn what prevents students from getting things done and learn why students put things off. We will also discuss strategies to help students take directed action to overcome procrastination barriers.

C 19. “I Have No Time to Come on Campus”: Creating a ONE Day Weekend Registration Event

Jennifer Smith and Elizabeth Ford, Bossier Parish Community College

We all encounter students with busy weekday schedules which doesn’t allow them flexibility throughout the week to meet with an academic advisor or financial counselor during the school's business hours. A one-day weekend registration event entitled "Super Saturday" was developed to better suit the schedule of busy weekday students. This highly publicized event is a one-stop registration day which allows the student to complete all enrollment steps as well as placement testing (if needed). This successful annual event has proven to be beneficial to enrollment and servicing new and returning students.

C 20. Finding a New Rhythm: Using SALSA to Improve the Orientation Process

Kiley Johansen, Lindsey Cordill, Risa Brungardt, and Caroline Skov, Kansas State University

Based on national data demonstrating that students are making their college decision choice through the summer, along with internal motivations to create a more engaging college orientation session, College of Business Student Success Center staff will share how they approached the process of revamping the orientation experience for students, families, and staff. This was initiated by recognizing the need for a more data driven program to mitigate the impact of summer melt, creating a program that is focused on student interaction and information retention, and developing a strategic and comprehensive communication plan. During the presentation, we will discuss how we developed the program, what we learned, how to best collaborate across the college and university setting.
C 21. Low Cost Efforts to Move the Needle on Retention Rates 13, 14

Lee Ann Looney, Amanda Jacobson, and Sarah Judy, University of Arkansas - Fayetteville

Without an increase in manpower or funding, Walton College of Business Retention Team has implemented ideas to nudge struggling students toward good standing. Our goal is to streamline retention efforts to maximize impact using two main programs: Academic Probation Success Appointments and Academic Success Workshops. The programming offers multiple touch-points for struggling and at-risk students. We currently offer group, individual, and electronic support, to reach as many students as possible. With respect to our advisors' other work duties, we have created “pre-packed” appointment content and quality workshops to help drive meaningful conversation. The overall cost of these efforts equals Man Power plus Printing. In conclusion, we invite audience members to share their own success at moving the retention needle.

C 22. DISCOVER: The Path to Major and Career Choice for Tigers 2, 14

Alison Lee and Mackenzie Ewing, University of Missouri-Columbia

DISCOVER: The path to major and career choice for Tigers: A best practice presentation describing one institution’s drive to create a major and career exploration course to assist with an increased retention of undeclared students. Learn how to use current institutional resources, with little to no additional financial investment, to collaborate for successful implementation of an academic course to guide the major and career exploration process for undeclared students.

C 23. You’ve Got a Friend in Me: How Advising and Admissions Can Work Towards Mutual Goals 9, 14

Andrietta Jackson and Veronica Tawney, Texas Woman's University

How academic advising can partner with admissions to take an active role in enrollment and bolster retention. Presentation will cover general enrollment processes, ways advisors can cultivate ideal prospective students, and potential methods for contributing to your university’s strategic enrollment plan. Presenters will pose the following questions to advisors to facilitate discussion: What questions should advisors be asking admissions? How do advising offices work with admissions? How do advisors work with prospective students? How does admissions promote individual programs? Does it align with department vision/mission? How can an advisor take an active role in the admissions process?
C 24. From Military Personnel to Successful Student 13, 14, 15

Brittany Gordon and Xavier Loredo, University of Texas San Antonio  Texas B

Veterans face a significant transition when enrolling in higher education. This presentation will focus on how academic advisors can facilitate this transition and assist student veterans to meet their academic and career goals. Schlossberg’s Psychosocial Transitional Theory will be used as a frame work for discussing approaches and strategies to assist advisors in supporting student veterans as they navigate through these changes. You will leave this presentation with a stronger understanding of the unique challenges and perspectives student veterans have and strategies for best working with them.

