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NACADA Vision

Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

NACADA Mission

NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

NACADA Strategic Goals

1. Expand and communicate the scholarship of academic advising
2. Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
3. Promote the role of effective academic advising in student success to college and university decision makers
4. Foster inclusive practices within the Association that respect the principle of equity and the diversity of advising professionals across the vast array of intersections of identity
5. Develop and sustain effective Association leadership
6. Engage in ongoing assessment of all facets of the Association
7. Expand the use of innovative technology tools and resources to support the work of the Association

*Numbers do not indicate a priority.
School Spirit Day: Wednesday, February 21, 2018

Welcome Advisors

I am so excited for the opportunity to be here in Little Rock, AR, with fellow advisors, colleagues, and friends. The theme for this year’s conference, “The Natural State of Advising: Cultivating Student Success,” is, for me, about going back to our roots and focusing on why many of us became advisors in the first place—students and our role in their achievements. In a time of slim budgets and limited resources, I am 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 your institution that you can contact with questions.

I would like to personally thank our Conference Chair, Autumn Parker, for her 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.

It is truly a privilege to serve as your NACADA Region 7 Chair. Thank you all for making this organization the best it can be.

Christina Bowles, NACADA Region 7 Chair 2017-2019
Arkansas Fun Facts

- Cheese dogs were created in Little Rock at the Finkbeiner Meat Packing Company in 1956 by inserting cheese into the center of a hot dog.

- Meyer's Bakery brought the world the gift of brown-and-serve rolls in the 1930's in Arkansas.

- Arkansas has the only active diamond mine in the US. It is the only place where you can search for your own diamonds and keep whatever you find.

- Dover Lights are an unexplained phenomenon that witnesses say flicker and sway in various colors in the sky overlooking the Ozark Valley. Legend has it that they're lights carried by Spanish Conquistador ghosts searching for their lost gold in the foothills.

Welcome to Little Rock

On behalf of the conference committee, it is my pleasure to welcome you to the 2018 NACADA Region 7 Conference in the heart of the Little Rock River Market. We have been preparing for you and are excited to welcome 300 of our friends and colleagues, many of whom are first-time NACADA conference attendees.

This year's conference theme, "The Natural State of Advising: Cultivating Student Success," celebrates not only the rich history and resources of the state of Arkansas, but also the growth and potential of advisors and students alike. Just as plants require the proper environment and nutrients to grow and produce good fruit, so it is with our students. But, it is also important to remember to feed the farmer, so to speak. It is our sincere hope that you will find the next few days to be a time of learning, networking, fun, and a bit of relaxation that will not only plant the seeds of new ideas, but also renew and refresh YOU!

All of the committee members have worked very hard to prepare for your arrival and to make sure that you have an incredible experience during the conference. We hope you reconnect with colleagues, meet new friends, share, learn and explore. We appreciate your commitment and the commitments of your institutions to NACADA, Region 7, and your own professional development. Thank you for allowing us to be a part of your growth experience.

If you need anything at all while you are here, please don't hesitate to ask. One of Arkansas' specialties is southern hospitality! Welcome to Little Rock!

Autumn Parker
NACADA Region 7 Conference Chair 2018
# Conference at a Glance

## Tuesday, February 20th

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>10:30am-8:00pm</td>
<td>Conference Registration and Help Desk</td>
<td>DoubleTree 2nd Floor Lobby</td>
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<td>10:30am-5:00pm</td>
<td>Exhibitor Hours</td>
<td>DoubleTree 2nd Floor Lobby</td>
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<tr>
<td>12:00pm-4:00pm</td>
<td>Pre-Conference Workshops</td>
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<tr>
<td>12:00-3:00pm</td>
<td>Practical Applications of Motivational Interviewing in Advising (PCW1)</td>
<td>DoubleTree Salon A</td>
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<tr>
<td>12:00-1:50pm</td>
<td>Composing the Profession: Research and Writing in Academic Advising (PCW2)</td>
<td>DoubleTree Salon B</td>
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<td>2:00-3:50pm</td>
<td>Creating a Professional Identity – By Design, Not Default (PCW3)</td>
<td>DoubleTree Salon C</td>
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<td>2:00-3:50pm</td>
<td>Career Exploration for Exploring Students (PCW4)</td>
<td>DoubleTree Riverside East</td>
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<tr>
<td>4:00-5:00pm</td>
<td>NACADA New Member Orientation (PCW5)</td>
<td>Double Tree Salon B</td>
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<tr>
<td>5:00pm</td>
<td>Dinner On Your Own</td>
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<td>6:30pm-7:00pm</td>
<td>Volunteers Meeting</td>
<td>Double Tree Salon D</td>
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<tr>
<td>7:00pm</td>
<td>Welcome and Keynote Speaker</td>
<td>Robinson Center Still Ballroom</td>
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<tr>
<td>8:30pm-10:30pm</td>
<td>Reception</td>
<td>Robinson Center Still Ballroom</td>
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<tr>
<td>8:30pm-9:30pm</td>
<td>Poster Session</td>
<td>Robinson Center Still Ballroom Lobby</td>
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<td>Academic Interventions for Struggling Undergraduate Students: Applying Appreciative Advising to Students with Disabilities (PP1)</td>
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<td>The Building Blocks to First Year Student Success (PP2)</td>
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<td>Something’s Gotta Give (PP3)</td>
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<td>Assisting the Front Lines: Behind the Scenes Support for Academic Advisors (PP4)</td>
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<td>The Effects of Social Club Membership on Academic Performance (PP5)</td>
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## Wednesday, February 21st

