NACADA Region VII
Gateway to Student Success:
Sharing Best Advising Practices in the Midwest

St. Louis, Missouri
February 20-22, 2014
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# Conference Schedule At-a-Glance

## Thursday, February 20, 2014

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<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>10:00 am – 5:00 pm</td>
<td>Registration/Check-in</td>
<td>Ballroom Lobby</td>
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<tr>
<td>1:00 – 4:30 pm</td>
<td>Pre-Conference sessions</td>
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<tr>
<td>1:00 – 3:00 pm</td>
<td><em>The Future of Assessment in Academic Advising</em></td>
<td>Ballroom A</td>
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<td>1:00 – 3:00 pm</td>
<td><em>Fear of FERPA: Legal Issues of Academic Advising</em></td>
<td>Ballroom B</td>
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<td>1:00 – 3:00 pm</td>
<td><em>Ain’t No Mountain High Enough: Increasing Motivation in Probation Students</em></td>
<td>Gateway</td>
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<tr>
<td>1:30 – 4:30 pm</td>
<td><em>When Pressing Mute Says Volumes: An Advisor’s Guide to Nonverbal Communication</em></td>
<td>Laclede</td>
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<tr>
<td>1:30 – 4:30 pm</td>
<td><em>Engaging Faculty in Academic Advising: Faculty Advising Certificate Program</em></td>
<td>Hawthorn</td>
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<tr>
<td>1:30 – 4:30 pm</td>
<td><em>Motivational Interviewing in Advising</em></td>
<td>Fontaine</td>
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<td>3:30 – 4:30 pm</td>
<td><em>NACADA Orientation for First Time Attendees</em></td>
<td>Gateway</td>
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<td>Dinner on your own</td>
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<tr>
<td>6:00 – 7:30 pm</td>
<td>Welcome and Keynote</td>
<td>Ballroom A &amp; B</td>
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<tr>
<td>7:30 – 7:45 pm</td>
<td>Awards</td>
<td>Ballroom A &amp; B</td>
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<tr>
<td>7:45 – 8:45 pm</td>
<td>Poster Sessions</td>
<td>Ballroom Lobby</td>
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<td><em>Very Pinteresting: How to use Pinterest to Facilitate Engagement in Academic Advising</em></td>
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<td><em>Warcraft Wisdom: How Video Games Can Help Students Become Successful</em></td>
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<td><em>Effective Coaching for the Adult Learner</em></td>
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<td><em>Creating Online Advising Tutorials</em></td>
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<td><em>When Music Goes Up In Flames: The Impact of Advising on the Perceived Burnout of Music Majors</em></td>
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<td><em>Allies for Inclusion: The Ability Exhibit</em></td>
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<tr>
<td>7:45 – 10:00 pm</td>
<td>Reception and Networking</td>
<td>Ballroom Lobby</td>
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## Friday, February 21, 2014