Day 2 - Saturday March 9th - 1:40 – 2:40 PM

C 25. Putting the “Community” in Community College! Using New Student Orientation to Create Early Campus Connections 3, 4, 14

Johnathon Paape, Beverly Grau and Ginny Meek,  Seguin B
Northwest Arkansas Community College

In conjunction with our academic divisions and the Enrollment Support Center, the NWACC Academic Advising Center decided to change the way we view group orientation and redesigned our previous model. In order to strengthen our relationships with many of the high schools in the area, we created Senior Registration and Advising Days (RADs). Senior RADs allow students from each participating high school the opportunity to make connections on campus early, become familiar with NWACC, and register for their courses before they graduate. This event, coupled with the second stage of orientation, Open House, is used to give students a holistic approach to the college experience and help to integrate them into the campus culture.

C 26. Becoming the Future of Advising: Diversity in NACADA Leadership 7, 10

Cecilia Olivares, University of Missouri-Columbia,  Republic BC
Patricia Griffin, Fort Hays State University
and Rebecca Hapes, Texas A&M University

Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA’s mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA’s leadership and contribute to the association’s mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Inclusion & Engagement Committee and ELP are changing the face of NACADA.
C 27. “But We Have Always Done It This Way!”: Shifting from Faculty to Professional Advising to Promote Student Success

Jason Barkemeyer and Kialyn Yendell, University of Houston-Clear Lake

Change can be necessary, but that doesn’t mean change is easy. For an institution entrenched in the same academic advising mindset for 40+ years, it can be downright scary. Join two advising administrators from a public 4 year university as they take you through the journey, challenges, failures and successes, of transitioning from a long-standing faculty-driven undergraduate academic advising model to a professional academic advisor-driven model. With an eye on keeping faculty valued and engaged in the process of change, get a view of two different academic colleges that took separate paths to the same common goals: developing a consistent, excellent standard of care and positively impacting student success.

C 28. It Takes Two to Salsa: The Neurodivergent Student and the Strategic Advisor

Rod Streng and Azzama Alia, University of North Texas

This presentation will explore questions about the emerging topic of neurodiversity. Learning objectives include: 1) defining neurodiversity, 2) identifying the neurodivergent, and 3) proposing strategies for advising this increasing demographic on campuses across the nation. Advising strategies are unique to the students not their diagnoses, much like IEP’s and 504’s. Learning Objectives for this presentation will also include identification of various indirect student supports and individual student supports. In recent years, college campuses find they are admitting more neurodivergent students utilizing ODA services more than ever before. As a society, we talk about diversity but don’t include this marginalized population in our discussions.

C 29. Taking the Lead: Providing Professional Development for Faculty Advisors

Malikah Harvey and Jessica Anderson, Texas Lutheran University

Faculty serve a crucial role in the success of students inside and outside of the classroom. Faculty advisors guide students’ understanding of their academic programs, encourage academic success, connect them with future graduate schools and employers, and much more! With faculty advisors pulled in a variety of directions, how are they supported to serve their advisees to the best of their abilities? The Office of Academic Advising seeks to ensure our faculty have the resources they need to encourage and support student success. The goal of this session is to provide time and space for those who support and create professional development opportunities for advisors to share best practices and create a network of support.
C 30. To the Profession & Beyond: Preparing Pre-Professional Students for Program Entry & Alternative Options 12, 13, 14

Danielle Johnson and Alicia LaMotte, Nevada State College  

This session showcases complexities associated with advising pre-professional students utilizing Pre-Nursing, Pre-Education, and Pre-Speech Pathology students at Nevada State College (a small, but growing, public four-year state college) as an example. The presenters will demonstrate innovative ways to help students develop alternative educational and career plans, even when clear alternatives do not exist at your institution, especially in relation to how these careers impact DACA and Undocumented students. Presenters will share their students’ success rates with the TEAS, Praxis Core, and CBEST national exams, often associated with program admission and licensing requirements. Presenters will share the opportunities and challenges with partnering with Academic Faculty, including the concept of “whose students are they?”


Madelyn Adams, University of Kansas  

Ever wonder why a student is failing a class for the third time. Could it be they have a learning disability? In this presentation, discover the common academic signs of a learning disability and how the American with Disability Act impacts accommodations in higher education. Learn how to facilitate conversations when a student discloses they have a learning disability and how to best connect them to resources on your campus.