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>7:00am-4:30pm</td>
<td>Conference Registration and Help Desk</td>
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<td>7:00am-4:30pm</td>
<td>Exhibitor Hours</td>
<td>DoubleTree 2nd Floor Lobby</td>
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<tr>
<td>6:45am-8:00am</td>
<td>Breakfast</td>
<td>Robinson Center Still Ballroom</td>
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<tr>
<td>8:15am-9:15am</td>
<td><strong>CONCURRENT SESSION 1</strong></td>
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<tr>
<td>Best of Missouri</td>
<td>Whistle While You Work: Applying the principles of Disney management, making your workplace a “magical kingdom” (C1.1)</td>
<td>DoubleTree Salon A</td>
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<td></td>
<td>So, you’re a New Advisor? Professional and Personal Wellness Strategies for Success during the Transition (C1.2)</td>
<td>Robinson Center Hamilton Room</td>
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<td>Intervening in Time! Using Academic Alerts and Programming to Assist At-Risk Students in Making Critical Academic Decisions (C1.3)</td>
<td>DoubleTree Riverside East</td>
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<td>Better Together! Building Advising Relationships Between 2-Year and 4-Year Institutions (C1.4)</td>
<td>DoubleTree Salon B</td>
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<td>Putting Together the Technology Puzzle: Using Complementary Technology Platforms for a Holistic Advising Approach (C1.5)</td>
<td>DoubleTree Edgehill</td>
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<td>What’s intersectionality have to do with me?: Cultivating student success by naturally incorporating an intersectional approach in your developmental academic advising (C1.6)</td>
<td>DoubleTree Salon C</td>
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<tr>
<td>Time</td>
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<td>8:15am-9:15am</td>
<td><strong>CONCURRENT SESSION 1 continued</strong></td>
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<td>Values &amp; Competencies: Helping Students Connect Their Present to Their Future (C1.7)</td>
<td>DoubleTree Riverside West</td>
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<td>Identifying and Preventing the Problem: Using a Pre-Orientation Advising Survey for Incoming Freshman to Make Early Referrals (C1.8)</td>
<td>Robinson Center Porter Room</td>
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<td>Peer Advising: Reducing Two-Year Institutions Staff Limitations Problem (C1.9)</td>
<td>DoubleTree Salon D</td>
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<tr>
<td>9:30am-10:30am</td>
<td><strong>CONCURRENT SESSION 2</strong></td>
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<tr>
<td>Best of Arkansas</td>
<td>I didn't get into the BFA program, so I guess I'll just make cat paintings: Advising Fine Arts students and turning perceived failure into new opportunities (C2.1)</td>
<td>DoubleTree Salon D</td>
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<td>Jane Austen &amp; the NACADA Core Competencies: Choose Your Own (Professional) Adventure (C2.2)</td>
<td>Robinson Center Hamilton Room</td>
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<td>Know Thyself: Fostering Self-Awareness in the Student Advising Experience (C2.3)</td>
<td>DoubleTree Riverside East</td>
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<td>Changing Advising to Increase Success Among African American Students in STEM (C2.4)</td>
<td>DoubleTree Salon B</td>
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<td>Growing Our Graduate Students: Academic Advising Internships in Action! (C2.5)</td>
<td>Robinson Center Porter Room</td>
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<td>Building the Ladder: How K-State Advisors Created a Career Ladder Framework (C2.6)</td>
<td>DoubleTree Salon C</td>
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<td>Grad Prep Session (C2.7)</td>
<td>DoubleTree Riverside West</td>
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<td>The Journey on the Pathway to Academic Student Success (C2.8)</td>
<td>DoubleTree Salon A</td>
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<tr>
<td>10:45am-11:45am</td>
<td><strong>CONCURRENT SESSION 3</strong></td>
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<td>A Conversation with NACADA Leaders (C3.1)</td>
<td>DoubleTree Salon A</td>
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<td>Upgrade Your Toolkit: Creating Four-Year Blueprints to Student Success (C3.2)</td>
<td>Robinson Center Hamilton Room</td>
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<td>Perceptions of Students in an Online Allied Health Program Regarding Academic Advising Methods (C3.3)</td>
<td>DoubleTree Riverside East</td>
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<td>Ehh It's not that bad...yet. Assisting Students with Navigating Difficult Times (C3.4)</td>
<td>DoubleTree Salon B</td>
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<td>Finding meaning in the first year: Academic and Career Advising for Exploratory Freshman (C3.5)</td>
<td>DoubleTree Edgehill</td>
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<td>Cross-campus collaborators: Helping undecided college students succeed (C3.6)</td>
<td>DoubleTree Salon C</td>
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<td>Incorporating Leadership into Advising Practice (C3.7)</td>
<td>DoubleTree Riverside West</td>
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<td>From Tool belts to Calculators: Motivating and Advising Students in Workforce Service Programs (C3.8)</td>
<td>Robinson Center Porter Room</td>
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<td>Intrusive Advising: UAM’s Academic Recovery Program (C3.9)</td>
<td>DoubleTree Salon D</td>
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<tr>
<td>12:00pm-1:15pm</td>
<td>Lunch, Awards and Business Meeting</td>
<td>Robinson Center Still Ballroom</td>
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<td>12:00pm-5:00pm</td>
<td>Commuter Lounge Open</td>
<td>DoubleTree Edgehill</td>
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<td>1:30pm-2:30 pm</td>
<td><strong>CONCURRENT SESSION 4</strong></td>
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<tr>
<td>Best of Kansas</td>
<td>Advising and the Self-Fulfilling Prophecy (C4.1)</td>
<td>DoubleTree Salon B</td>
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<td>Becoming the Future of Advising: Diversity in NACADA Leadership (C4.2)</td>
<td>DoubleTree Salon A</td>
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<td>A Moment to Breathe (C4.3)</td>
<td>DoubleTree Riverside East</td>
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### Conference at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Location</th>
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<tr>
<td>1:30pm-2:30pm</td>
<td><strong>CONCURRENT SESSION 4 continued</strong></td>
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<tr>
<td></td>
<td>The Art of Online Advising: Engaging and Retaining Distance Students (C4.4)</td>
<td>Robinson Center Hamilton Room</td>
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<td>Make it Work: Issues and Strategies in Advising LGBTQI Student Populations (C4.5)</td>
<td>DoubleTree Salon C</td>
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<td>It's no big deal, it's only their future . . . (C4.6)</td>
<td>Robinson Center Porter Room</td>
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<td>So You Thought This Was Going to be Easy! ... Utilizing Authentic Advising to Impact Your Student Interactions (C4.7)</td>
<td>DoubleTree Salon D</td>
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<tr>
<td>2:45pm-3:45pm</td>
<td><strong>CONCURRENT SESSION 5</strong></td>
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<td></td>
<td>Best of Oklahoma</td>
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<td>Cultural Considerations for Asian-American Students in Higher Education (C5.1)</td>
<td>DoubleTree Salon A</td>
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<td>Will You Make A Decision Please? The Beginnings of A Flipped Advising Approach (C5.5)</td>
<td>DoubleTree Salon B</td>
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<td>Advisor Mixtape: Finding the Beat to your own Groove (C5.2)</td>
<td>DoubleTree Salon C</td>
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<td>The Sunken Place: Empowering the Marginalized Student (C5.3)</td>
<td>DoubleTree Riverside East</td>
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<td>Avoiding FERPA faux pas: What FERPA Is and what it is not (C5.4)</td>
<td>Robinson Center Hamilton Room</td>
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<td>Online: The New Natural State of Advising (C5.6)</td>
<td>DoubleTree Salon D</td>
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<tr>
<td>4:00pm-5:00pm</td>
<td><strong>STATE MEETINGS</strong></td>
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<td></td>
<td>Arkansas</td>
<td>DoubleTree Salon B</td>
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<td>Kansas</td>
<td>DoubleTree Riverside East</td>
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<td>Louisiana</td>
<td>DoubleTree Riverside West</td>
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<td>Missouri</td>
<td>Robinson Center Porter Room</td>
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<td>Robinson Center Hamilton Room</td>
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<td>Texas</td>
<td>DoubleTree Salon D</td>
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<tr>
<td>5:00pm</td>
<td>Explore Little Rock</td>
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<tr>
<td>7:00am-12:00pm</td>
<td><strong>Thursday, February 22nd</strong></td>
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<td>6:45am-8:00am</td>
<td>Breakfast</td>
<td>Robinson Center Still Ballroom</td>
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<td>8:15am-9:15am</td>
<td><strong>CONCURRENT SESSION 6</strong></td>
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<td></td>
<td>Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing (C6.1)</td>
<td>DoubleTree Riverside East</td>
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<td>Setting the Stage for Student Success: Academic Coaching for 1st Year Students Upon Entry (C6.2)</td>
<td>DoubleTree Salon B</td>
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<td>Advising African American Women College Student Leaders (C6.3)</td>
<td>Robinson Center Porter Room</td>
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<td>Keeping it REAL: Hands-on approaches for navigating students to parallel majors (C6.4)</td>
<td>DoubleTree Salon A</td>
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<td>Attention on Retention: A Longitudinal Overview of a Retention Program (C5.5)</td>
<td>Robinson Center Hamilton Room</td>
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<tr>
<td>9:30am-10:30am</td>
<td><strong>CONCURRENT SESSION 7</strong></td>
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<td>Keep Calm and Manage Your Student Caseload! (C7.1)</td>
<td>DoubleTree Salon B</td>
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<td>PANEL DISCUSSION: Graduate Recruiting &amp; Orientation Programs: Cross-Department Comparison of Successful Approaches (C7.2)</td>
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<td>Establishing Relationships with Nontraditional Students in Academic Advising (C7.3)</td>
<td>Robinson Center Porter Room</td>
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## Conference at a Glance

**9:30am-10:30am**  
**CONCURRENT SESSION 7 continued**

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<tr>
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<tbody>
<tr>
<td>Sharing is Caring: The Power of Appropriate Self-Disclosure in Academic Advising (C7.4)</td>
<td>DoubleTree Riverside East</td>
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<tr>
<td>Hard Times in Academic Advising (C7.5)</td>
<td>Robinson Center Hamilton Room</td>
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**10:45am-11:45am**  
**CONCURRENT SESSION 8**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Location</th>
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<tbody>
<tr>
<td>The growing story of the student: Introducing the Arch-nemesis: The problem. (C8.1)</td>
<td>Robinson Center Hamilton Room</td>
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<tr>
<td>&quot;Advising 21st Century Students&quot;: A Collaborative Conversation on Becoming Ready for our Students (C8.2)</td>
<td>DoubleTree Salon B</td>
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<tr>
<td>Pep Talks: Motivational Interviewing as an Advising Tool (C8.3)</td>
<td>Robinson Center Porter Room</td>
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<tr>
<td>Promoting our Profession: Increasing our Brand Identity (C8.4)</td>
<td>DoubleTree Riverside East</td>
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<tr>
<td>Finding Your Gateway into NACADA Leadership (C8.5)</td>
<td>DoubleTree Salon A</td>
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**12:00pm-12:30pm**  
Closing Session  

**Don’t forget to visit with our exhibitors and sponsors!**

University of Tennessee Health Science Center—Health Informatics and Information Management  
Arkansas Academic Advising Network

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**NACADA Board of Directors:**  
**Erin Justyna**

Erin Justyna has been a part of the Texas Tech University (TTU) family for more than twenty years, currently directing the Center for Active Learning and Undergraduate Engagement. In addition to her work with the Center, Erin’s experience in higher education includes advising students with disabilities, teaching and mentoring students returning from probation and suspension, and promoting and facilitating advisor training and professional development. Erin earned her Ph. D. in Curriculum and Instruction from the College of Education at TTU. Her research interests include the role of creativity in learning and curriculum and instructional design. Erin’s presentations, invited talks, and publications have focused on a variety of topics centered around higher education, including creativity in teaching, professional identity, workplace culture, and mentorship. She has been an active member of NACADA: The Global Community for Academic Advising for 13 years and currently serves on the Board of Directors.
Arkansas Fun Facts

- North Little Rock offers one of the nation’s largest municipal parks.
- Bill Clinton is the only Arkansas-born, President of the United States.
- Ernest Hemingway wrote parts of his classic novel “A Farewell to Arms” at his studio in Piggott, his wife’s hometown.
- Johnny Cash grew up in Arkansas.
- The Little Rock Nine changed the face of the civil rights movement when they walked into Little Rock Central High School in 1957 after Brown vs. The Board of Education ruling deemed segregation unconstitutional.
- Highly-acclaimed author John Grisham was born in Jonesboro and lived throughout NWA before his career took off.
- Because the Hot Springs water is said to be therapeutic for ailments, many famous faces have visited Hot Springs over the years, including Franklin D. Roosevelt, Babe Ruth and Al Capone.
- Native Hattie Caraway was the first woman elected to the US Senate in Nov 1932.

