NACADA
Region 7
March 8-10, 2007

Creating Harmony:
Getting In Tune With Your Students

http://www.nacada.ksu.edu/
Regional_Divisions/Region7/confindex.htm

WELCOME
Dear Colleague:

Welcome to Texas, the Lone Star State, and to the City of Austin for the 22nd annual South Central Region 7 NACADA Conference. Representatives from The University of Texas at Austin and Texas A&M University at College Station have planned a stimulating conference full of information and opportunities to share.

Our conference theme, *Creating Harmony: Getting in Tune with Your Students*, speaks to the fact that quality academic advising requires us to get 'in tune' with our students. Collaborations among administrators, faculty, professional advisors, students, parents, educational institutions and communities are vital to providing comprehensive and effective advising. Through NACADA, we are able to help each other create new partnerships, introduce innovation to established ones, and finally, offer our students the greatest opportunity for growth and academic excellence throughout their college career.

Austin takes pride in being a friendly, diverse city with a multitude of landmarks, arts and entertainment options, institutions of higher education, seasonal events, sports activities, shops and restaurants to enjoy. Feel free to ask our knowledgeable Austin experts at the Hospitality tables about your interests and questions.

We are excited you are here and look forward to our time together. Enjoy!

John Paul (JP) Regalado and Michael Balog

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Oklahoma State University
Chair, NACADA Region VII

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University of Arkansas
NACADA State Liaison for Arkansas

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Schedule-at-a-Glance

THURSDAY, MARCH 8, 2007

11:00 a.m. - 6:00 p.m. ................................................ Registration
1:00 p.m. - 5:45 p.m. ................................................ Pre-conference Workshops
6:00 p.m. - 7:15 p.m. ................................................ Welcome/First Keynote Address: Dr. Alice Reinarz
7:15 p.m. - 8:45 p.m. ................................................ Reception

FRIDAY, MARCH 9, 2007

7:45 a.m. - 5:00 p.m. ................................................ Registration
7:45 a.m. - 8:30 a.m. ................................................ Breakfast
8:30 a.m. - 9:30 a.m. ................................................ Second Keynote Address: Dr. Darlene Grant
9:45 a.m. - 10:45 a.m. ................................................ Concurrent and Roundtable Session 1
11:00 a.m. - 12:00 noon ............................................ Concurrent and Roundtable Session 2
12:15 p.m. - 1:45 p.m. ................................................ Lunch and Awards Presentation
2:00 p.m. - 3:00 p.m. ................................................ Concurrent and Roundtable Session 3
3:15 p.m. - 4:15 p.m. ................................................ Concurrent and Roundtable Session 4
4:15 p.m. - 4:30 p.m. ................................................ Dessert Break
4:30 p.m. - 5:30 p.m. ................................................ State Meetings
5:30 p.m. - 6:30 p.m. ................................................ Happy Hour by the Pool
6:30 p.m. ................................................................. Dinner on your own

SATURDAY, MARCH 10, 2007

8:00 a.m. - 10:00 a.m. ................................................ Registration Open
7:45 a.m. - 8:45 a.m. ................................................ Breakfast
9:00 a.m. - 10:00 a.m. ................................................ Concurrent and Roundtable Session 5
10:15 a.m. - 11:15 a.m. ............................................. Concurrent and Roundtable Session 6
11:30 a.m. - 12:30 p.m. ............................................. Closing Session
Conference Information

Conference Evaluations
Individual session evaluation forms will be distributed and collected in each session by a volunteer. Presenters may pick up copies of their evaluations in the Volunteer Room, Lone Star III, following their presentation. An Overall Conference evaluation form will be available online after the conference. Watch your email for the link to the evaluation URL. We value your input! The evaluations will be reviewed, enabling next year’s planning committee to develop a successful 2008 Region 7 Conference.

Participant List
The participant list is available online at: www.nacada.ksu.edu/regional_divisions/region7/2007Reg7Participants.pdf

Hospitality
Austin has a lot to see and do! Please visit the hospitality table outside Salons D and E for information about area attractions, restaurants, transportation, and for general questions about Austin.

School Spirit Day
Friday is spirit day! Show your spirit by wearing a shirt from your institution. See how many institutions are represented.

Volunteer Opportunities
If you volunteered to help at the conference, thank you! Please check in at Volunteer Central in Lone Star III for information regarding your assignment and other important information.

It’s not too late to volunteer! If you are interested in volunteering, go to Lone Star III. It is a great way to meet people and we will work with your schedule.

Door Prizes
Door prizes will be awarded at all general sessions including Thursday evening keynote, Friday morning keynote, Friday lunch and awards presentation, and the Saturday closing session. Thank you to our contributors for their generosity! Please see the back inside cover for a list of contributors.

Region 7 Award Winners

Several NACADA Region 7 members will be honored for their accomplishments. They will be recognized at the Friday lunch. Please congratulate our recipients!

Outstanding Advising Administrator Award
Dr. Carole Herrick, Professor of Music and Associate Provost for Advising & Retention at Hendrix College, is the 2007 recipient of the National Academic Advising Association (NACADA) Region 7 Outstanding Advising Administrator Award. The outstanding Advising Administrator Award is given to individuals who have demonstrated qualities associated with the outstanding academic advising of students and have demonstrated the leadership and training of both faculty and professional advisors. Herrick has been a faculty member at Hendrix College since 1980, where she saw early on the important connection between advising and teaching. Over the last several years, she has spearheaded a number of initiatives designed to improve the quality of advising and increase student retention.

Outstanding Advisor-Primary Role Award
Lisa Stierwalt, Career Development Specialist at Arkansas Tech University, is the 2007 recipient of the National Academic Advising Association (NACADA) Region 7 Outstanding Advisor-Primary Role Award. The Primary Role Advising category recognizes individuals whose primary role at their institution is the direct delivery of advising services to students. Ms. Stierwalt has recently joined Arkansas Tech, charged with bringing Career Development Services to students. She is the students’ first step in career development, and has developed a vision for services that will bridge the gap between advising and career exploration at Arkansas Tech University. Lisa has also been very active in the NACADA, attending conferences regularly and serving Region 7 and Arkansas as Conference Co-Chair in 2006.