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 am – 12:00 pm</td>
<td>Registration Open</td>
<td>Ballroom Lobby</td>
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<tr>
<td>7:30 – 8:45 am</td>
<td>Breakfast</td>
<td>Ballroom B &amp; C</td>
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<tr>
<td>9:00 – 10:00 am</td>
<td>Concurrent Session #1</td>
<td>Gateway</td>
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<td><em>Don’t Let It Be Game Over! Strategies for Securing Confidential Data</em></td>
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<td><em>Assessing and Planning for Advisors’ Professional Development Needs</em></td>
<td>Laclede</td>
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<td><em>Multiracial Graduate Students Academic Advising in the College of Education: Prescriptive or Developmental?</em></td>
<td>Hawthorn</td>
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<td><em>Learning How to Learn: Applying Kolb’s Learning Styles to Academic Advising</em></td>
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<td><em>Finding Something to Laugh About: Comics in Advising (Best of Oklahoma)</em></td>
<td>Ballroom A</td>
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<td><em>Academic Advising and Career Services Team Up to Create a Weekend Workshop that Actually Works: Major/Career Paths</em></td>
<td>Lafayette</td>
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<tr>
<td>10:15 – 11:15 am</td>
<td>Concurrent Session #2</td>
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<td>Avoiding the Roadblocks of Change: Transitioning From 2-year to 4-year</td>
<td>Laclede</td>
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<td>Advising</td>
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<td>Keeping Score: Establishing Meaningful Accountability in Academic</td>
<td>Hawthorn</td>
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<td>Advising</td>
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<td>“Facebook is for Old People”: Exploring Social Media Platforms to</td>
<td>Gateway</td>
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<td>Reach New Millennials</td>
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<td>Writing for NACADA: NACADA Journal, Academic Advising Today,</td>
<td>Lafayette</td>
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<td>Clearinghouse, books, and NACADA Blog</td>
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<td>&quot;Is Your Bucket Overflowing? A Positive Approach to Improving</td>
<td>Ballroom A</td>
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<td>Workplace Happiness (Best of Missouri)</td>
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<td>A Step-by-Step Guide for Hiring and Training Advisors to Elevate Your</td>
<td>Fontaine</td>
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<td>Office to Greatness!</td>
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<tr>
<td>11:30 am – 1:15 pm</td>
<td>Lunch and Keynote</td>
<td>Ballroom B &amp; C</td>
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<td>1:30 – 2:30 pm</td>
<td>Concurrent Session #3</td>
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<td>What Can I Do with this B.S. degree? Get a B.A. Career!</td>
<td>Ballroom A</td>
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<td>Back to the Basics; Tin Can Phone Communication: Pairing Communication</td>
<td>Laclede</td>
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<td>Theory and Appreciative Advising to Guide Undecided and Exploratory</td>
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<td>Students</td>
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<td>I’m Looking for an Academic Advising Job! Can I Use You as a Reference?</td>
<td>Gateway</td>
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<td>No Money - No Problem! Your Gateway to Successful Programming with No</td>
<td>Hawthorn</td>
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<td>Addressing Cultural and Educational Challenges of International</td>
<td>Fontaine</td>
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<td>Students Through a Learning Strategies Course</td>
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<td>2:30 – 2:45</td>
<td>Beverage Break</td>
<td>Gateway Foyer</td>
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<td>2:45 – 3:45 pm</td>
<td>Concurrent Session #4</td>
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<td>Peer Advisor Training: Tips, Tricks and Tools for Success</td>
<td>Laclede</td>
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<td>An Advising Model: Connecting Character, College, &amp; Career for</td>
<td>Ballroom A</td>
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<td>Academic Success (Best of Arkansas)</td>
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<td>Song of Myself: Advising for Self Efficacy with Readmitted Students</td>
<td>Hawthorn</td>
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<td>Stand UP! Care for the Caregivers: How Academic Advisors Can Take</td>
<td>Lafayette</td>
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<td>Charge of their Health</td>
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<td>Ongoing Assessment of Student Satisfaction with Faculty Advising</td>
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<td>Who’s Afraid of the Big, Bad Parent</td>
<td>Gateway</td>
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<td>4:00 – 5:00 pm</td>
<td>State Meetings</td>
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<td>Arkansas</td>
<td>Hawthorn</td>
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<td>Kansas</td>
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<td>Louisiana</td>
<td>Lafayette</td>
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<td>Missouri</td>
<td>Ballroom A</td>
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<td>Oklahoma</td>
<td>Fontaine</td>
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<td>Texas</td>
<td>Laclede</td>
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<tr>
<td>5:00 pm</td>
<td>Dinner on your own</td>
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## Conference Schedule At-a-Glance

### Saturday, February 22, 2014

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30 – 8:45 am</td>
<td>Breakfast</td>
<td>Ballroom B &amp; C</td>
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<tr>
<td>9:00 – 10:00 am</td>
<td>Concurrent Session #5</td>
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<td><strong>Parents: From Hovering to Helpful</strong></td>
<td>Ballroom A</td>
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<td><strong>Crisis Averted: Using Crisis Communication Strategies to Improve Academic Advising for Recovery Students</strong></td>
<td>Gateway</td>
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<td><strong>Driven to Succeed: Increasing Willpower in Your Professional and Personal Life</strong></td>
<td>Laclede</td>
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<td><strong>Developing and Implementing a Performance Management System for Academic Advisors</strong></td>
<td>Lafayette</td>
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<td><strong>Advisors: Navigating Your Pathway to Success - NACADA’s Emerging Leader Program</strong></td>
<td>Hawthorn</td>
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<td><strong>Us: The Not-Always-So-Romantic Tale of Advising and You</strong></td>
<td>Fontaine</td>
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<tr>
<td>10:00 – 10:15 am</td>
<td>Beverage Break</td>
<td>Gateway Foyer</td>
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<tr>
<td>10:15 – 11:15 am</td>
<td>Concurrent Session #6</td>
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<td><strong>Between the Pages: Creating a Portfolio for the New Age</strong></td>
<td>Laclede</td>
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<td><strong>Point &amp; Click: Online Peer Advising as an Advising Tool</strong></td>
<td>Lafayette</td>
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<td><strong>They’ll Thank You Later: Best Practices for Impactful Academic Advising</strong></td>
<td>Ballroom A</td>
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<td><strong>Academic Intervention Messaging: Closing the Feedback Loop</strong></td>
<td>Gateway</td>
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<td><strong>A Day in the Life of...Student Athlete Advising</strong></td>
<td>Hawthorn</td>
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<td><strong>Dual Credits in Academic Advising: Too Much of a Good Thing?</strong></td>
<td>Fontaine</td>
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<tr>
<td>11:15 am – 12:00 pm</td>
<td>Closing Session</td>
<td>Ballroom B &amp; C</td>
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Welcome

Welcome to the NACADA Region 7 Conference,

It is my honor and pleasure to welcome you to the NACADA Region 7 Conference in St. Louis, Missouri. The theme for this year’s conference is *Gateway to Student Success: Sharing Best Advising Practices in the Midwest*. The conference committee has planned a fabulous program to include pre-conference sessions, informative concurrent and poster sessions, and two remarkable keynote speakers. I also want to encourage you to attend your state meeting as this is an excellent opportunity to get to know colleagues in your state and discuss some of the challenges that you all may face at the state level. It is my hope that you make valuable connections with your colleagues; obtain relevant information for you to take back to your institution; and also have a chance to relax and enjoy your time in St. Louis.