Keynote: Dr Julien Mirivel

Dr. Julien C. Mirivel is Interim Dean of the College of Social Sciences & Communication and Professor of Applied Communication at UA Little Rock. Originally from Paris, France, Julien traveled to the US at 15 years old as an exchange student to learn English in Iowa. During the year, he fell in love with American culture and decided to continue his studies in the US. On his journey, he earned a BA in Communication Studies from the University of Northern Iowa (2000), as well as an MA (2002) and a PhD (2005) in Communication from the University of Colorado at Boulder. After completing his doctorate, he moved to the University of Arkansas at Little Rock where he has served on the faculty since 2005.

Dr. Mirivel’s passion is the study and teaching of effective and ethical human communication. He is “among the founding scholars in the emerging field of positive communication” and an award-winning teacher and scholar. In 2011, he won the Faculty Excellence Award in Teaching from the College of Professional Studies at UA Little Rock. In 2016, he won the Faculty Excellence Award in Research from the College of Social Sciences & Communication. Julien has published in the best journals in the field of communication (such as Communication Monographs) and is the author of two books on positive communication published by Peter Lang (The Art of Positive Communication: Theory and Practice and How Communication Scholars Think and Act: A Lifespan Perspective). In the last five years alone, he has delivered over 100 keynotes, trainings, and workshops on how to communicate effectively across contexts. He is a TEDx speaker whose mission is to inspire individuals and groups to communicate more positively at home and at work. For more information and resources, please visit julienmirivel.com and www.uarl.edu/cssc.

Pre-Conference Workshops

Tuesday, February 20th

12:00pm-3:00pm

Practical Applications of Motivational Interviewing in Advising (PCW1)

Robert Pettay—Kansas State University

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

12:00pm-1:50pm

Composing the Profession: Research and Writing in Academic Advising (PCW2)

Rhonda Dean-Kyncl—University of Oklahoma

As the scope of the profession of advising grows and deepens, individual advisors will be increasingly expected to conduct research. The research process remains, for many of us, a mysterious process that we are reticent or fearful to embrace. Our research, though, composes this profession. This highly interactive session will address recent initiatives of the NACADA Center for Research as well as writers’ support structures and networks. This session will explore the research process from start to finish, eliminating the mystery and providing practical methods for engaging in this important work from invention to structuring to writing to submitting your findings, engaging our significant role in composing our profession.

2:00pm-3:50pm

Creating a Professional Identity—By Design, Not Default (PCW3)

Erin Justyna—Texas Tech University

Advisors have become engaged in a dialogue about what it means to have a profession of advising, and therefore, what it means to be a “professional” in the field. This session challenges participants to consider the development of their professional identity by asking: “Are you operating by design or by default?” When operating by default, individuals give up power and allow others to determine their path. In contrast, when individuals begin to design their professional identity, they create new opportunities and purposeful pathways that lead to greater productivity and fulfillment. Through activities and discussion, participants will: take stock of their priorities, talents, and habits; consider how NACADA can contribute to their identities (and those of colleagues, staff, and students they advise); and begin to design their own professional identity plan.
Pre-Conference Workshops

2:00pm-3:50pm

Career Exploration for Exploring Students (PCW4)

*Nikki Brown, Jenna Radike—Fort Hays State University*  
*DoubleTree Riverside East*

Looking for a way to help your students explore major options? This pre-conference session will take participants through a career exploration process that is designed to assist students with identifying college academic programs that match their interests, values and strengths. Information will be shared on assessment tools and resources that are utilized to assist students in declaring and confirming academic majors. Participants will complete the self-assessments and use that information to practice skills that can be used at their institution in career advising. We would encourage you to bring our lap-top with you.

4:00pm-5:00pm

NACADA New Member Orientation (PCW5)

*Angelica Barrera—The University of Texas at San Antonio*  
*Christina Bowles—Missouri State University, Region 7 Chair*  
*DoubleTree Salon B*

Get introduced to NACADA – The Global Community for Academic Advising and your NACADA region! This new member orientation will provide you with guidance and insights as you begin your journey – to understand 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 to this session to start your journey and learn how NACADA – The Global Community for Academic Advising can support your role in academic advising!

6:30pm-7:00pm

Volunteers Meeting  
*Conference Volunteer Committee*  
*JoAnn Chandler—University of Arkansas Fort Smith*  
*Danielle Jolie—University of Arkansas Fort Smith*  
*Jill Geisler Wheeler—University of Arkansas*  
*DoubleTree Salon D*
Poster Session

Tuesday, February 20th — 8:30pm - 9:30pm

Robinson Center Still Ballroom Lobby

Academic Interventions for Stuggling Undergraduate Students: Applying Appreciative Advising to Students with Disabilities (PP1)

Luisa Allen—The University of Texas Rio Grande Valley

There's an increase of students with disabilities enrolling in higher education, providing the right assistance through academic advising is important for student success. Academic advisors are in a key position to assist students with disabilities. Appreciative Advising changes the role of the advisor to focus on the successes of the students. Self-Determination is a characteristic of students with disabilities and has been recognized to contribute to more positive experiences for people with disabilities. The purpose of this study is to identify the level of self-determination in students with disabilities who have completed 30 credit hours and provide an academic intervention using appreciative advising strategies to increase self-determination and student success in the form of higher GPA.

The Building Blocks to First Year Student Success (PP2)

Jennifer Fleming, Lisa Bowden, Stephanie Thomsen, Shari Chambers—Texas A&M University

Recently, we proposed a program for helping first year students build a strong foundation for their academic careers and beyond (NACADA, 2015). Our program involves 4 biannual informational/networking seminars dedicated to teaching first year students how to succeed in college. These topics include degree planning, degree evaluations, registration advice and high-impact opportunities. The program also includes an introduction to our Career Center, and discussion of research opportunities offered by our departmental faculty. These seminars are aimed to help equip students with skills that promote successful goal pursuit. They also provide an opportunity for many meaningful peer interactions during the student’s first year of college. This presentation aims to introduce this model to NACADA and will present preliminary findings supporting the programs efficacy.

Something’s Gotta Give (PP3)

Julia Vickery, Diana Ramos, Nereida Huffman, Katelyn Fanning—Midland College

With hour long waits to see advisors, misguided students, and damaged rapport across campus, Midland College advisors were at a breaking point. During high registration periods in the past, MC would have a standing room only in our lobby with students literally waiting for hours to see an advisor. Students now contact their assigned advisors directly to schedule an appointment. They know who they are going to see and when they are going to see them. No more taking a vacation day from work just to register for classes!

Assisting the Front Lines: Behind the Scenes Support for Academic Advisors (PP4)

Kymberli Saldana—Texas Tech University

Departments within a singular college at the institutions can be spread across many different offices. As enrollments continue to grow, academic advising responsibilities grow right along with them. Data input, commencement preparation, and degree certification are three key areas within college advising that can be centralized within single organizational unit of academic analysts in order to focus these responsibilities and eliminate errors. This supports college advising by ensuring accurate data representation in the student data system and streamlining commencement planning. Additionally, centralizing degree certification allows verification of completion of state and institutional degree requirements by a team of academic specialists.

The Effects of Social Club Membership on Academic Performance (PP5)

John Warnick—Harding University
Don’t forget the

EVALUATIONS!

Complete session evaluations by:

- Going to tinyurl.com/NACADA7 on your phone or other mobile device OR

- Completing a paper evaluation form and returning to the session moderator.

Why are EVALUATIONS so important?

- Evaluations help presenters know what worked well and how to improve for next time.