Graduate Student Scholarship Award
Lauren Campbell, Academic Advisor I in the College of Liberal Arts, Department of Government, at The University of Texas is the 2007 recipient of the National Academic Advising Association (NACADA) Region 7 Graduate Student Scholarship Award. The NACADA Region 7 Graduate Student Scholarship Award is given to graduate students who are involved in academic advising, and who intend to pursue a career in higher education and advising. Campbell is pursuing a master’s degree in Higher Education at The University of Texas. She plans to pursue a career in academic advising within higher education in Region 7. She became interested in academic advising because of her own personal experience with a “fabulous” advisor at Boston University. She is very interested in research involving high school students and first generation college student issues. She is currently involved in developing an advising assessment program with the UT College of Liberal Arts and “hopes to see the implementation of an advising syllabus this summer.”
Session Format Types

Pre-conference Workshops are conducted in extended time periods to provide more in-depth discussion and hands-on involvement with the topic. Pre-registration and additional fees are required. Check at the Conference Registration desk if you wish to enroll in a workshop on-site.

Concurrent & Panel sessions cover current issues in academic advising. Some are based on research, some on individual program results, some are developmental, and others are theoretical. The presentation format may be mostly lecture or panel with questions and discussion following, or a discussion session which is more informal.

Roundtable sessions are a discussion session where presentations are limited to short general commentaries that stimulate audience/presenter interaction.

Unless otherwise noted, sessions are in a concurrent format.

Session Handouts

There is a table set up outside ballrooms D and E for presenters to leave extra handouts from their sessions.

Presenters: Be sure to include your name and the title of your presentation on the handout.

After the conference: Did you miss a session of interest to you or did a presenter run out of handouts? After the conference, visit:
www.nacada.ksu.edu/Regional_Division/region?documents/ConferenceHandouts/index.htm
Keep checking back for a few weeks—the materials will be posted as soon as they are submitted.

All presenters were encouraged to submit electronic versions of their sessions’ handouts and other material to NACADA.

Continuing Education Units

NACADA is recognized by the National Board for Certified Counselors (NBCC) to offer continuing education units for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines. Certification forms may be picked up at the Conference Registration Desk at any time during the conference. Those sessions approved for CEU contact hours are indexed in the back of this program. Use this index to keep track of the approved sessions you attend. Bring the completed, signed form to the Conference Registration Desk. A member of the Executive Office staff must sign the form in order for you to get credit for the sessions you have attended.

“Best of” State Sessions

Two sessions at this conference were honored as “Best Of” sessions at state conferences in the last year and are noted in the schedule. Best of State, Kansas, The Learning Games Student Success Stations, will be on Friday, March 9 at 9:45 a.m. and Best of State, Oklahoma, Retaining Professional Advisors: Strategies to Increase Our Staying Power will be on Friday, March 9 at 2:00 p.m.

Conference Schedule

THURSDAY, MARCH 8, 2007
11:00 a.m. - 6:00 p.m. Registration
Outside Salon D & E

1:00 p.m. - 5:45 p.m. Pre-conference Workshops

Room: Lone Star I & II
Thursday, 1 p.m.-3 p.m.
Academic Advising as if Student Learning Matters
Assessment has become increasingly important in higher education. Externally, accreditation agencies are concerned with evidence of student learning; internally, institutions are focusing on student learning as a vehicle through which to improve persistence and graduation rates. This session will identify issues revolving around assessment in general, assessment specific to academic advising, and will discuss the concept of developing student learning and advisor outcomes for advising. Included in this session will be an overview and discussion of mapping outcomes, using multiple measures to gather evidence about student learning, and using assessment to inform professional development.

Presented by Charlie Nutt and Susan Campbell, NACADA

Room: Salon H
Thursday, 1 p.m.-3 p.m.
It’s Not High School Anymore: Providing Accurate Expectations to Incoming Freshman
Unrealistic college expectations are one of the barriers for students transitioning from high school to a university environment (Miller, Bender, Schuh, & Associates, 2005). Lamar University developed a workshop called “Freshman Expectations” for the purpose of increasing freshmen retention by providing realistic expectations to incoming students. This workshop was presented during summer 2006 at five of the New Student Orientations. The Expectations Questionnaire developed for the workshop was administered to 250 student participants. The questionnaire addressed Academic, Social, Faculty, and University Environment areas. After completion of the questionnaire, faculty and staff members presented realistic expectations addressing some of the most frequently misunderstood concepts in the transition from the high school to the university. The Expectations Questionnaire and Freshmen Expectations workshop will be presented.

Presented by Sherri Shofstall, Judith Mann, Akliah Lewis and Kristyn Hunt, Lamar University

Room: Salon F
Thursday, 1 p.m.-5 p.m.
An Introduction to Advising Research and the NACADA Research Grant Process
This workshop presented by the NACADA Research Committee serves as a primer for conducting academic advising research and for writing a NACADA research grant proposal. Research topics include defining research as scholarly inquiry, identifying inquiry questions, selecting appropriate methodology, conducting literature reviews, and finding support for your inquiry process. Grant proposal topics include the guidelines for a NACADA grant proposal and the criteria by which they are judged. Participants will better understand the value of scholarship in advising, explore inquiry topics of interest, and review the NACADA Research Call for Proposals.

Presented by Victoria McGillin, Texas Woman’s University
Room: Salon H

Motivation Easily Understood
Thursday, 3:15 p.m. - 5:15 p.m.

We all know what motivation is, right? But, can we describe it in such a way that a dictionary would want to use our definition? Being practitioners and not lexicographers, can we simply and clearly articulate our description to students, parents, or colleagues? How can we help students with motivation, if we clearly do not understand?

As society becomes more complex, the challenge of advisors is to help as many diverse students, as our schedules allow. Participants will learn the three reasoning factors that compose the foundations of motivation. It will also investigate the attributes that diverse individuals possess that affect the motivational processes. This session will be informational, as well as promote self-awareness with regard to these issues.

Presented by Michael Jackson and Denise Binkley, Oklahoma City University

Room: Lone Star I&II

NACADA Leadership Development - FREE
Thursday, 3:15 p.m. - 5:15 p.m.

This session is designed for NACADA current leaders and members recently elected to serve in any leadership role within the association, either on a state, regional or national level and including commission and committee chairs as well as regional steering committees, or anyone interested in leadership in the Association. Participants will be provided with a brief background on the Association’s governance model and an overview of their new responsibilities as a NACADA leader. Current and past leaders will be available to answer questions and give guidance on how they handle(d) their positions. Other members with an interest in future leadership roles within NACADA are welcome to attend to get an idea of how they might like to get involved.

Presented by Jo Anne Huber, The University of Texas at Austin and Charlie Nutt, NACADA

Room: Salon D&E

Introduction to NACADA for New Conference Attendees and Members - Free
Thursday, 5:15 p.m. - 5:45 p.m.