To the first time attendees, I’m excited that you have joined us. For those of you who have attended previous NACADA Region 7 conferences, welcome back and I solicit your assistance in welcoming our first time attendees. I look forward to meeting and working with you at the conference and in the future.

The conference committee and I hope you have a great conference experience and are happy to help in any way we can.

Enjoy the conference,

Barbara Smith  
Region 7 Chair
Letter from Conference Co-Chairs

Dear Conference Attendees:

Welcome to St. Louis! On behalf of the conference committee, we are pleased and excited to welcome you to the 2014 NACADA Region 7 Conference in downtown St. Louis, Missouri, with a view of the landmark St. Louis Arch and Mississippi River. In 1904, St. Louis welcomed the World’s Fair to share inventions, learn about the world, and have a little fun. Like the 1904 World’s Fair, we hope conference attendees can share best practices, network with people from across the region, and enjoy the conference entertainment. The conference planning committee has worked very hard to plan a conference that we hope you enjoy and take a lot back to your home institution to better serve our students.

On Thursday, we kick off the conference with several pre-conference workshops followed by our welcome and opening session. We’re excited to hear from Dr. Karen Myers about her work with the Allies for Inclusion exhibit and creating an inclusive environment for students with disabilities. After our keynote session, we will celebrate our Region 7 award winners. Following the awards ceremony, we invite you to enjoy a dessert reception in the Ballroom Lobby and peruse our poster sessions. We will finish the evening with World’s Fair themed entertainment.

In addition to many great concurrent sessions, we will hear from another great keynote during lunch. Dr. DeAngela Burns-Wallace will be speaking about access to higher education and mentoring. Following additional concurrent sessions and our state meetings, you will have time to explore the city and have dinner on your own. Our hotel is close to many great restaurants and attractions for you to enjoy.

On Saturday we will conclude with concurrent sessions. Please plan to join us for the conference closing session as we will be announcing the Best of Region 7 presentation.

Please refer to this conference program for the schedule at a glance, concurrent session descriptions and other helpful information regarding the conference and future conferences. We would like to thank the conference planning committee for all of their hard work and dedication. We would especially like to thank all of our attendees for joining us in St. Louis! Please let us or anyone on the conference committee know if we can be of assistance.

Sincerely,

Paula K. Aguilar, Co-Chair
Rachael Orr, Co-Chair
Conference Notes

Thursday Night Reception
A World’s Fair Reception will take place at 7:45 PM on Thursday concurrent with the poster sessions. A small troupe of vaudeville and carnival performers will provide dust-bowl era/World’s fair themed ambiance. A knife thrower and his assistant will perform whip tricks, provide humor, and feats of daring. A highly recognized and award winning juggler/acrobat will provide an array of visual stimulation including juggling, plate balancing, and extremely dangerous feats of balance. Finally, an extremely talented fire performer will perform spinning fire poi and dragon staff. There will be one set performance piece for each artist and many small mingling performances throughout the evening. Join us for an ice cream cone (introduced to America at the 1904 World’s Fair in Saint Louis) or make a sundae. Cash bar available.

If anyone would like to know more about Thursday evening’s entertainment, contact Terry Bates at Tbate1980@gmail.com.

Travel Information
GO BEST Express Airport Shuttle
A special convention rate has been negotiated on your behalf. **Reservations MUST be made online to receive the discounted rate.** Walk-ups will not be eligible for convention rate, standard rates will apply. Please go to their website (http://besttransportation.hudsonltd.net/res?USERIDENTRY=NACADA2014&LOGON=GO) and begin your reservation to reserve a seat. The discounted convention rate of **$17** one way or **$32** round trip per person is offered. Credit cards are required and charged at the time of reservation.

Luggage Storage/Bell Service
If you are checking out early on Saturday, the hotel offers bell service to store your luggage until you leave.

Region 7 Steering Committee Meeting
There will be a Region 7 Steering Committee meeting on Thursday, February 20, from 1:00 to 3:00 pm in Business Center A.

Session Evaluations
Prior to the start of each session, a session moderator will pass out session evaluations. Please take a moment to complete these short forms so that we can provide valuable feedback to our presenters. Before leaving, please turn in your evaluation to your session moderator.

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

School Spirit Day
Saturday, February 22, is School Spirit Day! Show your campus pride by wearing a shirt from your institution.

Guidebook
If you would like to follow the conference from your mobile device, download the Guidebook app to plan out which sessions you would like to attend, and receive reminders about upcoming conference events. You can download the app through one of the following:
- Open up your device’s web browser and visit guidebook.com/getit
- Search for ‘Guidebook’ in the Apple, Google, or Amazon app stores
- The password to log in is nacada7

The app may be downloaded to the following devices:
- iPhone, iPod, iPad
- Android 2.2+
- Windows Phone 7 and Blackberry via Web
- Kindle Fire and Blackberry Playbook

Twitter and Facebook
If you would like to follow the conference via Twitter, the hashtag is #nacadar7. Also, please remember to like us on Facebook! https://www.facebook.com/NACADARegion7 or search for NACADA Region VII.
NACADA Commission and Interest Groups