C 32. Advising to Climb Over the Stumbling Blocks: An Intrusive Approach for the Stumbling Student 14 (Best of Oklahoma)

Kristal Soderstrom Junkens, Oklahoma State University  

Advisors spend much of our time working with students to overcome and redirect during a troubling semester. Between failure within courses, outside of class distractions, familial demands, and mental health issues, there are many things that can cause a student to stumble. In a world where retention is the name of the game, how can advisors help students who have stumbled to regain their footing? So often, students feel that a stumbling block has become a boulder that prevents their success. We will present an intrusive advising strategy to help advisors know how to help students avoid stumbling blocks, overcome struggles when they happen, and climb over the boulder to a successful educational career.
C 33. Creating an Engaging Ensemble: Using the NACADA Academic Advising Core Competencies

Rebecca Hapes, Texas A&M University, Patricia Griffin, Fort Hays State University, Barbara Smith, University of Texas at San Antonio, Carol Pollard University of North Texas and Bonnie Bustos-Rios, Texas A&M University

Are you an advising professional seeking continual improvement? Responsible for advisor training at your institution? The NACADA Academic Advising Core Competencies Model identifies the concepts, knowledge, and skills that support academic advising and provides a roadmap for advisor professional development. In this session, we will introduce the Core Competencies and discuss ways to integrate them into advising practice. Whether you are a lone advisor in an academic department, part of a committee charged with designing training and development for advisors, or an administrator responsible for advisor development, this presentation will help you take the Core Competencies and apply them on your campus.

C 34. Rock 'n' Roll Specialists: Academic Advisors as Agents of Cultural Exchange

Ryan Scheckel, Texas Tech University

In December of 1957, Buddy Holly and the Crickets played on the nationally televised Arthur Murray Dance Party and were cordially introduced to the show's very conservative audience as, “Rock and Roll specialists.” Over the last six decades, rock musicians have played roles very similar to those of today's academic advisors: standing at the crossroads of cultures, speaking to groups with often competing perspectives and priorities, and managing it with a style and flair all their own. Rock out with us as we explore the unexpected similarities between our very own field of academic advising and one of the defining art forms of the contemporary world through the fascinating lens of social exchange theory! #advisorsrock

C 35. Learning in the Lobby: The Development and Growth of an Advising Lab

Tyler Garrett, Daniel Jordan, and Sarah Langley, University of Arkansas

This presentation will examine the programs implemented in Fulbright College at the University of Arkansas focused on increasing access and availability to advising resources. Some of the goals of our approach are to put the students in the driver’s seat, give students autonomy over their degree program, and increasing students’ literacy and navigation skills. We are seeing students learn to navigate the complexities of the university by getting help from trained peer mentors who have gone through similar learning curves. This presentation will include a collective brainstorming session centered around how to increase visibility and access to advising at your campus.
C 36. Becoming the Real You: Overcoming Imposter Syndrome  
Brandan Lowden, Pikes Peak Community College  
Seguin A

Have you ever questioned why you are qualified to advise the student sitting in front of you? Many of us have experienced imposter syndrome – being competent to do a task but feeling incompetent and fearing being exposed as a fraud – at some point in our professional lives. Often, feeling incompetent is counter to the truth of our individual identities and prevents us from being the best possible version of ourselves. In our work with students and colleagues, it is important to feel confident in our areas of responsibility. In this session, we will explore the psychological basis for imposterism, recognize why we are not actually imposters, and learn strategies for overcoming the imposter syndrome.

C 37. Advising on an Island  (Best of Missouri)

Jordan Wienke and Genesis Steele, Webster University  
Texas A

Put on your adventurer hat, because we are going to talk about “Advising on an Island”. Whether you are on Gilligan’s Island (waiting for something/someone to show up and you are stuck), Fantasy Island (Everything is great and you are totally supported…or are you?) or Survivor Island (Always in threat of being voted off) or a different island, advising can be very different and sometimes challenging for each of us. In this session, we will discuss how to survive in each of these environments and how to find helpful resources both within your college or university and outside your setting. In this tantalizing workshop, we will equip you with information that will help you learn how to advance your own career, where to seek help when you feel you have already looked everywhere, how to manage your own mentoring, professional development, and self-advocacy all with little to no money.