The purpose of this session is for new NACADA members and new conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will be provided an overview of NACADA and the benefits of membership, including professional development opportunities, quality publications, and additional networking opportunities. Also, new conference attendees will be given a "roadmap" for getting the most out of the regional conference and understanding the special and unique aspects of the conference. The session will be interactive with multiple opportunities for participants to network, learn and meet new friends and colleagues.

Presented by Charlie Nutt, Susan Campbell and Jo Anne Huber, NACADA

Thursday, 6:00 p.m. - 7:15 p.m.
Room: Salons A-H

Welcome and First Keynote Address
"An Unfinished Symphony: Evolving Role of Academic Advisors"

Join your Region 7 colleagues for an engaging opening to the conference! Dr. Alice Reinarz will officially open the conference with a keynote address.

Alice Goodwin Reinarz began her career in research and evolved into teaching and administrative responsibilities. Her current role is Assistant Provost for Enrollment and Clinical Professor of Pathobiology at Texas A&M University. She was previously Director of the Academic Advising Center for the College of Literature, Science, and the Arts and L&A Director of Intelles, a joint program of the undergraduate college and the medical school, at the University of Michigan. While at the University of Michigan, Reinarz was Adjunct Professor in the Department of Molecular, Cellular and Developmental Biology and Department of Ecology and Evolutionary Biology. Her first advising administrative experience was Director of the Undergraduate Advising Center at The University of Texas at Austin. Reinarz was a faculty member in the Department of Microbiology during her years at UT-Austin.

Holding B.A. and Ph.D. degrees in Microbiology from The University of Texas at Austin, Reinarz has utilized her disciplinary training and science teaching background in situations that involve the construction or revitalization of effective administrative units. Her work with undergraduates, inside and outside the classroom, has included varied teaching and mentoring experiences. A recipient of the 1996 Eversky Foundation Outstanding Teaching Award from the American Society for Microbiology, her most recent teaching experience is a freshman seminar on infectious diseases.

As a representative of the higher education community, Reinarz is a graduate of Leadership Austin, Leadership Texas and Leadership America. She has published in the areas of undergraduate curriculum reform and careers for science majors. She is co-editor of Teaching through Academic Advising: Advisor Types, in Academic Advising: A Comprehensive Handbook (2000). Most recently she co-edited Beyond Teaching to Mentoring (2001) published by Jossey-Bass.

Thursday, 7:15 p.m. - 8:45 p.m.
Room: Salons A-H

Reception
Welcome to Texas! Join your colleagues for a reception that includes filling hors d’oeuvres and cash bar and a taste of local music!
FRIDAY, MARCH 9, 2007

7:45 a.m. - 5:00 p.m.  Registration
Outside Salon D&E

7:45 a.m. - 8:30 a.m.  Breakfast
Room: Salons A-H

8:30 a.m. - 9:30 a.m.
Room: Salons A-H
Second Keynote Address
"Opening Doors and Other Acts of Courage"

Kick off the first full day of the conference by attending an energetic morning keynote, given by Dr. Darlene Grant.

Dr. Darlene Grant, associate professor in the School of social work, was appointed associate dean of graduate studies for The (entire) University of Texas at Austin, Austin 2003. Dean Grant oversees the Graduate Recruitment and Outreach program as well as graduate admissions for over 100 degree programs. Dr. Grant received her doctor’s degree in social work from the University of Tennessee at Knoxville after earning bachelor’s degree from Wittenberg University and a master’s degree from Case Western Reserve University. Her areas of teaching and research include social justice, culturally competent practice, clinical social work practice, research methods, and women with addiction and criminal justice involvement and their children.

Prior to joining The University of Texas at Austin in January 1994, she worked for 10 years as a psychotherapist with chemically dependent adults and their families, adolescents in a locked adolescent psychiatric unit and an adult chemical dependency unit. She developed specializations in therapy with children of alcoholic parents and child and adult supervisors of sexual abuse. Her current research focuses on women and chemical dependence, incarcerated women, and children of incarcerated parents. Her recent six-year research involvement with the Lone Star Girl Scout Council’s in-prison Girl Scouts Beyond Bars Program is culminating in a PBS Documentary produced by Karen Bernstein and directed by Ellen Spiro, and aired across the U.S. on March 21, 2006. Grant is currently collaborating with Julia Cuba, the troop’s leader on writing the companion text to the documentary.

In August 2004, Dr. Grant was appointed to the Association of Social Work Boards (ASWB) licensure examination item writing team. The 2004 cohort of item writers is responsible for developing exam questions for the social work licensing examination used in 49 states, Washington, D.C., the Virgin Islands, and Alberta, Canada.

Dr. Grant was awarded 2006 Social Worker of the Year by the National Association of Social Workers, Washington, D.C.
Room: Salon F  
Friday, 9:45 a.m.-10:45 a.m.  
**Advising Built for Two: Combining Faculty and Professional Advising on Small Campuses**  
Many small camps rely on faculty for general advising, while professional advisors work with specific populations, e.g. at-risk students, students with disabilities, etc. Faculty advisors often find themselves in the difficult position of being advocates for students at the same time they must assign grades, handle cases of plagiarism, and other issues of academic integrity. Clearly, these two roles—advocate and "police"—conflict. Professional advisors, however, have the luxury of the advocate role alone. This presentation will provide examples of the kinds of issues that arise under this advising model. We will also suggest strategies for fostering a relationship between faculty and professional advisors that benefits all stakeholders, especially the student.  
*Presented by Kathleen Brown and Lindsey Teacher, St. Edward's University*

Room: Salon G  
Friday, 9:45 a.m.-10:45 a.m.  
**Creating Harmony on Campus: Assessing Academic Advising**  
The University of Arkansas Academic Advising Council (AAC) was established in 2003 and was charged with assisting the institution to increase the academic success and retention of undergraduate students. Although very different in advising models and delivery, each college and school harmonized to provide recommendations to the Provost regarding goals, procedures, and standards for advising including strategies for the evaluation of advising quality and outcomes. Join us for opportunities on how to establish an Academic Advising Council on your campus and to ultimately develop campus wide initiatives for assessing academic advising.  
*Presented by Karen Boston, Dave Dawson and Carol Gotti, University of Arkansas*