The NACADA Commission and Interest Groups (CIG) provide members an opportunity to join others with similar academic or specific student population interests in advising. CIG membership assumes a commitment to active participation in programming and activities. Members are encouraged to select up to four (4) specific commissions and/or interest groups. You may change your commission and interest group affiliations at any time - although be aware that this may affect eligibility for certain awards and elected positions. Benefits of officially joining a CIG include, but are not at all limited to:

- Networking with your colleagues
- Voting privileges (commissions only)
- Receive targeted updates and announcements
- Eligibility to hold an elected or appointed position within CIGs

NACADA is an approved provider for NBCC, National Board Certified Counselor Credit. We have NBCC Monitoring Forms available at the registration desk. If you are seeking credit, you will need to fill out the NBCC monitoring form and secure signature from NACADA Region 7 designee for appropriate sessions. You will receive the original and the copy will be kept and submitted to the NACADA Executive Office. You should submit the original form to your appropriate organization.

Commissions are charged with advancing NACADA’s strategic goals, proposing and facilitating activities, and providing resources to advance the professional development of members while focusing on the specific area of the Commission.

Interest Groups are established when there is a need to focus a particular interest of NACADA members that is not served by an existing commission or interest group. Interest groups operate without formal governance or activities and are an informal way of communicating similar interests in advising issues.

Administration of Advising
- Advising Administration (C) AA
- Advisor Training & Development (C) TD
- Assessment of Advising (C) AS
- Ethics and Legal Issues in Advising (IG) EL

Advising in Academic Programs I
- Advising Business Majors (C) AB
- Advising Education Majors (C) EM
- Advising Fine Arts Students (IG) FS
- Advising Graduate and Professional Students (C) AG
- Doctoral Students (IG) DS

Advising in Academic Programs II
- Science, Technology, Engineering and Mathematics Advising (C) EN
- Health Professions Advising (IG) HP
- Liberal Arts Advisors (C) LA
- Pre-Law Advising (IG) PL
- Advising Individualized Majors (Potential IG) IP

Institutional Type
- Advising at Historically Black Colleges & Universities (IG)
- Canada (IG) CA
- Large Universities (IG) LU
- Native American and Tribal College (IG) NA
- Small Colleges and Universities (C) SC
- Two-Year Colleges (C) 2Y

Advising Specific Populations I
- Advising Adult Learners (C) AL
- Advising First-Year Students (IG) 1Y
- Advising Second-Year Students (IG)
- Advising High Achieving Students (C) HA
- Advising Student Athletes (C) SA

Advising Specific Populations II
- Advising Students with Disabilities (C) SD
- Advising Transfer Students (C) TS
- Advising Veterans, Military Students and Family Members (IG) ML
- First-Generation College Student Advising (IG) FG
- Global Engagement Commission (C)

Advising Specific Populations III
- High School to College Advising (IG) HS
- Commission for LGBTQ Advising and Advocacy (C) LG
- Multicultural Concerns (C) MC
- Probation/Dismissal/Reinstatement Issues (IG) PD
- Commission on Undecided and Exploratory Students (C) UN

Theory, Practice and Delivery of Advising
- Advising and Academic Coaching (IG) AC
- Appreciative Advising (IG) AP
- Distance Education Advising (C) DE
- Faculty Advising (C) FA
- New Advising Professionals (IG) NP
- Peer Advising & Mentoring (C) PA
- Technology in Advising (C) TA
- Theory, Philosophy, & History of Advising (C) HB
- Career Advising (Potential IG)

IG=Interest Group
C=Commission
Keynote Speakers

**Thursday, February 20, Evening Opening Keynote**

**Cultivating Ability Allies: From Success to Significance**

**Dr. Karen Myers** is an Associate Professor and Director of the Higher Education Administration graduate program at Saint Louis University. She is also the Director of the award-winning international disability education project, *Allies for Inclusion: The Ability Exhibit*. She has been a college educator and administrator for over 30 years in both academic affairs and student affairs. In addition to courses in college student development, college teaching and higher education administration, she teaches her self-designed Disability in Higher Education and Society course. She has facilitated national webinars on disability, published several peer reviewed articles and publications on disability and inclusion, and served on several disability-related non-profit organization boards.

Dr. Myers currently serves on the ACPA Foundation Board of Trustees and is a co-founder of the ACPA Standing Committee on Disability. She is the recipient of the ACPA College Student Educators International Voice of Inclusion Medallion, Annuitt Coeptis Senior Professional Award, Richard Caple Award for Research and Scholarship, ACPA Foundation Diamond Honoree, Disability Leadership Award, and Wise Woman Award. She is a writer, researcher, consultant and trainer in disability education and is the author of three books related to disability.

Dr. Myers holds a bachelor’s degree in Theatre and Speech and Teacher Certification from Quincy College, a Masters in Speech Communication from Western Illinois University, and a Ph.D. in Educational Administration in Higher Education from Illinois State University. Her research focuses on disability, inclusion and universal design.

We all are allies for inclusion. As ability allies, we create safe and welcoming environments for students with disabilities. According to Dr. Karen Myers, "Disability education is for everyone by everyone. It is a shared responsibility, and it is up to each of us to model inclusive behavior." In her keynote speech, Dr. Myers will introduce the *Ability Ally Project* and offer best practices for inclusive behavior on college campuses and beyond – moving from success to significance.