- Evaluations also help us determine the Best of Region presentation. Winning presenters are automatically accepted to present at the annual conference in October. Support your favorite presenters!

Presenters may pick up copies of evaluation feedback at the Registration Desk 2 hours after their presentation time.
BEST OF MISSOURI:
Whistle While You Work: Applying the principles of Disney management, making your workplace a “magical kingdom” (C1.1)

Robert Klick, Columbia College

DoubleTree Salon A

Often times we are stuck in a rut, trapped in pits that we can’t get out of, or need a vacation. This presentation will take the basic principles taught in “The Disney Way” and apply them to practices that will help boost morale and productivity. “The Disney Way” is more than animated kids play. It offers real solutions to problems through innovation, discipline, and a world-view that puts the customer first.

So, you’re a New Advisor? Professional and Personal Wellness Strategies for Success during the Transition (C1.2)

Madyson Rydeen, Rafael Almanzar—Texas A&M University

Robinson Center Hamilton Room

Academic Advisors come from many paths to the profession. No matter the path, transitioning into a new position can be overwhelming when learning one’s role, fostering new relationships and assimilating into a new environment. This session will cover how new advisors can transition well into their role, even with little to no training. Strategies for building work stamina, cultivating work/life balance, and maintaining overall well-being will be discussed. This presentation will also cover how advisors can create and maintain healthy boundaries with students, coworkers, and supervisors. This presentation will be beneficial for all new advisors, whether they come from different careers or other positions in higher education.

Intervening in Time! Using Academic Alerts and Programming to Assist At-Risk Students in Making Critical Academic Decisions (C1.3)

Nadia Eslinger—University of Central Arkansas

DoubleTree Riverside East

As advisors, each semester we see our share of “at-risk” students. Many times, these students have difficulty deciding when to drop or what steps to take to be successful in the class. At the University of Central Arkansas, our advising center has created ways to better assist students in this process. With early alert tracking and technology, “at-risk” extensive advising, intentional programming, and collaboration between faculty members, advisors, and campus resources we are helping students save their GPAs and/or their semester! This session will provide an overview of our program and simple ways that some of these concepts can be used at other institutions.

Better Together! Building Advising Relationships Between 2-Year and 4-Year Institutions (C1.4)

Joseph Koons—Highland College
Beth Stuewe—Kansas State University

DoubleTree Salon B

It is no secret that nearly half of undergraduate students start their journey at a community college. While eighty percent of those students intend to earn a bachelor’s degree, only fourteen percent will graduate within six years of transferring. After having an honest conversation surrounding these statistics, advisors at Highland Community College and Kansas State University concluded something must be done. As a result, professional relationships were strengthened through the desire to help students succeed. We will share practical ideas for building those relationships and key concepts behind the new DirectLink program at K-State. This unique dual-advising initiative between K-State and the nineteen community colleges in the state of Kansas provides benefits to any student looking to transfer.
Concurrent Sessions

Putting Together the Technology Puzzle: Using Complementary Technology Platforms for a Holistic Advising Approach (C1.5)

Kelly Briggs, Sandra Avalos—Kansas State University

Technology in academic advising is a current “hot topic” in advising circles. Advisors and administrators on every campus are attempting to find the elusive balance between connecting with students in the digital age and providing the personal interaction that is proven to positively impact retention. In this session, hear about how one advising center is using technology resources as complementary pieces of a big-picture “puzzle” to improve support services for students. Attendees will brainstorm how they might use the student information systems, learning management systems, and other resources available on their campuses to complete their own technology “puzzle.”

What’s intersectionality have to do with me?: Cultivating student success by naturally incorporating an intersectional approach in your developmental academic advising (C1.6)

Jessica Camp, Theresa Lindsay, Elia Tamplin, Joshua Adams—Texas Woman’s University

Building upon our successful presentations at regional and national NACADA conferences, this interactive workshop will allow participants to discuss and share their understanding of the theory of intersectionality, as well as how it influences (or impacts) academic advising sessions.

Participants will be introduced to definitions and terminology to help them better understand intersectionality, but also reflect upon their own identities and the identities of the students they serve. The presenters will address concepts like privilege, oppression, microaggressions, and intersecting identities.

Through group activities, large and small discussions, and self-reflection, participants will discuss how a broader understanding of these terms and concepts translates to practical knowledge that will enhance professional academic advising sessions. Further, participants will have an opportunity to discuss their specific student populations and the departments in which they work.

Values & Competencies: Helping Students Connect Their Present to Their Future (C1.7)

Joseph Southerland, Michael Koertel—University of Missouri-St. Louis

In order to be competitive for the job market, students need to understand how their classes, experiences, and interests fit together. This presentation helps provide a framework using value identification exercises and competency assessment to help advisors discuss a student's current activities and their post-graduation plans. Inter-office collaborations, course development, and professional identity exploration will also be discussed. Theory will be addressed with an emphasis on practical application of the presented concepts for multiple situations.

Identifying and Preventing the Problem: Using a Pre-Orientation Advising Survey for Incoming Freshman to Make Early Referrals (C1.8)

Kenneth Garcia, Jennifer Dunn, Monica Sanchez—University of Houston

Some incoming freshmen struggle with the transition from high school to college for a variety of reasons, resulting in low academic performance. During an overwhelming time like orientation, it can be difficult for advisors to recognize potential barriers and often they are not identified until it is too late. How can advisors recognize concerns and provide referrals during orientation? A pre-orientation advising survey was developed and sent to incoming freshman engineering students attending the University of Houston. Surveys were reviewed and referrals to support services were provided during orientation. Using the freshman engineering Fall 2017 cohort, this study will measure two outcomes: 1) did students that completed the survey earn a higher GPA average in the first semester and 2) did those students on average use more support services?
Concurrent Sessions

Peer Advising: Reducing Two-Year Institutions Staff Limitations Problem (C1.9)
Mandy Eppley, Zach Phar, Justin Schulte, Meredith Autrey—
Northwest Arkansas Community College

Faculty and full-time advisors’ availability is becoming more and more limited. Higher Education is turning to peer advising as a supplement to current advising initiatives. Competent and knowledgeable peer advisors can assist institutions with budgetary concerns to leverage resources without compromising the level of services available. The advantages of peer advising are not limited to financial implications: “Peers often can identify with student issues and thus provide better targeted advising, especially for diverse student populations, than others accomplish through a one-size-fits-all approach” (Harding, 2008).

Participants will be able to: 1) create a peer advising/mentoring program model that each institution can adapt to fit their needs, 2) utilize Educational tools and technology necessary to ensure success, and 3) develop sustainable training programs following CRLA certification standards which can be personalized for the institution.

Wednesday, February 21st

CONCURRENT SESSION 2—9:30am-10:30am

BEST OF ARKANSAS:
I didn’t get into the BFA program, so I guess I’ll just make cat paintings: Advising Fine Arts students and turning perceived failure into new opportunities (C2.1)
Donna Smith—University of Arkansas

"I didn't get into the BFA program, so what do I do now?" Many students in the arts have preconceptions about their academic paths and opportunities. My presentation will focus on fine art student advising and what to do when a student who has applied for a program such as a Bachelor of Fine Arts or Bachelor of Music has not been accepted to those programs. For some students, this can be a major deterrent or setback. As most fears are focused on how that changes their intended career paths, the presentation will focus on positive ways to redirect students’ ideas and have them feel successful in their programs and future goals. While the program will focus more on fine art student advising, I believe the overall theme of the discussion can be applied to any major or preprofessional program.

Jane Austen & the NACADA Core Competencies: Choose Your Own (Professional) Adventure (C2.2)
Jennifer Joslin—Kansas State University

Academic Advisors come from many paths to the profession. No matter the path, transitioning into a new position can be overwhelming when learning one's role, fostering new relationships and assimilating into a new environment. This session will cover how new advisors can transition well into their role, even with little to no training. Strategies for building work stamina, cultivating work/life balance, and maintaining overall well-being will be discussed. This presentation will also cover how advisors can create and maintain healthy boundaries with students, coworkers, and supervisors. This presentation will be beneficial for all new advisors, whether they come from different careers or other positions in higher education.