Room: Salon H  
Friday, 9:45 a.m.-10:45 a.m.  
**Old School Methods get New School Makeover: A Lesson Plan for Online Processing of Teacher Certification Admission**  
Podcasts, live streaming video, internet-based courses, and other media-related methods are becoming common trend at universities. Students are more interested in taking classes online, conversing with instructors via email and uploading school-related information on their iPods. How can an advising center stay in tune with its technology hungry students and still be able to provide vital information about its college? In this session, we will look at how UTSA's College of Education and Human Development (COEHD) joined the digital bandwagon by disseminating its teacher certification procedures and application processes online.  
*Presented by Kimberly Perez, Allegra Castro and Carole Preston, University of Texas at San Antonio*

Room: Lone Star I & II  
Friday, 9:45 a.m.-10:45 a.m.  
**University College, "A Symphony of Student Success"**  
In this presentation, we will discuss the evolution of the University College model from a summer bridge program to a total intake model for incoming freshmen, especially as it relates to the Division of Academic Advisement. We will discuss how UC Advisement gained the tentative acceptance and eventual support of the university faculty through involving them in UC Advisement Coordinators and the UC Faculty Fellows Program. We will discuss the advising training and the use of various instruments such as the MBTI and the Discover instrument to improve advisement. We will discuss the partnerships developed between the Professional Advisors, the residential staff, the Academic Enhancement Division, and several faculty groups to improve student success. Lastly we will discuss the methods used to evaluate the advisement program.  
*Presented by Lettie Raush, Juanel Sippio and Shandon Neal, Prairie View A & M University*

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Room: Salon A&B  
Friday, 11:00 a.m.-12:00 noon  
**Concurrent and Roundtable Session 2**

Room: Salon C  
Friday, 11:00 a.m.-12:00 p.m.  
**Technology in Advising Commission Meeting**  
The purpose of NACADA's Technology in Advising Commission is to help academic advisors and administrators understand and appropriate uses of technology in higher education and the impact various technologies can have on academic advising. At this commission meeting, a brief report on the commission's projects and services through NACADA will be presented and opportunities for involvement will be discussed. The majority of the meeting will consist of an open forum for members to learn about technological advances impacting academic advising on their respective campuses or discuss other questions of interest. This exercise has repeatedly helped advisors to network, learn from each other and take steps to their own institution. Conference participants who cannot attend this meeting may visit our Web site at www.nacada.lsu.edu/CommissionsC14/index.htm for information about the commission.  
*Presented by Renee Babcock, The University of Texas at Austin*

Room: Salon D  
Friday, 11:00 a.m.-12:00 p.m.  
**Online Faculty Advising: Is it Right for You and Your Students?**  
A heavy work load, scheduling conflicts, and competing priorities motivated this faculty advisor at a mid-size, urban commuter university to develop an online academic advising program to serve undergraduate and graduate students more effectively. The presenter will describe the research and philosophy used to develop this program. The presenter will describe how counseling strategies have been translated to the online environment to establish trust, rapport, and a positive working alliance with students. The presenter will describe creative strategies used to engage students in this program. At the end, the presenter will conduct a question and answer session and engage participants in a discussion about the pros and cons of online advising.  
*Presented by Diane Gregory, Texas Woman's University*
Room: Salon E  
Friday, 11:00 a.m.-12:00 p.m.  

Academic Individuation of the Collective: Creating Learning Communities Through Advising  

Learning communities provide an effective milieu for promoting community among students and teachers and supports curricular coherence. Learning communities also create a cooperative spirit among the students. While there are a variety of definitions for what a learning community can be, this presentation defines it as an opportunity for students to develop a sense of connectedness among curricular lines and to collectively individuate in the context of the academic community. This session will address ways in which the Academic Advisor creates learning communities in the context of the orientation class. The participant will develop strategies for creating learning communities that address common attrition issues specific to their campus and explore resources that generate community.  

Presented by Vickie Claffin and Terry Fitzpatrick, Southeastern Louisiana University

Room: Salon F  
Friday, 11:00 a.m.-12:00 p.m.  

A “Major Change”: Implications for a System of Advising  

There is growing interest nationally in requiring high-school students to declare a major of interest of study. While this idea reflects a societal desire for early focusing of students across interest areas in preparation for college, it runs contrary to studies that suggest that students who are undecided or open to changing their major are more likely to be successful in college. This paper discusses student readiness for choosing a major and implications for a system of advising.  

Presented by Daniel Quinlin, Bethel College

Room: Salon G  
Friday, 11:00 a.m.-12:00 p.m.  

Highly RECOMMENDED: Inquiry and Writing for the NACADA Journal  

This workshop will define and describe the research process, the publication process, and the elements of a research inquiry. It will also characterize the contents of the NACADA Journal, explain why journal publication is important, present guidelines on authorship, and mention alternative NACADA publication venues. The session will conclude with an overview of NACADA research grants. This workshop is appropriate for beginning and advanced academic advisors, faculty, and researchers. Participants will have opportunities to make observations and get feedback about their questions and research ideas.  

Presented by Robin Lock, Texas Tech University

Room: Salon H  
Friday, 11:00 a.m.-12:00 p.m.  

"Tuning In: State of LGBTQ Affairs at UT-Austin" (Panel session)  

In Spring 2006, the Queer Students Alliance, an agency of Student Government at The University of Texas at Austin conducted a campus climate survey for LGBTQ(lesbian, gay, bisexual, transgendered, queer) students. They published a report of their findings in Fall 2006. There will be students from the Queer Students Alliance presenting their findings and recommendations as they relate to staff and faculty in a panel discussion setting with time for discussion and brainstorming with the participants. It is up to every staff and faculty member to help set the tone or climate of their campus. Come to this presentation to learn more about how to "tune in" to this segment of your student population.  

Presented by Laura Luby and Queer Students Alliance board members, The University of Texas at Austin

Room: Lone Star I&II  
Friday, 11:00 a.m.-12 noon  

F-16 Education: Creating a Fresh Song for New Century  

In Central Texas, the E3 Alliance (Education Equals Economics) combines a comprehensive vision of what we want to achieve from our educational systems from birth through college and career, with a way to better align the various components in the overall system into a more efficient and effective process to generate intellectual and social capacity in the region, and to leverage the model in other regions across the state. This presentation will outline the F-16 issue, discuss some of the research involved, and explore how educators can participate in this new collaboration. Our ideas will be based on the E3 Alliance, but our goal is to turn this resource information into another important source of information, and a group they can call on to help as they move ideas into action.  

Presented by Stephanie Crouch, The University of Texas at Austin

12:15 p.m. - 1:45 p.m.  

Lunch and Awards Presentation

Room: Salons A-H  

Friday, 2:00 p.m.-3:00 p.m.  