**Friday, February 21, Afternoon Lunch Keynote**

**Advising and Mentoring to Promote College Access and Success**

**Dr. DeAngela Burns-Wallace**, Assistant Vice Provost for Enrollment Management and Director of Access Initiatives at the University of Missouri, coordinates the university’s statewide college access strategy with an emphasis on increasing college readiness and college-going culture. Dr. Burns-Wallace also holds a faculty appointment through the College of Education’s Education Leadership and Policy Analysis division.

For the 2013-14 academic year, she has been selected as an American Council on Education Fellow, which prepares senior leaders to serve American colleges and universities. Fellows spend an extended period of time on another ACE-member campus, working directly with presidents and other senior leaders, observing how the institution and its leaders address strategic planning, resource allocation, development, policy, and other issues and challenges.

Prior to joining MU, Dr. Burns-Wallace held the position of Assistant Dean in the Office of Undergraduate Admission at Stanford University. She has also served as a Foreign Service Officer (FSO) with the U.S. Department of State. Dr. Burns-Wallace serves on numerous international, national, and regional boards including various advisory boards for The College Board and the Board of Directors for Stanford University.

Dr. Burns-Wallace holds a dual bachelor’s degree in International Relations and African American studies from Stanford University, a Masters in Public Policy from the Woodrow Wilson School for Public and International Affairs at Princeton University, and a doctorate in education from the University of Pennsylvania. Her research focuses on issues of access and success for students of color and low income students throughout higher education as well as equity-minded leadership.

In her keynote speech, Dr. Burns-Wallace will focus on access to higher education and the impact mentoring and advising has on student success.
The Future of Assessment in Academic Advising, AS, AA
Presenter: Jermain Pipkins  Institution: El Centro College-Dallas County Community College District
Assessment has become essential to successful advising programs and the re-affirmation for accreditation. As colleges move more heavily towards data-driven decision making, it is essential that outcome assessment become an integral component of the academic advising culture. In this interactive session, participants will learn how El Centro College’s Academic Advising office developed learning outcomes and a comprehensive assessment plan. Participants will learn assessment collection strategies for both individual and group advising sessions. This session will discuss how traditional measurement tools used within classrooms, such as rubrics, quizzes and surveys, can be transformed to capture student learning regarding academic advising. Topics including program mapping, direct and indirect measurements, and using assessment results to make improvements for academic advising services will also be addressed.

FEAR of FERPA - Legal Issues of Academic Advising
Presenter: Karl Mooney  Institution: Texas A&M University
Since its initial passage in 1974, the Federal Educational Rights and Privacy Act has been the focus of concern by practicing academic advisors, counselors, and administrators. However, knowing the federal limitations placed on identifying and sharing personal and academic information about a student is not enough. It is also vitally important for those who engage in or supervise student services, such as academic advising, that they be aware of their state’s statutes that mandate intercession when a “clear and present danger” is thought to exist. This presentation will enable attendees to not only be aware of the legal restrictions of academic advising but also the legal requirements they must follow for the protection of themselves and the students they advise.

Ain’t No Mountain High Enough: Increasing Motivation in Probation Students, PD
Presenter: Allison Tifft  Institution: Texas State University
The simplest definition of motivation is the desire to do things. Unfortunately, many probation students lack the desire needed to succeed academically. Many educational psychologists agree that a student with low motivation is more likely to have a low learning performance outcome. As advisors, how can we help? This presentation offers a solution by discussing theories of motivational psychology and applying them to probation advising practices. The session will focus on Vroom’s expectancy theory, Bandura’s theory of self-efficacy, and Rotter’s locus of control. The latter portion of the presentation will examine the role of goal setting in building motivation. Throughout the session, attendees will be asked to apply what they learn to student case studies via group discussion and brainstorming.

When Pressing Mute Says Volumes: An Advisor’s Guide to Nonverbal Communication, TD
Presenters: Temple Carter and Matthew Haynes  Institution: Texas State University
Imagine if someone were to press “mute” on any conversation you were having, what would it appear you were saying? What if that button was pressed during one of your advising sessions? Is what we are saying through our words the same as what we are saying in our body language, in our eyes, in our gestures? This interactive presentation will show academic advisors how important being aware of their nonverbal communication is to everyday interactions. By using their new awareness, we can hope advisors will be able to keep their verbal and nonverbal communications in sync and not be faced with have a midseason cancellation.

Engaging Faculty in Academic Advising: Faculty Advising Certificate Program, FA, TD
Presenters: Karen Thurmond and Sharon Guffin  Institution: The University of Memphis
Faculty are often challenged to incorporate formal academic advising into their departmental responsibilities. In some departments, long term practice of and experience with academic advising makes faculty members into quality academic advisors. The Faculty Advising Certificate Program was instituted on our campus to develop the competencies that demonstrate and exemplify quality academic advising. Similar professional development opportunities are available for professional academic advisors on an ongoing basis. The Faculty Advising Certificate Program was drafted to meet the needs and recognize the demands of the faculty advisor. Information about the competency base, instructional method, developing a catalog of competencies, and the first class of faculty advisors to earn the certificate will be presented.