C 38. WE WANT YOU!: Best Practices for Advising Student Veterans

Shari Chambers, Jennifer Fleming, Lisa Bowden, Stephnie Thomsen, Texas A&M University  
Texas C

Who are student veterans and what makes them special? How are they different from the general student population? The goal of this presentation is to divulge the unique challenges student veterans face and what we, as advisors, can do to provide them with resources for their specific needs. We will discuss why general advising practices often fail student veterans and, in turn, what our institution and department have implemented to promote success among this population. We will also share testimonies from some of our current student veterans via survey as well as video commentary.

Shawn Derritt, Kansas City Kansas Community College

Results from the 2018 CCSSE national report, titled “The Power of Advising in Community Colleges”, reported that students who are advised are more engaged. However, if students are not required to see an advisor, they are missing a powerful opportunity. This session will present the methods used to create a campus wide mandatory advising system at a community college along with the result of a three-year study that examined the impact of mandatory advising on community college students. In addition, the retention and persistence rates of African American, Latinx, and male and female participants will be presented.

C 40. What is Good Advising? A Discussion-Based Comparison of the Four NACADA Pillars, Advisor Experience, And Student Perceptions 10

Nik Rowan and Lee Byers, University of Arkansas-Fayetteville

What does an ideal advising session look like? What topics are important for students to talk about with their advisor? What IS good advising? These are the questions that will ground this discussion-based session. Presenters will contextualize the discussion using NACADA’s four Pillars of Academic Advising. Participants will have the opportunity to answer these questions pulling from their own advising experiences. Additionally, presenters will share data gathered from a qualitative study exploring student perceptions of their advising experience.

Day 3 - Sunday March 10th - 8:30 - 9:30 AM

C 41. Choreograph Your Dance: Using a Portfolio to Assess Your Own Growth and Development 10

Antoinette Curl, Texas A&M University-San Antonio

Are you caught up in the rhythm of the semester without a moment to consider your next steps? Take a break from the dance floor and come reflect on your own practice as an academic advisor. Learn about how an advisor portfolio can help you see where you’ve been and discover how you want to grow as a professional. In this interactive, working session, you’ll look at models of advisor portfolios and create a framework for your own advisor portfolio. By the time you leave, you’ll have an action plan to implement an advisor portfolio in your own practice, office, or campus.
C 42. Generation Z: Advising Our Future 13, 14

Ashlee Noblin and Shonda Sears, Tarleton State University

Higher education today is comprised of students spanning many generations. A majority of first time in college students are a part of Generation Z who thrive in a technology driven world. Based on current research new strategies are required to engage Generation Z at colleges and universities. This presentation will explore how to keep up with these students by knowing the characteristics of Generation Z, how to communicate through the best channels, and how to connect with them. This knowledge will affect the strategies that will be used to recruit, engage, and retain students. In this session personal stories, discussions, and handouts will show who this generation is and how a mid-size institution has worked to connect with students to build lasting relationships.

C 43. Follow the Yellow Brick Road...Or Not? Path-Goal Leadership Theory and Its Implication for Academic Advising 10

Ashley Winterrowd and Rebecca Hapes, Texas A&M University

Every student enters an institution of higher education with an end goal in mind...hopefully, that’s graduating. Advisors know the sometimes-intricate journey they have to walk to accomplish that goal. Academic advisors can assist students in clarifying goals, overcoming obstacles, providing resources and support throughout their journey, and hopefully motivate them to achieve their personal brand. In leadership theory, this process is explained best through House’s Path-Goal Theory. The presenters believe this leadership theory has direct implications to the profession and methodology of academic advising. This leadership theory and applications will be explained to attendees, who will have a chance to identify ways they help students define goals, clarify educational paths, overcome obstacles, and provide support.