Concurrent and Roundtable Session 3

Room: Salon A&B  
Friday, 2:00 p.m.-3:00 p.m.  

Retaining Professional Advisors: Strategies to Increase Our Staying Power  

*BEST OF STATE, OKLAHOMA  
Are you concerned with the turnover of advisors at your institution? Are you willing to investigate the reasons why advisors leave? Increasing and maintaining student retention rates is a point of emphasis on college and university campuses nationwide. However, in the academic advising field, retention of professional advisors is just as important. If we cannot effectively retain advisors, how can we effectively retain students? Several examples of employee retention efforts in the corporate world can be applied with advisors in higher education. These retention practices have proven successful in addressing employee turnover. This session will explore the hiring, training, and retention of professional advisors so that we may positively increase our staying power.  

Presented by Laura Cullen, University of Oklahoma - OU Scholars Program

Room: Salon C  
Friday, 2:00 p.m.-3:00 p.m.  

Academic Support for Science and Nursing Students  

Good advising is more than just course scheduling. The advisor must also be concerned with the student's progression and eventual graduation. Advisors and instructors need to be aware of potentially difficult courses and know what academic support services are available on campus to help them succeed, and know when and how to refer students to those programs. Science and mathematics classes traditionally are difficult for students. Many universities provide support in those subjects. The U. S. Department of Education has identified Supplemental Instruction as an empirically supported program for effectively increasing student progression in difficult courses. The presenters will describe the tutoring and Supplemental Instruction programs at Southeastern and how they are incorporated into historically difficult science and math courses for helping science and nursing students succeed.  

Presented by Edward Nelson and Kimberly Rachael, Southeastern Louisiana University
Room: Salon D  
Friday, 2:00 p.m.-3:00 p.m.  
**MySpace? Public or Private Space?**  
Use of websites such as MySpace and Face Book has become ubiquitous on college campuses. Students use these services for social networking and communication, some preferring these websites over instant messaging clients, email or cell phones. However, what students may not know is that employers, faculty and parents (even occasionally sexual predators) also are becoming increasingly savvy as to the use of these sites to learn personal information about the users. This presentation has three objectives: first, to demonstrate what these websites are and explain how students use them; second, to offer suggestions on how advisors might talk to students regarding appropriate use and privacy issues; and third, to explore some of the ethical issues advisors may face if they choose to utilize these sites in their advising practices.  
*Presented by Jacqueline Dana, The University of Texas at Austin*

Room: Salon E  
Friday, 2:00 p.m.-3:00 p.m.  
**First-Generation Students Speak: Helping Advisors Understand their Challenges**  
(Panel session)  
A growing number of students are first-generation college attendees. In order to successfully help these students with their journey, advisors need to understand the challenges they face. Who better to help us understand this than current first-generation students? This panel discussion will feature four first-generation college students who are at different points in their college career. Some of these students are participants in various programs that are designed to provide support and promote success for their respective students. Hear how these students rate their levels of successfulness in their quest to complete their college degree. By listening to the first-hand account of these students, we can better understand and provide resources to address students' specific needs.  
*Presented by Phaedra White and Lisa Valdez, The University of Texas at Austin*

Room: Salon F  
Friday, 2:00 p.m.-3:00 p.m.  
**Freshman Focus: "Creating Harmony" in a Student-Advisor Relationship**  
Imagine, you're a freshman, you attend the required orientation and receive more information than you can handle. Your classes begin a short time later, but then you don't know what to do next. Here, see an example of a program in which the students became the priority and their questions were answered. Many students have a difficult transition from high school to college, resulting in students losing focus on their studies. By reaching out to the students early in the semester, advisors can make an important connection, which can lead to a retention rate increase. Through an interactive discussion about the Freshman Focus Project, participants can take with them ideas to use in their advising centers and can "tune" it to their own institutions' preferences and needs.  
*Presented by Angelica Lara, Bryan C. Furler and Amy Beck, Texas State University*

Room: Salon G  
Friday, 2:00 p.m.-3:00 p.m.  
**Harmonious Transitions: Stage-Specific Strategies for Transfer Student Success**  
As increasing numbers of students transfer at least once within their academic career, national trends call for higher education to streamline the transfer process. Harmonious transitions are necessary if we hope to promote student success and graduation in the most efficient manner possible. Comprised of a 47% transfer student body, the University of North Texas is challenged daily to apply creative solutions to foster harmony through the transfer process. To meet this challenge, academic advisors employ three levels of strategy: Passive, ProActive, and Active. The objective of this session is to foster awareness of increasing trends changing the face of our student body, the unique needs of this population, and stage-specific strategies that fine tune the transfer process and enhance student success.  
*Presented by Angela Clemens, Tonia Bowers and Nola Moudry, University of North Texas*

Room: Salon H  
Friday, 2:00 p.m.-3:00 p.m.  
**Get With the Program: Advising Students in Cohort-based Instructional Models**  
Degree or certification programs delivered in a cohort format can present students and advisors with issues not encountered during 15-week semesters. Variations of the cohort format will be presented. Research on effective communication techniques in advising will be discussed so that the audience can identify effective methods for students in cohort programs. Advising challenges unique to undergraduate, graduate or certification cohort programs will be identified and discussed. Participants will be encouraged to share their knowledge and perspectives.  
*Presented by Thomas Frankman, William Woods University*

Room: Lone Star I&II  
Friday, 2:00 p.m.-3:00 p.m.  
**Two Guys and an Advising Unit: How Two New Advisors Used Previous Higher Education Experience To Transition Into New Territory**  
We invite you to take a journey with two 20-something guys as they travel into the heart of a pre-existing advising unit with nothing but their previous higher education experience and a fresh outlook on how to best reach the new breed of college student. In this epic tale they encounter helicopter parents, technologically advanced college students, and the struggle to prove themselves worthy in an already strong advising team. Follow our two champions as they reveal their arsenal of technological advancement, developmental advising, and a commitment to St. Edward's University's mission.  
*Presented by Jason De La Rosa, Paul Hopkinson, St. Edward's University*

Friday, 3:15 p.m.-4:15 p.m. Concurrent and Roundtable Session 4

Room: Salon A&B  
Friday, 3:15 p.m.-4:15 p.m.  
**Keep Advising Weird: Working With a Broad Range of Non-Traditional Students**  
John has 30 transfer hours from 20 years ago. Paula is a stay-at-home mom who prefers online classes. Maria just completed her degree in Brazil and is starting her MBA at U.S. A growing challenge for advisors is working with students from different backgrounds with very specific needs and goals. In addition, many of us must advise across multiple academic disciplines. This presentation will provide you insight into advising adult, graduate, international, distance learning students....and more! Challenges and successful advising methods will also be shared with an opportunity for open discussion.  
*Presented by Natasha Martin and Heather Mayer, St. Edward's University*
Joys of Juggling in the Advising Process, Metaphors for Learning
In the spirit of maintaining and restoring balance in our student's lives, learn how teaching students to juggle actively engages them and holds their attention. Topics include: (but are not limited to) Helping students overcome self-defeating thinking patterns and negative self-talk; creating associations and relevance to the advising/career planning process with advisers; developing both left and right brain, therefore increasing brainpower, and emphasizing to students the importance of calculated risk-taking when making important decisions in life. "Attitude literally determines Altitude." Come have some fun and learn.