Know Thyself: Fostering Self-Awareness in the Student Advising Experience (C2.3)
Laura Wohlford—University of Arkansas

This session addresses key ideas and concepts surrounding student development with an emphasis on student self-awareness, self-advocacy and self-determination. In this session, participants will learn how to help students become more self-aware, how to challenge students to take their education into their own hands, and how to trust themselves with academic and career matters. With a focus towards interdependence and self-advocacy, participants will learn how to recognize students who are unsure of themselves or their academic path, how to tackle difficult family situations, and how to inspire students to forge their own paths during the college experience and beyond.
Concurrent Sessions

Changing Advising to Increase Success Among African American Students in STEM (C2.4)

Jason McFadden, Monica Jones, Mark Thomas, Sheree Young—
University of Arkansas, Pulaski Technical College

DoubleTree Salon B

A one size fits all approach to advising is often not as effective at helping (African American, underrepresented, first year) students reach their academic and professional goals. Our program focuses on a comprehensive approach to advising that utilizes a “wrap around services” mindset. Each student’s needs are carefully evaluated. Coaches come along side students to determine the best action steps to assist them with overcoming obstacles that impede success. By providing a variety of engagement opportunities both on campus and in the community, we not only equip our students for academic success but also support the STEM pipeline.

Growing Our Graduate Students: Academic Advising Internships in Action! (C2.5)

Jennifer Koslovsky, Nancy Childrey—Saint Louis University
Madeline Rich—Tulane University

Robinson Center Porter Room

Entering the field of academic advising can be difficult without prior experience, but internships allow graduate students to gain the knowledge and skills to enter the profession. Academic advising internships also allow academic advisors and administrators to teach and mentor the next generation of advisors. In this engaging presentation, you will hear the first-hand experiences of the intern, academic advisor, and administrator while also learning the logistics, costs, and benefits of hosting a graduate student intern. You will also begin to create your own academic advising internship program! As a result of our internship program, our intern landed her first position as an academic advisor before graduation! Join us for this presentation to take action in growing our graduate students in the field of academic advising!

Building the Ladder: How K-State Advisors Created a Career Ladder Framework (C2.6)

Ashley Thomas, Bradford Cunningham, Andrea Feldkamp—
Kansas State University

DoubleTree Salon C

In concert with the NACADA Academic Advising Core Competency Guide, the diverse advising community at Kansas State University created a progressive career ladder, flexible enough to encompass the many campus advising models. Our proposed structure seeks to follow these standards and identify the necessary competencies for a successful advisor at each level. Learn how relevant stakeholders were engaged, key components identified, and significant literature incorporated to support the framework design. Session will include a copy of the proposed framework, and time will be allocated for questions and discussion.

Grad Prep Sessions: Building the pathway from student to professional (C2.7)

Leticia Garza, Samantha Castellanos—
The University of Texas Rio Grande Valley

DoubleTree Riverside West

Does your institution face graduation related issues and challenges? This session will show you how to assist students in understanding their degree plans and graduation requirements. The UTRGV Graduation Preparation Sessions (Grad Prep Sessions) were designed to overcome barriers to graduation using a step-by-step approach to prepare potential graduating seniors for the finish line. This presentation will train academic and faculty advisors how to develop a checklist to best prepare your students for graduation. Topics covered range from graduation policies, the degree-auditing process, applying for graduation, and interdepartmental collaboration.
Concurrent Sessions

The Journey on the Pathway to Academic Student Success (C2.8)

Donna Gohlke, Rosemarie Hammon, Christopher Tovar, Anamaria Olivares

Tarrant County College

In an attempt to meet the WIG goals set by the District, the south campus advising and counseling center choose to create an intervention process for students on probation, Pathways to Academic Student Success (PASS), in an effort to prevent further academic decline.

This session details the conception and rationale of PASS program. The presenters will share obstacles faced in the startup of PASS on South Campus. The session will step the participants through the PASS process and PASS session. The presenters will discuss the intervention process, along with the Pass contract and the use of the students LASSI results. The presenters will guide participants through case studies in small group breakouts. The session provides the statistical outcomes for PASS.

Wednesday, February 21st

CONCURRENT SESSION 3—10:45am-11:45am

A Conversation with NACADA Leaders (C3.1)

Erin Justyna—NACADA Board Member

Jennifer Joslin—NACADA Executive Office

Christina Bowles—Region 7 Chair

This informal discussion is to provide a forum for attendees to visit with NACADA leaders regarding the Association’s many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.

Upgrade Your Toolkit: Creating Four-Year Blueprints to Student Success (C3.2)

Peter-James Ehimika—The University of Texas Rio Grande Valley

Robinson Center Hamilton Room

As profiles of students entering our colleges and universities continue to change, so must the materials we use to support them. Although we as student success professionals understand degree plans and roadmaps, first year students of this generation often find our tools disengaging or challenging to use. Inspired by the Queen’s University Major Map, the Blueprint, a four-year guide to student success, brings academic majors to life! This new tool helps students navigate any major, from first year to fourth year and beyond, while also orienting new faculty and advisors over key program notes to highlight during advising sessions. Learn how to put together your own version of the Blueprint to meet the needs of your changing student population!

Perceptions of Students in an Online Allied Health Program Regarding Academic Advising Methods (C3.3)

Joel Hicks—Northwestern State University

DoubleTree Riverside East

This presentation will discuss the findings of a research study conducted to determine the perceptions of online and face-to-face students in an allied health program regarding academic advising methods. This research study also investigated whether those preferences regarding advising had any effects on the overall satisfaction and persistence of students within an allied health program. Finally, this research study investigated if there were significant differences between the type of advising received between online and face-to-face students in the two programs.
Concurrent Sessions

Ehh it’s not that bad... Yet. Assisting Students with Navigating Difficult Times (C3.4)

Rafael Almanzar, Madysen Rydeen—Texas A&M University

DoubleTree Salon B

Issues around mental health have been historically stigmatized. Although there is more attention and support for people with these issues, the stigma surrounding mental illness is still present. Mental health issues are becoming more prevalent amongst college students. Not only is this detrimental to academic success, but also to personal wellness. Although academic advisors may not be trained mental health experts, they can certainly be instrumental in supporting students in difficult times. In this presentation, advisors will learn useful information and best practices related to intervening and managing mental health situations in their advising office. Additionally, what advisors can do to maintain their own mental health to best serve their students will be discussed.

Finding meaning in the first year: Academic and Career Advising for Exploratory Freshman (C3.5)

Nikki Brown, Jenna Radike—Fort Hays State University

DoubleTree Edgehill

While more students are coming into college undecided/exploratory, the pressure to get them into a major as quickly as possible is increasing. In this session we provide an overview of our institution’s ACCESS to Student Success Plan that provides an advising structure for all first-time freshman. We will then share our methodologies for educating our advisees on college processes and procedures related to academic advising, as well as career advising strategies put in place to assist them through the major declaration process.

Cross-campus collaborators: Helping undecided college students succeed (C3.6)

Vince Hernandez, Michael Shehane, Bonnie Bustos-Rios—Texas A&M University

DoubleTree Salon C

We all remember the scene from Forrest Gump where Forrest asks, “What’s my destiny Momma?” Sometimes undecided and exploratory students ask the same question of their advisor, “Could you tell me what I should do?” As advisors, it is important to help our students navigate through their decision-making process. This presentation will showcase innovative, collaborative strategies to help undecided and exploratory students make independent decisions. We will also discuss best practices by working through various scenarios involving students at varying levels of exploration.

Incorporating Leadership into Advising Practice (C3.7)

Mark Nelson—Oklahoma State University

DoubleTree Riverside West

Imagine a flock of sheep out to pasture; you are the shepherd. The shepherd’s job is tiring. It is often thankless, but the job is rewarding none the less. The challenges of being a shepherd not only rise from caring for the flock but also making sure the shepherd is also accounted for. Advisors are shepherds for their respective institutions. It is our job to lead the flock (being our students) to the greenest pastures (college life and hopefully graduation). Shepherds are leaders; so are advisors.

The aim of this presentation is to assist new advisors/new NACADA attendees in developing/improving a professional vision/philosophy, set professional goals, and incorporate the methods of the shepherd in the advising profession.

From Toolbelts to Calculators: Motivating and Advising Students in Workforce Service Programs (C3.8)

Johnathon Paape—Northwest Arkansas Community College

Robinson Center Porter Room

While many adult-learners face challenges to their higher education goals, students in Workforce Service programs (TAA, WIOA, Vocational Rehabilitation, etc…) face a common problem: loss of long-time job security and financial stability. Unlike other students that may be motivated to start college on their own, Workforce students are often thrown into the college environment. They not only face the challenge of job loss (often while supporting families) or career transition, they also experience the fear and anxiousness of entering into learning programs filled with unknown experiences and often times lack internal/external motivation. This presentation will give listeners the knowledge and tools to effectively advise and motivate students through their transition points toward degree completion.
**Concurrent Sessions**

**Intrusive Advising: UAM’s Academic Recovery Program (C3.9)**

*Hanna Berman, Sarah Haughenbury, Tyler Harrison—University of Arkansas Monticello*

DoubleTree Salon D

The University of Arkansas at Monticello saw a need for full-time professional advisors in August of 2016. At the end of fall 2016, the professional advisors collaborated with residence life and piloted a semester long academic recovery program. This program utilizes intrusive advising to help at-risk students ideally achieve “good academic standing” at the end of one semester. The spring 2017 pilot initially focused on retaining students who did not achieve the minimal grade point average required for living on campus. With success gained from the spring pilot, the program now includes at-risk residence students, students with successful academic appeals, and students who volunteered for participation in the program. This session will share our advising methods and program data collected over two semesters.