C 44. Let It Go: Using Disney’s “Frozen” to Explore Emotional Labor in Advising 10

Bailey Verschoyle, Texas State University

Ever feel like Elsa – concealing your real emotions from students in advising appointments? Or are you more like Anna, and show your true feelings instead (and are maybe known to break out in song)? Believe it or not, there’s more than a few parallels between Disney’s “Frozen” and sociologist Arlie Hochschild’s concept of “emotional labor.” Come explore the different ways advisors manage their emotions on the job with the characters of “Frozen,” and walk away with a new appreciation for the ‘hidden’ work in advising.
C 45. Young Life Crisis: Navigating Students Through Academic Uncertainty

Becky Robertson and Randee McBride, Northeastern State University

Do you have students experiencing uncertainty in their major? These students are facing a “young life crisis” and have come to you, as a professional advisor, for your guidance in preparing for their future. If only we could determine their destiny like a magic eight ball! We will delve into this topic by first discussing just how important it is to prepare for these situations with statistics on students who switch majors later on in their academic career or have delayed declaring. We have developed three categories that help identify and differentiate the issues that these students are facing (the Head, Heart, and Feet). Presenters will discuss methods and resources to prevent and aid these students in their crisis. There will be a focus on peer interaction and self-reflection.

C 46. The Heart of Graduate Education: A Primer for Primary Role Advisors of Graduate Students

Brandy Gunter-Cox, University of Oklahoma

Enrollment in post-baccalaureate education programs has grown at roughly the same rate as undergraduate enrollment over the last decade – roughly 15% from 2006 to 2016 (Digest of Education Statistics 2017). This growth has required many programs to shift from relying primarily on faculty advisors to employing primary role (non-faculty) advisors to manage the growing graduate student population. Using NACADA’s Core Competencies as its framework, this presentation will introduce a number of concepts vital to an advisor’s understanding of graduate education, including the types of graduate education and their purpose, the role of various advising relationships in graduate education, a general discussion of characteristics of graduate students as a distinct population, and the need and opportunities for better development and assessment of primary role advising in graduate education.

C 47. Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing

Rhonda Dean-Kyncl, University of Oklahoma

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, 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.
Undecided students entering college are a critical group in need of early intervention. Transitioning into college can be challenging for students, and as advisors, we often see that being “undecided” can cause additional stress. Therefore, we believe it is essential to help students find the path to a major they can call home. Academic counselors from the University of North Texas will: (1) Discuss research surrounding undecided students in higher education; (2) Explain the history of undecided students at UNT, including the creation and content of our exploring majors workshop; (3) Examine our survey data to further understand undecided students; and (4) Suggest how attendees can utilize this information to address the challenges encountered by their undecided students.

We are living (and working) in very politically charged times. Our job, however, is to help students in a neutral way. It is not uncommon for current events or a political belief to make its way into any conversation, whether that is in an advising session or in our everyday lives. We are tasked with helping students in a neutral way regardless of where they may be on the political spectrum. What do we do, when political beliefs get in the way of our advising session? This session will showcase strategies to help both the student and advisor navigate a potentially precarious situation in order to help both the student and advisor learn and grow. We will also discuss best practices for working through tough conversations in any setting.

Retention and graduation rates are at the forefront of institutional agendas across the nation. One method to assist students in persisting is through the use of peer mentors. As Peer Mentoring has evolved to a modern stage from the emergence of new perspectives on learning, the focus has shifted from an individual to social process (Christie, 2014). Mentoring is a social component to higher education that encourages student engagement and participation in various aspects of the university culture. However, creating a university-wide peer mentor program can be challenging. This session focuses on how a mid-size university established a successful peer mentor program in utilizing grant funds to provide student-led transformative experiences.
C 51. How to Siesta without Sleeping at Work

Chris Borthick and Samantha Olson, Oklahoma City Community College

Mindfulness and Overall Wellness made easy for busy advisers with tips and techniques for how to take care of ourselves so we can take care of our students.