Motivational Interviewing in Advising, TP, AC
Presenter: Robert Pettay  Institution: 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. This workshop will focus on the use of MI in the advising setting and will include information on MI, discussion, video demonstration, and activities related to understanding MI and the use of MI in the advising profession. Objectives include increasing familiarity with MI 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.

NACADA Orientation for First Time Attendees
Presenter: Leigh Cunningham  Institution: NACADA Executive Office
On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this regional conference, attending our NACADA Orientation is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.
Poster Sessions

Thursday, February 20, 7:45—8:45 pm

**Very Pinteresting: How to use Pinterest to Facilitate Engagement in Academic Advising**, TA, LU
**Presenters:** Maggie Gilchrest-Dunnam, Melissa Aday  
**Institution:** Texas Tech University

Student engagement is the most crucial factor in the success of the advising experience, as well as to student academic success overall. As advisors we continue to break new ground on student engagement to facilitate innovative opportunities that help our students achieve success. Utilizing Pinterest in Academic Advising practices creates a new opportunity for student engagement through visual and contextual learning and creativity. Whether employing Pinterest at the on-set of Academic Orientation, or using it in one-on-one advising appointments, Pinterest can be the tool that provides an outlet for students who need to be engaged in new way.

**Warcraft Wisdom: How Video Games Can Help Students Become Successful**, AC, TP
**Presenter:** Jordan Ryan  
**Institution:** Texas Tech University

Why are some students more willing to spend hours overcoming difficult challenges in video games and less willing to persevere through difficult coursework? Studies show that we use the same neurological processes to overcome video game challenges as we do to complete math problems or read Shakespeare. Would it be good advice to tell students that they already have what it takes to succeed thanks to the hours they have spent playing video games? Come learn how to help students apply what they have learned from video games to real world settings. You will also have an opportunity to share your experiences with advising students who are avid gamers. There is no l33t knowledge of gaming required!

**Effective Coaching for the Adult Learner**, AL
**Presenter:** Zachary Dickson  
**Institution:** Mid-America Christian University

This presentation will compare and contrast the unique characteristics of Traditional and Non-Traditional/Adult Learners as it applies to the techniques required to effectively coach them. The presentation will be divided into two sections. The first section will cover the distinction between traditional and non-traditional/adult learners. It will present an analysis of the characteristics and challenges of each of these learners, and the justification for understanding these unique differences. The second section will cover the techniques used to advise adult learners, and the rationale for using a teaching advising method with these students.

**Creating Online Advising Tutorials**, TA, DE
**Presenter:** Monica Kempland  
**Institution:** Southern Illinois University Edwardsville

How do I provide detailed, important information to my advisees in an effective, yet efficient manner? You want more advising time, students want more convenience – let technology facilitate your advising process. Online tutorials are a great way to convey detailed information in a student-friendly format – examples can include useful information about application to health professions schools, GPA calculation, post-graduate exams like the GRE or LSAT, and many other frequently asked questions by our advisees.

This presentation will provide you will the tools that you need to design, develop and implement online advising tutorials. Several key elements will be discussed, including collecting data to assess your students’ needs, as well as practical tips about selecting formats and appropriate technology to convey your advising aspirations.

**When Music Goes Up In Flames: The Impact of Advising on the Perceived Burnout of Music Majors**, FS
**Presenter:** Marilee Teasley  
**Institution:** Missouri State University

Academic advisors are prepared to engage with a diverse population of students each semester, each bringing their own unique personality and experiences to the advising relationship. Unfortunately, many advisors find themselves meeting with students who display extreme cynicism and exhaustion toward their chosen major, known as burnout. Is there a relationship between perceived academic advisor support and burnout?

To answer this question, over three hundred music majors throughout the country were surveyed. This presentation will discuss the relationships found between advising support (autonomy, engagement, and interpersonal relations), psychological needs (autonomy, relatedness, and competence), and burnout (cynicism, emotional exhaustion, and professional efficacy). Advisors for all academic disciplines are invited to share their experiences!

**Allies for Inclusion: The Ability Exhibit**, SD
**Presenter:** Dr. Karen Myers and Amy Brinkley  
**Institution:** Saint Louis University

It has been twenty years since the signing of the Americans with Disabilities Act (ADA) of 1990 and almost forty years since the Rehabilitation Act of 1973. Both of these laws protect against discrimination of people with disabilities by requiring equal access to employment, education, goods and services. Americans have progressed in their attitudes and behaviors toward people with disabilities; however, there remain questions and concerns about appropriate communication, comfort level, and inclusive practices. Allies for Inclusion: The Ability Exhibit© is a traveling exhibit designed to promote the inclusion of people with disabilities through respect for others, comfort during interactions, and awareness of disability issues. This poster display will include a selection of materials from the traveling exhibit.
**Concurrent Sessions**

**Don't Let It Be Game Over!: Strategies For Securing Confidential Data**, TD, TA  
**Gateway**

*Presenters:* Temple Carter and Matthew Haynes  
*Institution:* Texas State University

Have you ever wished you had one more life or an extra man so you can finish the game? Consider this that extra life! In today's highly electronic society, our number one concern needs to be on digital safety and security, as well as, confidentiality. This extends beyond just what we, as members of society, have to deal with but to our students and their records as well. Through this interactive presentation, advisors will be given the 1-up on effective security strategies and techniques, online restrictions, and resources available for protection. With these new resources and insightful information, we can hope that we will all be going into the bonus round.