**Wednesday, February 21st**

**CONCURRENT SESSION 4—1:30pm-2:30pm**

**BEST OF KANSAS:**

**Advising and the Self-Fulfilling Prophecy (C4.1)**

*Robert Pettay—Kansas State University*

DoubleTree Salon B

The expectancy cycle is a four-stage model developed by Horn, Lox, and Labrador to explain coach’s feedback behaviors. This feedback plays a role in creating a self-fulfilling prophecy for the individual in the relationship. This session will examine the expectancy cycle and self-fulfilling prophecy and the role they play in the advising relationship by exploring implicit bias and beliefs of the advisor. Case studies and discussion will be used to examine approaches to advising and how to create a facilitative and fulfilling advising experience.

**Becoming the Future of Advising: Diversity in NACADA Leadership (C4.2)**

*Patricia Griffin—Fort Hays State University*
*Cecilia Olivares—University of Missouri*
*Erin Justyna—Texas Tech University*
*Rebecca Hapes—Texas A&M University*
*Mark Nelson—Oklahoma State University*

DoubleTree Salon A

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.

**A Moment to Breathe (C4.3)**

*Sylvia Mansour—The University of Texas San Antonio*

DoubleTree Riverside Easi

Do you feel stressed? Are you overwhelmed by all the conference activities? If you need a little break to refuel, then this session is right for you. The daily demands of life often leave little room for self-care, which can easily lead to burnout or other severe health issues. Thus, self-care is imperative for a balanced and healthy lifestyle. In this session you will have the opportunity for self-care. We will actively experience 30 minutes of guided breathing exercises and meditation. It is my hope that attendees will leave this session in a more relaxed state of mind; our toolbox filled with simple breathing techniques that can be used when life chaos has peaked again, and we just need a ‘Moment to Breathe’.
The Art of Online Advising: Engaging and Retaining Distance Students (C4.4)

Ashley Blake—Kansas State University

As the virtual realm of higher education increases, the age demographic broadens. Consequently, whether an online student is 18 or 81, comfortable with the latest technology or not, they tend to share the same feelings of angst in launching (or re-launching) their collegiate experience. Finding effective ways to build a trusted rapport with online students can be challenging, but it is possible. In fact, students report that it is crucial. This session focuses on the art of advising distance students: how to convey the tone you want students to “hear” in form of an email, how to address students’ feelings of apprehension, tips on building a trusted rapport and ways to foster a sense of belonging in an online environment.

Make it Work: Issues and Strategies in Advising LGBTQI Student Populations (C4.5)

Bradley Moore—University of Central Arkansas

This session was designed to assist advisors, recruiters, and other university employees in implementing and developing strategies for assisting LGBTQI student populations. It will begin with a lecture discussing the sometimes-hidden nature of sexual identity, how to implement and develop strategies based upon the use of inclusive language, and a stronger understanding of the issues facing LGBTQI student populations today. The workshop will include an audio-visual presentation of students discussing their own issues, fears, and concerns, followed up by breakout sessions and group work to facilitate the handling of hypothetical situations that could arise during an advising appointment or other interaction. The workshop will close with a discussion of strategies implemented by attendees, and an opportunity to talk through personal experiences.

It's no big deal, it's only their future . . . (C4.6)

Sarah Ayres—Oklahoma State University

Advisors help students deal with a variety of personal situations, emotional issues, and traumatic events. From simple things like changing a major, to other more traumatic events, many of these issues are very serious and can be life altering. It can be difficult to avoid allowing their trauma and emotions overcome our own. How do advisors prevent secondary trauma and the emotional struggles that come from dedicating ourselves to the wellbeing of others? This presentation aims to help advisors understand compassion fatigue, burn out, other stressors that can result from working in a helping profession and how to combat them. You will leave armed with the skills that will allow you to engage in self-care, avoid compassion fatigue and prevent burn out.

So You Thought This Was Going to be Easy! ... Utilizing Authentic Advising to Impact Your Student Interactions (C4.7)

Margaret Lomas Carpenter, Vince Hernandez, Michael Shehane—Texas A&M University

Children do not typically proclaim, “I want to be an advisor when I grow up!” Yet, how many times do advisors use their own life stories to connect with and help students? Using tried and true methodologies, and shared best practices, advisors have all the tools to implement their personal leadership behaviors and to develop self-awareness of their ability to connect with and influence students to achieve success. Within this presentation, advisors will have an opportunity to reflect on their life stories and discover how their authentic selves can help others. By doing so, advisors will gain a better understanding of how to bring themselves and their passions into the advising profession.
Concurrent Sessions

Wednesday, February 21st

CONCURRRENT SESSION 5—2:45pm-3:45pm

BEST OF OKLAHOMA:
Cultural Considerations for Asian-American Students in Higher Education (C5.1)

Lawrence Richardson—Oklahoma State University

Students that identify as Asian-American face unique challenges navigating the higher education world. Although Asian-American students are typically perceived as academically successful or financially stable, many myths and stereotypes work against their educational experiences. This session will discuss common Asian-American issues and how advisors can provide support.

Will You Make A Decision Please? The Beginnings of A Flipped Advising Approach (C5.5)

Trakenya Dobbins, Chassidy Cooper, Carla Griffin, Yvette Palmer—University of Arkansas at Little Rock

Ever advised students who expect you to make the major declaration decision for them? Or, found yourself reassuring newly admitted students they don’t have to know the exact answer to “What am I going to do with the rest of my life?” What about students who are truly undecided? These questions can’t be answered in just one advising session! Capitalizing on UA Little Rock’s mandatory advising policy, the Office of Undergraduate Academic Advising (UAA) implemented a new flipped advising approach. Participants will review major decision literature, engage in self and career assessments, and view UAA’s flipped advising strategies which utilize assessment results to conduct deeper and more informed major declaration conversations with students.

Advisor Mixtape: Finding the Beat to your own Groove (C5.2)

Sarah Cuevas, Connie Watson—Texas Tech University

Music is universal and Academic Advising has a song that must be shared. As an Advisor, it can be exciting and overwhelming. One could say it is like the uplifting melody of a song. It is important to know and understand what your own academic approach is and why. Is the approach a mixed playlist or a one hit wonder? Each advising approach is unique and fits to what song an advisor would like to resonate when meeting with students. This presentation provides a creative perspective on how advisors can find the beat to their own groove.

The Sunken Place: Empowering the Marginalized Student (C5.3)

Dene Roseburr-Olotu—Oklahoma State University

The critically acclaimed 2017 psychological thriller Get Out introduced the world to the cultural phenomenon known as the Sunken Place. What exactly is it? How do students get there? Through interactive film analysis, participants will explore the nuances of the Sunken Place as it applies to students — especially those who identify as first generation or minority. Interwoven throughout the collaborative discussion, will be an introduction to the six stages of Harry Boyte’s Public Achievement model and real examples of how each step can be incorporated into an advisor’s personal advising philosophy to help empower students who may find themselves in the Sunken Place.’

Avoiding FERPA Faux Pas: What FERPA Is and What It Is Not (C5.4)

Rene Couture—Arkansas Tech University

FERPA has been noted as frequently discussed and referenced but yet it remains a major source of confusion among academic advisors and other higher education officials. In this session, plain language is used to discuss what FERPA is and what FERPA is not. Additionally, campus policies and practices can sometimes become blurred with FERPA, which causes a range or continuum of FERPA understanding and confusion among academic advisors at different institutions. Finally, important terms are defined, such as educational record, legitimate educational interest, and directory information, as well as the many exceptions that can be shared under FERPA.
Concurrent Sessions

Online: The New Natural State of Advising (C5.6)

Chelsea Godin, John Thompson—University of North Texas  
DoubleTree Salon D

See how the College of Business at the University of North Texas added online appointments while maintaining the personable aspects of face to face advising. With the growing demand to serve students in a non-traditional manner, our office took a graduate student’s coursework and put it into practice. Using webcam-based software, pdf versions of our advising documents and screen sharing capabilities to review degree audits we have created a way to interact with students as if they were sitting across the desk from us. This presentation will give you step by step instructions on how to bring this back to your campus. We have changed the landscape for some of our students who are now reaping the benefits of this online advising experience.