C 52. Fanning the Flame vs. Burning Out: How to Sustain Empathy and Passion Throughout Your Career as an Advisor

Emily Kaufman Baumann and Rachel Nemets, Texas A&M University

Failing classes, death and loss, being dismissed from a program, illness and injury—as advisors, we assist students dealing with these issues and more on a regular basis. This can be emotionally draining for any advisor. When one takes into account the administrative demands of advising (high advising loads, endless emails, etc.), even the most experienced advisor is at risk for burnout. This presentation will go beyond the basics of burnout to discuss the causes and symptoms of burnout and the difference between emotion contagion and empathetic concern. We will also discuss positive coping skills that advisors can use to set boundaries, maintain passion, and continue to grow in the profession.

C 53. Spice Up Your Social Media: Aligning Your Online Presence with Generation Z

Jenna Radtke, Fort Hays State University

Generation Z has arrived, and they are changing the way technology and social media are being used. As advisors, we found ourselves needing to reevaluate how we use social media to keep up with the interests of our advisees. Hear how we are assessing our social media plan and making changes to better align with the goals and purpose we set out to accomplish. Through this session you will be able to define your goals and begin creation of your own assessment plan. Current literature on Generation Z and assessment results from our own advisees will be presented. Discussion of social media in your practice and sharing new perspectives, ideas, and approaches is encouraged.
C 54. The Qualitative Conundrum: Using Storytelling as the Ultimate Influencer

John Patsey, Amy Foss, and Angela VanDijk, University of Colorado, Denver

We are in a new age working with advanced software systems and big data that is attempting to evaluate advising. Though the data is valuable, it doesn’t always show the full picture. At the University of Colorado Denver, we wanted an alternative way to tell the story of advising. The presentation format known as PechaKucha provided us with that powerful alternative. In this presentation, you will learn how the PechaKucha is a framework for storytelling and has the power to break through the noise of traditional assessment metrics and showcase advising’s authentic narrative.

C 55. Holistic Advising and Career Planning

Kathy James and Trish Welch, Austin Community College

Hear how Austin Community College integrated an academic coaching and advising model that engages students in career exploration and planning for their academic journey early on in their college education. This presentation will focus on professional development to streamline the student advising experience and demonstrate how targeted major and career exploration will improve student retention and completion. Presenters will share a prescriptive methodology for advisor training, understanding academic coaching, and utilizing technology to enhance the student experience.

C 56. Connecting Undecided/Exploratory Students to Majors & Careers (Best of Kansas)

Angela Scott and Kaytie Brozek, Wichita State University

Strategic enrollment goals seem to be driving many of the efforts to engage undecided/exploratory students. Advising professionals play a pivotal role in the persistence of these students by helping them connect to a major or career field. This session will explore results of a 2-day, 1 credit hour workshop course designed by academic advisors in collaboration with career development professionals. Attendees will learn about the two-day workshop; its design and content, and explore the implications for the advising profession.
Region 7 Awards & Scholarships

Angelica Barrera
The University of Texas at San Antonio, Excellence in Advising - Advising Administrator

Brandy Barksdale
The University of Texas at San Antonio, Excellence in Advising - Advisor Primary Role

Dr. Zandra de Araujo
University of Missouri, Excellence in Advising - Faculty Advisor

Dr. Carol Vargas
Texas A&M University, Excellence in Advising - New Advisor

Janelle Davis
Texas Woman's University, Excellence in Advising - Advisor Primary Role - Certificate of Merit

Raquel Orozco
The University of Texas at San Antonio, Excellence in Advising - Advisor Primary Role - Certificate of Merit

Jordan Parshall
University of Missouri, Excellence in Advising - Advisor Primary Role - Certificate of Merit

Dr. Patrice Lyke
University of North Texas, Excellence in Advising - Faculty Advisor - Certificate of Merit

Dr. Star Nance
University of Central Missouri, Excellence in Advising - Faculty Advisor - Certificate of Merit

Dr. Connie Schrock
Emporia State University, Excellence in Advising - Faculty Advisor - Certificate of Merit

Erika Cole
University of North Texas, Excellence in Advising - New Advisor - Certificate of Merit

Jenna Radtke
Fort Hays State University, Graduate Student Scholarship
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- Angelica Barrera  
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