**Assessing and Planning for Advisors’ Professional Development Needs**, TD  
**Laclede**

*Presenter:* Laura Scott  
*Institution:* Baylor University

This session is designed to examine various methods for assessing professional development needs of advisors. We will also discuss ways to begin planning for meaningful and effective professional development opportunities. Topics will include the importance of assessing professional development needs, a review of NACADA literature regarding methods of needs assessment utilized successfully by various institutions, survey construction and implementation, and an exchange of information and best practices among session participants. Our university’s Advising Council recently implemented a survey to assess training and development needs of advisors, and various pieces of information related to this whole process will be included in the conversation. Our hope is to provide material and information that could be used successfully at any institution.

**Multiracial Graduate Students Academic Advising in the College of Education: Prescriptive or Developmental?**  
**Hawthorn**

*Lead Presenter:* Grizelda MacDonald  
*Institution:* Kansas State University

Multiracial graduate students are individuals who self-report more than one race on the US Census and recognize their different inherent heritages. Academic advising for multiracial students, in turn, does not include methods and approaches specific to this new growing population of people within higher education. Lee & Bean (2004) recognize that by 2050 the multiracial population would increase to at least 20% of the US population. As a result, higher education needs to be prepared to adequately advise multiracial students toward success. How will academic advising change to adapt to the specific needs of multiracial students in higher education? How will faculty adapt their advising practices to accommodate a growing multiracial population? This study explored academic advising practices toward multiracial graduate students and their academic advising experiences in higher education.

**Learning how to learn: Applying Kolb’s Learning Styles to Academic Advising**, TP  
**Fontaine**

*Presenter:* Rene Couture  
*Institution:* Arkansas Tech University

It’s not just me; lots of other students failed that exam too.” Most advisors have heard this line before. The student vows to “buckle down,” try harder, make flash cards, and re-read the text. Academic disciplines often have a dominant view, or teaching and learning style, about how knowledge should be transmitted. However, it could be that these students’ learning styles are incongruent with the style in which the professor is teaching. Helping students understand how they learn, according to Kolb’s four learning styles, can help them recognize when they need to rethink their learning strategies.

**Finding Something to Laugh About: Comics in Advising**, TD  
**Ballroom A**

*Presenter:* Shawn Rose  
*Institution:* Oklahoma State University

Often times humor provides us with a unique lens for critiquing reality. Using comic strips inspired by real situations in academic advising, this session will be an open, collaborative dialogue about how to deal with the frustrations and pitfalls we face daily as academic advisors. Audience participation is highly encouraged.

**Academic Advising and Career Services Team Up To Create a Weekend Workshop That Actually Works:**  
**Lafayette**

*Major/Career Paths,* UN, LA  
* Presenter: Phil Ladwig  
*Institution:* Wichita State University

This weekend workshop (Friday night/Saturday day) is a joy to teach. Half of my advising appointments include a spoken or unspoken anxiety about choosing a major or career. We know that a lack of a major/career direction effects retention. Those who feel a sense of direction tend to stick around. The offices of Academic Advising and Career Exploration teach this together. The idea is to get students away from what everyone had been telling them they should do, and give them a chance to systematically look at what they would love to do. The student evaluations are phenomenal, with an approval rate of 97%. We’ll explain how to promote and teach it.
Missouri to elevate office dynamics. Centered approach. Participants will bring back examples of training and techniques used in the Trulaske College of Business. This presentation will give participants ideas and steps on how to train and guide new members of the office based on a cross.

Hiring, training, and building team morale can be an overwhelming process. Office dynamics play an important piece to taking any advising office to the next level. Building team morale and developing team goals are just as important for continuing team members as it is for a new member. This presentation will give participants ideas and steps on how to train and guide new members of the office based on a cross training team-centered approach. Participants will bring back examples of training and techniques used in the Trulaske College of Business at the University of Missouri to elevate office dynamics.
Concurrent Sessions

Friday, February 21, 1:30—2:30 pm

**What Can I Do with this B. S. degree? Get a B. A. Career!**

*LA*

**Presenters:** Shane Barker and Ana Ayala  
**Institution:** University of Arkansas

Students pursuing traditional arts and sciences degrees routinely come to us uncertain about their career. Furthermore, students are pressured from all directions to choose a practical, career-focused major in order to secure a stable future. In this presentation, we will illustrate how to “practicalize” any major—especially the traditional bachelor of art or science. Advisors can shift the conversation from an abstract discussion of “transferrable skills” and “this major teaches you how to think” to a useful discussion focused on the tangible ways in which these majors can help students achieve their goals. Any student can achieve a career, but a “B. A. Career” starts with a liberal arts degree!