Wednesday, February 21st

STATE MEETINGS—4:00pm-5:00pm

Arkansas  
DoubleTree Salon B

Kansas  
DoubleTree Riverside East

Louisiana  
DoubleTree Riverside West

Missouri  
Robinson Center Porter Room

Oklahoma  
Robinson Center Hamilton Room

Texas  
DoubleTree Salon D

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Explore Little Rock!
Concurrent Sessions

Thursday, February 22nd

CONCURRENT SESSION 6—8:15am-9:15am

Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing (C6.1)

Jennifer Joslin—NACADA Executive Office

DoubleTree Riverside East

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.

Setting the Stage for Student Success: Academic Coaching for 1st Year Students Upon Entry (C6.2)

Eric Vest, Ashley Byrd—Northwest Arkansas Community College

DoubleTree Salon B

Students that identify as Asian-American face unique challenges navigating the higher education world. Although Asian-American students are typically perceived as academically successful or financially stable, many myths and stereotypes work against their educational experiences. This session will discuss common Asian-American issues and how advisors can provide support.

Advising African American Women College Student Leaders (C6.3)

Chassidy Cooper—University of Arkansas at Little Rock

Robinson Center Porter Room

This presentation provides new perspective of African Americans in college focusing on the experiences of successful African American women, i.e., the experiences of high-achieving, actively involved, well-adjusted African American women college students. Qualitative research methods were used to explore the perceptions of African American women college students related to the ways leadership opportunities and individualized involvement impacted their experiences on predominantly White campuses. Findings also provide more in-depth understanding of the strategies, involvement, and leadership associated with successful African American women on college and university campuses. Participants will learn about the experiences of successful African American women college student leaders and discuss advising.

Keeping it REAL: Hands-on approaches for navigating students to parallel majors (C6.4)

Sarah Cuevas, Russ Lackey—Texas Tech University

DoubleTree Salon A

The critically acclaimed 2017 psychological thriller Get Out introduced the world to the cultural phenomenon known as the Sunken Place. What exactly is it? How do students get there? Through interactive film analysis, participants will explore the nuances of the Sunken Place as it applies to students—especially those who identify as first generation or minority. Interwoven throughout the collaborative discussion, will be an introduction to the six stages of Harry Boyte’s Public Achievement model and real examples of how each step can be incorporated into an advisor’s personal advising philosophy to help empower students who may find themselves in the Sunken Place.

Attention on Retention: A Longitudinal Overview of a Retention Program (C6.5)

Julie Swaringim-Griffin—Oklahoma State University

Robinson Center Hamilton Room

FERPA has been noted as frequently discussed and referenced but yet it remains a major source of confusion among academic advisors and other higher education officials. In this session, plain language is used to discuss what FERPA is and what FERPA is not. Additionally, campus policies and practices sometimes become blurred with FERPA, which causes a range or continuum of FERPA understanding and confusion among academic advisors at different institutions. Finally, important terms are defined, such as educational record, legitimate educational interest, and directory information, as well as the many exceptions that can be shared under FERPA.
Concurrent Sessions

Thursday, February 22nd

CONCURRENT SESSION 7—9:30am-10:30am

Keep Calm and Manage Your Student Caseload! (C7.1)

Sylvia Mansour, Laura Garcia—The University of Texas at San Antonio

DoubleTree Salon B

With increasing pressure to do more with less in supporting student success, the University of Texas at San Antonio has focused on increasing technology utilization to improve advising staff efficiency. To maintain a high quality of student care, a simple Excel sheet was created to be used as a student caseload management tool in an advisor’s daily work routine.

This Excel sheet offers advisors easy access to current student progress data and the impact an advising intervention has on a specific student population.

We will showcase UTSA’s caseload management tool, discuss challenges encountered in its implementation phase, and examine used strategies for proactive student caseload management.

PANEL DISCUSSION—Graduate Recruiting & Orientation Programs: Cross Department Comparison of Successful Approaches (C7.2)

Rafael Almanzar, Rebecca Hapes, Madsen Rydeen—Texas A&M University

DoubleTree Salon A

Using a panel discussion format, graduate academic advisors from departments in the College of Agriculture & Life Sciences at Texas A&M University will share their approaches and experiences with recruiting and orienting top quality graduate students to campus life. These individuals believe that academic advising begins prior to a student matriculating into the graduate program. As such, the panel will detail their recruitment strategy, including travel grant/preview trips for prospective students, and will discuss the implementation of their respective new graduate student orientation programs. The panel members will discuss strengths, weaknesses, successes, and ways to improve, and will engage the audience to gather best practices among the attendees.

Establishing Relationships with Nontraditional Students in Academic Advising (C7.3)

Twylla Brock—Arkansas Tech University

Robinson Center Porter Room

This presentation provides new perspective of African Americans in college focusing on the experiences of successful African American women, i.e., the experiences of high-achieving, actively involved, well-adjusted African American women college students. Qualitative research methods were used to explore the perceptions of African American women college students related to the ways leadership opportunities and individualized involvement impacted their experiences on predominantly White campuses. Findings also provide more in-depth understanding of the strategies, involvement, and leadership associated with successful African American women on college and university campuses. Participants will learn about the experiences of successful African American women college student leaders and discuss advising strategies to support this population at our institutions.

Sharing is Caring: The Power of Appropriate Self-Disclosure in Academic Advising (C7.4)

Megan Denney—University of Oklahoma

DoubleTree Riverside East

The use of self-disclosure in academic advising can be somewhat of a controversial communication behavior. Surrounded by hesitation and fear of crossing boundaries, academic advisors can be hesitant to utilize the practice when interacting with students. However, when utilized appropriately, self-disclosure can be one of the most powerful tools to build rapport and establish trust with students. This presentation will examine self-disclosure through the practices of counseling and medicine, and how the information gleaned from these practices can be applied to advising. Through an interactive session, participants will understand potential reasons advisors avoid self-disclosure, gain knowledge of the benefits of self-disclosure, learn appropriate methods for practicing self-disclosure, and be able to categorically classify types of self-disclosure.
Concurrent Sessions

Hard Times in Academic Advising (C7.5)

Casey Schumacher—Texas A&M University

We have all had the hard discussions with our students: schedules, probation, dismissals. But what about the other hard conversations: depression, rape, death? The goal of this session will be a discussion of how advisors can assist students and themselves during the advising appointments where these topics were disclosed. We will discuss ways advisors can sense that something is wrong, the steps to ensure correct policies are adhered to, and how to make sure the advisor not only helps the student but also practices self-care that will be beneficial. At the conclusion of this session, participants will also be able to share their experiences and best practices.

Thursday, February 22nd

CONCURRENT SESSION 8—10:45am-11:45am

The growing story of the student. Introducing the Arch-nemesis: The problem. (C8.1)

Samuel Hill—Texas Tech University

Using the concept of Narrative Therapy that posits the idea of separating the person from the problem, we can allow students to fight the feeling that they embody the problems being faced. Allowing students in recovery to understand that themselves, as an individual, is not the problem, but rather their set of choices, habits, or decisions are truly the source of their academic instability. All individuals, students and advisors alike, can fall into the trap of believing that problems can emanate from their very being. Challenging that notion allows us power over those obstacles and can make us see that we have the tools to change the outcome.

"Advising 21st Century Students": A Collaborative Conversation on Becoming Ready for our Students (C8.2)

Amy Reece, Brice Hodge—Tarrant County College-Northeast

Students of the twenty-first century are here, but are we ready to advise them? What does it mean to be "student-ready"? What can advisors do and what advising policies should be implemented to help their institution become "student-ready"? This session discusses the concept of being "student-ready" and will examine the challenges, strategies and approaches advisors can implement as we prepare to aid current and future cohorts of students for success inside and outside of the classroom. The strategies and tools that we implement and use must be modernized to best serve the constantly evolving and current needs of today's students. Join and share in the discussion on best practices and programs to become a "student-ready" college.

Pep Talks: Motivational Interviewing as an Advising Tool (C8.3)

Heather Reed—University of Arkansas at Little Rock

Have you ever felt like a coach giving players a pep-talk before the big game? Or an advisor talking with advisees encouraging them to make a decision? Motivational Interviewing (MI) may be the answer to help advisees move through the Stages of Change and commit to decisions.

William Miller (1983) is credited with describing MI as a client-centered counseling technique. Helping students arrive at the conclusion that they need to change a behavior and working through ambivalence towards a specific goal. In academic advising the behavior change may be related to deciding on a major, studying more, attending classes, or asking for help.