Presented by John Carmichael, Richland College

Walk the Line: How Professional Boundary Issues Impact Advising
Inevitably in the diverse world of advising, uncomfortable situations arise and advisors must handle the itiny of misunderstandings, meanderings, and downright strangeness that some advising sessions incur. Establishing professional boundaries and understanding when those boundaries have been crossed or violated can be an effective first step to dealing with uncomfortable sessions. This interactive experience will give you the chance to develop and share strategies for coping with some of the most awkward moments in advising. Brace for the unpredictable before it happens, and save yourself the stress and perspiration!

Presented by Antonio Carr, Sherese Edgington, Kenyon Wilson and Roel Martinez, Texas State University - San Marcos

Using the CAS Standards for Assessment and Self-Evaluation
Using CAS Standards for Assessment and Self-Evaluation the Council for Standards is made of representatives from over 30 higher educational associations and organizations in the United States and Canada. CAS's mission is to develop standards which can be utilized in the assessment and evaluation of programs and units on campuses to ensure quality. Standards for 13 functional areas, including academic advising, have been created as well as self-assessment guides for these standards.

Presented by Charlie Nutt, NACADA

It Takes Two to Tango: Making the Advising Connection with Your Hispanic Students
Like Dancing with the Stars, academic advisors must establish "coordinated moves" and techniques for advising Hispanic students. The connections we make could mean the difference between academic success or "miss-step." The presenters will share insights into how a small West Texas University has made a commitment to educate their academic advisors to: 1) understand how critical it is to recognize the barriers facing Hispanic students, 2) become sensitive to the challenges specific to Hispanic students, and 3) engage Hispanic students in a successful dance with the academic advisor taking the lead. We'll explore your "advising Tango techniques" and discover "new steps" while eliminating "uncoordinated moves." Learn how to take the lead and let your Hispanic student become the star.

Presented by Susan Nesto, Ph.D. and Crystal Mata Kreitler, Angelo State University

Touchstone: How a First Year Experience Course Can Get You in Tune
Students want to feel that they have someone they can count on at the university, and for many, that person is their advisor. Developing an FYE model that utilizes advisors to implement the curriculum has led to increased student contact and a stronger rapport. Our program will span topics such as building a team, rewriting curriculum, creating interdisciplinary connections, adding peer advising and incorporating technology, while also encouraging participation and discussion amongst attendees. Participate in an activity designed to help you get to know who and what your students value. Learn the rewards of incorporating the university mission into the class curriculum. Recognize the value of teaching as advising.

Presented by Maria Luana Alvarez and Dawn Ramirez-Platt, Our Lady of the Lake University

Advising the Advisors Chat (Panel session)
The fall brings a new school year, new students, and new faculty members. In order to enroll, the new college student encounters a professional advisor or a faculty advisor. Most professional advisors are members of NACADA and a professional state organization. They attend conferences and participate in professional development where they receive training. But, what about the new faculty advisor on campus? Who advises them? At East Central University, faculty advisor training is a joint endeavor. The director of the Academic Advising Center, the Transfer Enrollment Manager, and a veteran faculty advisor team up to advise the advisors. This chat discussion will show participants how to present institutional expectations and build a bond between professional advisors and faculty advisors to further student success and retention.

Presented by Marian Anderson, Mickie Duggan and Dustin Smith, East Central University

Motivating The Unmotivated Student
The primary objectives of this workshop will be to help advisors/counselors identify traits of intrinsic motivation in their students so they may learn to become internally motivated. Advisors and counselors will be able to use strategies to assist students in recognizing core motives, clarifying values, overcoming fears, and understanding beliefs and attitudes that will enable them to overcome barriers to achieving their educational goals. This workshop is designed to identify steps advisors can take in assisting students address core needs. Handouts will provide the participant visuals that they can share with their students in the advising process. Maslow's Hierarchy of Needs will be used as a theoretical framework to explain deficiency and growth needs. Active participation will be encouraged of all those attending.

Presented by Lolo Mercado, El Paso Community College
4:15 p.m. - 4:30 p.m.  Dessert Break
   Room: Salons A-H  Take a break and enjoy an afternoon treat!

4:30 p.m. - 5:30 p.m.  State Meetings
   Meet with colleagues from your state and get updates on state happenings.

Salon A & B  Oklahoma
Salon C  Louisiana
Salon D & E  Texas
Salon F  Arkansas
Salon G  Kansas
Salon H  Missouri

5:30 p.m. - 6:30 p.m.  Happy Hour by the pool
   Enjoy the Texas weather and relax by the pool!

6:30 p.m.  Dinner on your own

SATURDAY, MARCH 10, 2007

8:00 a.m. - 10:00 a.m.  Registration

7:45 a.m. - 8:45 a.m.  Full Breakfast
   Room: Salons A-H
   Take this opportunity to meet with Charlie Nutt at the NACADA update and feedback table.