**Concurrent Sessions**

**Promoting our Profession: Increasing our Brand Identity (C8.4)**

*Laura Cullen—University of Oklahoma*  
*DoubleTree Riverside East*

Have you thought about creating a brand on your campus to increase respect for academic advising? Would you like administrators to better understand the impact of your work? Professional branding is a concept tool used in corporate business to market a product or service. Learn how branding can be successfully applied to promote our profession.

This session will help advisors define brand visibility via the strategies used in the corporate arena. You will learn how to pinpoint your unique professional value, craft your professional story, and design a brand response when asked, “What do you do as an advisor?”

Whether a novice or experienced advisor, this session will provide you with tools for promoting and protecting the importance of the advising profession.

**Finding Your Gateway into NACADA Leadership (C8.5)**

*Rebecca Hapes—Texas A&M University*  
*Erin Justyna—Texas Tech University*  
*John Paul (JP) Regalado—Texas A&M University Corpus Christi*  
*DoubleTree Salon A*

NACADA members who are interested in pursuing leadership roles have reported challenges to knowing where to get started, who to talk to, and how to become qualified, even though the association strives to provide as much transparency as possible regarding involvement and leadership. This interactive panel session is specifically designed for participants who want to become NACADA leaders. The panel will consist of NACADA leaders representing the various divisions, programs, and roles within the association and the diverse pathways they took to those leadership roles. Our goal is to help participants understand the various starting steps they can take toward their leadership pathway in NACADA, whether it be joining a Commission/Interest Group steering committee, volunteering at a regional conference, or submitting a presentation proposal.
Region 7 Award Winners

Excellence in Advising-Advising Administrator

Julia Vickery
Director of Pathways Advising
Midland College
Midland, TX

Certificates of Merit

Carol Pollard
Director of Undergraduate Advising
University of North Texas
Denton, TX

Russ Graves
Director, Transition Academic Programs
Texas A&M University
College Station, TX

Christopher Campbell
Associate Director, University College Advising
Oklahoma State University
Stillwater, OK

Missy Wikle
Assistant VP Transition Retention
Oklahoma State University
Stillwater, OK
Region 7 Award Winners

Excellence in Advising-Advisor Primary Role

Kelly Benson
Senior Academic Advisor
University of Missouri
Columbia, MO

Certificates of Merit

Rafael Almanzar
Academic Advisor III
Texas A&M University
College Station, TX

Robin Fitzgerald
Senior Academic Advisor
Oklahoma State University
Stillwater, OK

Natalie Peirce
Academic Advisor
University of Central Missouri
Warrensburg, MO
Region 7 Award Winners

Excellence in Advising - Faculty Advisor

Award Winner

Belinda Copus
Assistant Professor
University of Central Missouri
Warrensburg, MO

Certificate of Merit

Eddie Meaders
Principal Lecturer & Academic Advisor
University of North Texas
Denton, TX

Excellence in Advising - New Advisor

Award Winner

Analicia Leiva
Academic Advisor
Texas A&M University
College Station, TX

Certificate of Merit

Bethany Jordan
Office Manager/Student Advisor
Graceland University
Independence, MO

Region 7 Graduate Student Scholarship Recipient

Ashley Thomas
Academic Advisor
Kansas State University
Manhattan, KS
## Region 7 Recipients of NACADA Global Awards 2017

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<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Award Description</th>
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<tbody>
<tr>
<td>Pat Caro</td>
<td>University of Texas at El Paso</td>
<td>Administrators' Institute Scholarship</td>
</tr>
<tr>
<td>Jessica M. Aslin</td>
<td>Louisiana State University</td>
<td>Outstanding Advising Award—Primary Role</td>
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<tr>
<td>Jennifer Pint</td>
<td>University of Central Missouri</td>
<td>Outstanding Advising Award-Primary Advising Role</td>
</tr>
<tr>
<td>Kelly Frazer</td>
<td>The University of Texas at Austin</td>
<td>Outstanding New Advising Award—Primary Advising Role</td>
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<tr>
<td>Sarah E. Kitten</td>
<td>The University of Texas at Austin</td>
<td>Outstanding Advising Award-Academic Advising Administrator</td>
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<tr>
<td>Susan McCutcheon</td>
<td>University of North Texas</td>
<td>Outstanding Advising Award-Academic Advising Administrator</td>
</tr>
<tr>
<td>Cole Engel</td>
<td>Fort Hays State University</td>
<td>Outstanding Advising Award—Faculty Academic Advising</td>
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<tr>
<td>Melissa A. Remley</td>
<td>Missouri State University</td>
<td>Outstanding Advising Award—Faculty Academic Advising</td>
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<tr>
<td>Sharon Wood Turley</td>
<td>University of Missouri</td>
<td>Outstanding Advising Award—Faculty Academic Advising</td>
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<tr>
<td>Laura E. Olivarez</td>
<td>Texas A&amp;M University</td>
<td>Advising Technology Innovation Award</td>
</tr>
<tr>
<td>Path to Admission through Co-Enrollment (PACE)</td>
<td>University of Texas at Austin</td>
<td>Outstanding Advising Program Award</td>
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## Weird Arkansas Laws

- The Arkansas River can rise no higher than to the Main Street bridge in Little Rock.
- A law provides that school teachers who bob their hair will not get a raise.
- Alligators may not be kept in bathtubs.
- In Fayetteville - It is illegal to kill "any living creature".
- In Little Rock - Honking one’s car horn at a sandwich shop after 9 PM is against the law.
- In Little Rock - No one may “suddenly start or stop their car at a McDonald’s.
- In Little Rock - Dogs may not bark after 6 PM.
- In Little Rock - It is unlawful to walk one’s cow down Main Street after 1:00 PM on Sunday.
- Flirtation between men and women on the streets of Little Rock may result in a 30-day jail term.
2018 Region 7 Conference Committee

**Conference Chair**
Autumn Parker
University of Arkansas

**Proposals Committee**
Teresa Scott
University of Arkansas

Melissa Jackson
Arkansas State University

**Hospitality and Entertainment Committee**
Chassidy Cooper
University of Arkansas at Little Rock

**Technology Committee**
Aaron Abbott
John Brown University

**Volunteers Committee**
JoAnn Chandler
University of Arkansas—Fort Smith

Danielle Jolie
University of Arkansas—Fort Smith

Jill Wheeler
University of Arkansas

**Communication/Marketing Committee**
Zach Pharr
Northwest Arkansas Community College

**Program Committee**
Christy Reynolds
Northwest Arkansas Community College

**Registration Committee**
Trakenya Dobbins
University of Arkansas at Little Rock

Jenny Ruud
University of Central Arkansas

**Exhibitors/Vendors Committee**
Patti Griffin
Fort Hays State University

Nikki Brown
Fort Hays State University

**Awards Committee**
Sarah Ayres
Oklahoma State University

**Major Speakers Committee**
Barbara Smith
University of Texas San Antonio

**Evaluations Committee**
Virmin Bonner
University of North Texas

Region 7 Steering Committee

**Region Chair**
Christina Bowles, cbowles@missouristate.edu
Missouri State University

**Arkansas Liaison**
Jill Geisler Wheeler, jwheeler@uark.edu
University of Arkansas

**Kansas Liaison**
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Emporia State University

**Louisiana Liaison**
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Louisiana State University

**Missouri Liaison**
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Missouri University of Science and Technology

**Oklahoma Liaison**
Allison Tiff, allison.tiff.okstate.edu
Oklahoma State University

**Texas Liaison**
Terrance McClain, tmac90@txstate.edu
Texas State University

**2017 Conference Co-Chair**
Mark Nelson, msnelson@okstate.edu
Oklahoma State University

**2017 Conference Co-Chair**
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kristal.soderstrom_junkens@okstate.edu
Oklahoma State University

**2018 Conference Chair**
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University of Arkansas

**2019 Conference Chair**
Barbara Smith, Barbara.smith@utsa.edu
University of Texas San Antonio

**Immediate Past Chair**
Sam Murdock, murdock@tamu.edu
Texas A&M University

**Budget Coordinator**
Angelica Barrera, angelica.barrera@utsa.edu
University of Texas San Antonio
University of Tennessee
Health Science Center– Health Informatics and Information Management

UTHSC Health Informatics and Information Management program prepares graduates with the skills and competencies needed to manage the complex environment of electronic health care. The 100% online program combines business, data analysis, information technology, and health care, to prepare graduates to implement or develop systems from electronic health records to resources in data administration.

ArkAAN:
Arkansas Academic Advising Network

We are an association of professional academic advisor, counselors, faculty, and administrators building relationships and collaborating to enhance the educational development of our students, raise the level of recognition of the advising profession, and promote the professional development of academic advisors in higher education in Arkansas.

To learn more find us online at:
www.arkansasadvising.org