9:00 a.m. - 10:00 a.m.  Concurrent and Roundtable Session 5
   Room: Salon A&B  Saturday, 9:00 a.m. -10:00 a.m.
   Cross-Training Staff Creates Harmony for Students
   Students who are referred to multiple departments to get the service or information they need are left feeling out of tune. The Freshman-Sophomore Advising Center (FSAC) at the University of Kansas developed the Adjunct Advisor Program to enhance services for students, create stronger student/staff connections, and provide professional development for staff. The program allows for academic advising training of non-FSAC staff that are currently serving identifiable groups of students. The results are harmonious and include the increased retention of at-risk students. Learn how we identified potential adjunct advisors on campus, trained and evaluated the adjunct advisors, and assessed the program.
   Presented by Emily Malin, University of Kansas

9:00 a.m. - 10:00 a.m.  Rock & Roll Fantasies: How the Web Can Help Students Harmonize Career Goals With Reality (Roundtable session)
   Anxious students often ask advisors for a guarantee that their academic major will lead to professional, well-paid careers, especially when the trajectories are not obvious. Without a crystal ball, advisors are unable to do so. However, they can reassure students about the potential of their studies and help them explore options by providing the means for students to access up-to-date career information on the internet.
   Based on their experience with advisees and in classroom settings, the presenters will share web-based strategies and resources that focus on personality and career assessment, links between majors and careers, specific career information, and internship and job searches.
   Presented by Gloria Ambler and Tammy T. Salazar, Ph.D., University of Texas at El Paso

9:00 a.m. - 10:00 a.m.  Freshman Advising Guidebook: A Refrain For a Harmonious College Experience
   Do you wish you could publish your knowledge as an advisor for students to use as a resource? At the University of North Texas, we created a university-wide freshman advising guidebook; which reviews policies, procedures, academic success, advising responsibilities, and campus contacts. We will explain our process of creating an advising guidebook for freshman, including how to successfully implement this process from a collaborative perspective considering: support, funding, content and presentation. We will also discuss strengths and weaknesses based on the experience of implementing our guidebook from start to finish, and feedback from student evaluations. Participants will walk away with an understanding of the process of creating a guidebook, an example of the assessment used and a hard copy of the guidebook itself.
   Presented by Julie Kirkland, Pam Milner, Carol Pollard and Nola Moudry, University of North Texas
Advising Students Who Have Experienced an Ecological Crisis
Ecological Crisis such as Hurricane Katrina and Rita caused severe damage to the higher education system on the Gulf Coast. Many college students were forced to temporarily or permanently transfer to other universities to continue their post-secondary education. College students affected by the hurricane arrived to other colleges and universities with multiple stressors. Some of these students lost their homes, jobs, and family members. This session will focus on some of the experiences these students being advised at other institutions. Additionally, attendees will be provided with tips and strategies for working with students who have experienced an ecological crisis such as Hurricane Katrina. Handouts will also be provided. Presented by Theresa Phillips and Shaye Washington, Southern University at New Orleans

Under the Microscope: The Legislative Politics of Advising
For over 25 years, research has shown a powerful correlation between academic advising and student success in general. With the recognition of advisor contribution to student success, however, comes an increasing scrutiny of advising and the demand for data about students in relationship to advising. Stakeholders, such as deans and provosts, however, often have differing agendas that can compete with how advisors think of student success. In this charge atmosphere, information about students becomes a matter of politics. Through a presentation of case studies, this session explores possible ways in which advisors can effectively respond to internal and external power dynamics that shape the policies at their institutions. Time will be devoted to discussing issues on participants’ campuses that will have an impact on the delivery of advising services. Presented by Brett Westbrook, Ana Dison, Liz Hastings, Jo Anne Huber and Katrina Kostel, The University of Texas at Austin

OLLU School of Business: Personal, Practical and Progressive Advising
Having a sound academic support system in place is shown to be one contributing variable. A student’s advisor is often their first point of contact as well as one of the stronger relationships that develops over time. This presentation will address the effectiveness of developing a person-centered, major specific advising model. Research will be offered to support the importance of having an advising specialty. More specifically, results of Our Lady of the Lake University’s School of Business pilot advising program will be discussed. Presented by Christopher Krafick, Our Lady of the Lake University

Beacon Advising: A Case Management Model for Advising the First Year Student
The intent for this presentation is to inform the audience of the various approaches there are to providing advising to students who are first time in college students. Attendees will be introduced to the case management model known as “Beacon Advising” that South Texas College has implemented to help first time in college students. We will cover how over the last two years, various advising initiatives at our institution have resulted in higher retention rates with this student population, more staff advising, and greater faculty involvement in the advising process. This model has redefined how advising is being conducted at our institution and has forged a partnership between several departments at our college that have benefited our students as a whole. Presented by Rosendo Villagran, South Texas College

Developing Faculty Advisors: Effective Integration of Development, Assessment and Reward
While many faculty find themselves drawn to the “meaning-making” interactions with students that form the core of advising, few actually seek out opportunities to “develop” as advisors, given a reward structure erected predominantly around assessment and recognition of one’s scholarly activity. While faculty might want to develop as advisors and mentors, most can not invest in activities not directly linked to tenure, promotion or merit. In three national surveys, over a ten-year period, evaluation and reward of academic advising were ranked least effective of the eleven criteria assessing effective advising programs (Habley and Morales, 1998). This session will present a model of faculty advisor development centered in current research on faculty and best practices of faculty development. Presented by Victoria Mc Gillin, Texas Woman’s University

Creating Harmony Between Coursework and Research Experiences for the Interdisciplinary Student
With more than 120 undergraduate degree programs and 10,000 course offerings each semester, The University of Texas at Austin offers a wealth of avenues for inquiry and specialization. The Bridging Disciplines Programs provide students with tools to make coherent connections between courses and disciplines and to discover the benefits of interdisciplinary approaches to complex problems. These tools come in the form of strategic advising for coursework and hands-on research with faculty called “connecting experiences.” In this session, we will describe the Bridging Disciplines Programs, demonstrate the model this program uses to strategically advise and engage students in coursework and “connecting experiences,” and discuss strategies for getting students involved in undergraduate research. Presented by Patricia Micks, The University of Texas at Austin

Dump the Slump: Addressing Our Second Year Students (Roundtable Session)
The Sophomore Slump impacts a wide variety of individuals and entities. Second year students are no longer new and the special attention, programs, courses, guidance and accolades that we have lavished on our first year students, disappear. In some cases, little attention is given to our students again until the graduation year. So what happens in between? Lemons and Richmond (1987) define the Sophomore Slump in the academic world as a "period of developmental confusion" and hypothesize that "sophomore slump results from student's struggles with achieving competence, desiring autonomy, establishing identity, and developing purpose." As many colleges strive to increase retention and graduation rates, addressing the needs of our second year students is key. Presented by Ana Dison, The University of Texas at Austin
Room: Salon D

**An Advising Quartet: Four Meetings That Make a REAL Connection With Freshmen**

In order to effectively guide freshmen through their first year of college, academic advisors must help students not only recognize potential and actual academic difficulty, but equip them with the tools necessary to succeed. Throughout this process, consideration must be given to the student's development and the relevant timing of the advice. This presentation provides academic advisors (both faculty and professional) with a developmental and practical plan to effectively advise freshmen on four main topics: transition from high school to college, strategies for academic success, major selection, and curriculum planning. Through a series of four meetings, strategically placed throughout the first two semesters, advisors can effectively inform and challenge freshmen as they develop through their first year of college. The impacts on the students are improved levels of independence, academic success and persistence.

*Presented by Peggy Dotson and Pamela Jackson, Saint Louis University*

Room: Salon E

**Using Technology to Stay in Tune With Your Students**

Using technology to stay in tune with your students. With all of the technology out there, how come there are so few software application options designed for and by advisors? Our presentation is designed to provide a step-by-step process that any advising unit or college/university can go through to evaluate the options available for academic advising software applications. We will demonstrate our software application and show the history and evolution of our application and the importance that workflow management played in our decision making process. Included in the presentation materials will be a recommended advising software selection outline to assist you with making the best choice for your advising unit.

*Presented by Mike McKay and Felix Dominguez, University of North Texas*

Room: Salon F

**Advising Continuity - Academic Advising Effectiveness Measurement Tool**

"Consistent academic advising is the key..." We hear it, but how do we perform it? This workshop will explore one method of quantifying the uniformity and accuracy of academic advising through an Academic Advising Effective Measurement (AAEM) Tool. The AAEM Tool assesses the advising process and documentation provided during an advising session and quantifies the results. The AAEM Tool considers three (3) components of the advising process 1) The Advising Form used during an advising session, 2) Individual Academic Plan to document compliance with assessment testing required course placement, and 3) Computerized Data Entry used to capture advising information available college-wide to faculty and staff via student information system. Each component of the AAEM tool has an assigned percentage value that quantifies the accuracy of the advising process and documentation.

*Presented by Kathy James, Maggie de la Teja and Chris Owens, Austin Community College*

Room: Salon G

**Time Management and Organizational Skills for Advising Sanity**

As academic advisors, our job business ebbs and flows with the academic calendar. How can we better prepare ourselves for the onslaught of peak advising periods and use down-time more effectively? In this session, we will focus on answers to these questions using a combination of literary sources. We will begin by examining some key time management and organizational struggles and determining time wasters. We will then evaluate time management tips found in college success strategies textbooks and learn how to apply them to our daily work as advisors. In conclusion, we will share effective time management and organizational tips. A compilation of these tips will then be emailed to session participants following the conference.

*Presented by Andrea Campbell, Wichita State University*

Room: Salon H

**Fostering Retention Through Partnerships and Collaboration**

Our Lady of the Lake University (OLLU) a private, catholic, Hispanic serving institution has employed a comprehensive retention model that addresses students holistically. This model includes but is not limited to the use of Peer Advisors, an electronic early alert system, learning contracts, alumni mentors, holistic academic counseling, a first year experience course and a great deal of collaboration among faculty and staff. OLLU's retention plan provides a progressive strategy that addresses the needs of all students at various phases in their academic career. This presentation will address the model that has been developed in addition to the outcomes received thus far.

*Presented by Rhonda Moses, Our Lady of the Lake University*

Room: Lone Star I & II

**Learning to Relax, Reliving to Learn: Integrating Positive Psychology & Body-Mind Practices in the First Year Experience**

Psychologist Mihaly Csikszentmihalyi has defined and explored the concept of "flow" -as "in the flow"- as an experience of maximum fulfillment and engagement, a state closely tied to "a deep and uniquely human motivation to excel, exceed, and triumph over limitation" (E. Debold, 2000). This presentation proposes that flow might also be productively reconsidered as a kind of ecological model integrating the host of interventions and resources which advisors and their institutions deploy in the construction of a dynamic collegiate experience. The presenter argues further that body-mind techniques practices might be more systematically and pro-actively incorporated in the first year experience, posing as they do a critical alternative to the more static and regressive learning models and practices of our first year students. Attendees will be invited, time permitting, to participate in brief rounds of progressive relaxation, chair yoga, autogenics, basic breathing, & mindfulness exercises.

*Presented by Curtis Hirsh, St. Edward's University*

**11:30 a.m. - 12:30 p.m. Closing Session**

Get together with your colleagues one final time before the conference ends. Best of Region and door prizes will be awarded.
Save the Date for 2008! Branson Sets the Stage for Student Success!

On behalf of the Missouri Academic Advising Association (MACADA), we are excited to extend to you an invitation to the 2008 NACADA Region 7 Conference on March 3-5 in Branson, Missouri. We hope the theme for next year’s conference, “Setting the Stage for Student Success: Academic Advising in the Spotlight,” will inspire advisors and administrators in our region to showcase individual and institutional practices which illustrate the ways that we set the stage for student success, often acting behind the scenes. Consider submitting a presentation proposal to put your program in the spotlight. Watch for the 2008 Call for Proposals late this summer. Proposals will be due December 1, 2007.

The conference will be held at the Chateau on the Lake Resort Spa and Convention Center – Branson’s only AAA four-diamond lodging and conference site (www.chateauonthelake.com). Standing on a beautiful Ozark mountaintop, overlooking the pristine waters of Table Rock Lake, this extraordinary Branson hotel combines modern luxury with traditional charm to create an experience that is both elegant and exciting.

Treat yourself to some time before or after the conference to explore all that Branson has to offer. Discover why Branson has been coined the “Live Entertainment Capital of the World” with over 35 theatres and more than 80 music, magic, comedy, and variety shows. In addition, Branson offers nine golf courses, two outlet shopping centers, and four theme parks. You can also visit wineries, museums, and outdoor wonders such as caverns, three lakes, and state parks. More information can be found at www.explorefranson.com.

The MACADA Executive Board is in need of many stagehands (volunteers) for both set design (pre-conference planning) and prop assistance (various duties) during each act of the three-day conference. We hope you will consider taking the stage in a leadership or volunteer role. For additional conference information or to get involved with the planning efforts please contact Lisa Runyan at runyan@ucmo.edu or (660) 543-4994.

We hope to see you in Branson in 2008!

Lisa Runyan, Conference Chair
Tom Frankman, MACADA President
Thank You!

The Region 7 Conference was made possible by the time, donations, and effort of many organizations and businesses including:

The University of Texas at Austin Office of the President,
Dr. William Powers, President

The University of Texas Office of the Provost,
Dr. Steve Leslie, Provost

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Dean of Undergraduate Programs & Associate Provost for Academic Services

The University of Texas Academic Counselors’ Association

TEXAAN: Texas Academic Advising Network

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