**Back to the Basics; Tin Can Phone Communication: Pairing Communication Theory and Appreciative Advising to Guide Undecided and Exploratory Students**

*UN, AP*

**Presenters:** Devin McCain and Melissa Aday  
**Institution:** Texas Tech University

Are you interested in improving the way you build relationships with undecided or exploratory students? This interactive session will provide a discussion of Communication Theory and its ties to Appreciative Advising. A series of case studies will illustrate how effective two-way communication can enhance student success and help students through the decision making process. This session is great for individuals interested in improving their verbal and non-verbal communication skills in their advising interactions.

**I’m Looking for an Academic Advising Job! Can I use You as a Reference?**

*TD, TP*

**Presenter:** Jeanette Pacheco, Georgeann Calzada, and Taylor Jones  
**Institution:** Texas State University

In today’s competitive job market not all graduate internships are providing students with equal skills. How are we giving our student workers real world experience by filing papers and making copies? The PACE Advising Center at Texas State has created a streamline process to utilize graduate assistants and interns, specifically those looking to go into the field of Higher Education, in ways that will allow them to become more marketable. This presentation will elaborate on ways to incorporate students into the professional world while providing a learning experience. Learn how both the office and the students can benefit from a hands-on experience approach in your advising center!

**No Money – No Problem! Your Gateway to Successful Programming with No Budget**

*AA, AB*

**Presenter:** Jarrod Pantaleo  
**Institution:** University of Missouri

Programming offers students another avenue for development outside of the classroom. However, in today’s economy, many of us face funding issues when creating successful and quality programming. If your office doesn’t offer programming or is looking for ways to increase the quality of programming without having to worry about funding, then this session is for you! Don’t let a lack of funding discourage you from providing these types of opportunities to your students. This session will discuss low-budget programming ideas, creative ways to create programming, and fundraising strategies that have worked for the Trulaske College of Business at the University of Missouri. Time will be allotted for participants to share experiences and innovative programs from their home institutions.

**Addressing Cultural and Educational Challenges of International Students Through a Learning Strategies Course**

*ES, MC*

**Presenters:** Nicholas Holladay and Callie Fleming  
**Institution:** University of Missouri

In recent decades, the United States has attracted increasing numbers of students from all over the world. However, transitioning to an American educational culture that emphasizes critical thinking, drawing conclusions, and classroom participation is a “foreign” concept to most international students. Through advising sessions, surveying, and one-on-one interviews of current international students, key transitional and cultural struggles were identified to create a new cultural and academic learning strategies course team-taught by Academic Advisors and International Advisors. The course equips international students with the tools and resources needed to critically examine their own academic skills and cultural background and adapt to an American education system. Come learn about the process of implementation, varying components of the curriculum, and its future development based on our observations in the course.
Concurrent Sessions

**Friday, February 21, 2:45—3:45 pm**

**Peer Advisor Training: Tips, Tricks and Tools for Success, PA, TD**
**Presenters:** Lisa Scheese, Carol Martin, and Nicholas Holladay
**Institution:** University of Missouri

Student enrollment is increasing and university budgets are shrinking. To help meet student demand, many advising offices are incorporating peer-advising programs as a solution to improve student services. While peer advisors may help alleviate student demand, successful training programs are challenging and time consuming to develop. In this session, participants will learn how the Biology Department at the University of Missouri developed a successful, multifaceted online and face-to-face peer advisor training program, as well as be provided with useful training examples to take back to their home departments.

**An Advising Model: Connecting Character, College, & Career for Academic Success, UN, 1Y**
**Presenter:** Nikesha Nesbitt
**Institution:** Arkansas State University

This presentation will demonstrate an advising model that affords students an opportunity to begin to develop a sense of who they are and how having an understanding of one’s personal qualities connect to academic success and achieving career goals. By understanding the connectedness of character, college, and career, students will be encouraged to create and implement a blueprint that will help them stay on track academically and obtain the goals they have set for their lives beyond graduation.

**Song of Myself: Advising for Self Efficacy with Readmitted Students, PD**
**Presenter:** Catherine Nutter
**Institution:** Texas Tech University

How can advisors build self-efficacy in students who have failed in school? We’ve read the research, analyzed the literature, and connected the theory. We will walk through Bandura’s Theory of Self-Efficacy and relate it directly to academic advising and specifically to advising students returning from academic difficulty.

Let’s talk, read, role play, and write as we learn how we instill belief and resiliency in students who may be at the bottom of a self-created well. If you have an academic recovery program in place, come share your ideas. If you want to take your program to a new level or in a new direction, come talk with us. If you don’t know what your school provides in programs, come join the conversation.

**Stand UP! Care for the Caregivers: How Academic Advisors Can Take Charge of their Health, TD, TP**
**Presenter:** Juan Castillo
**Institution:** Texas State University

As an Academic Advisor, we are always there for our students. We prioritize their needs and support them through the lows and highs of higher education, at times putting our own needs on the backburner. Government studies estimates that nearly 80 percent of adult Americans do not get the recommended amounts of exercise each week, potentially setting themselves up for years of health problems. This presentation will look into the impact office jobs can have on an individual’s health and provide insights into how to improve one’s health. From “The Biggest Loser” office competitions to knowledge of nutrition, there are many tools one can incorporate to improve overall health.

**Ongoing Assessment of Student Satisfaction with Faculty Advising, FA, AS**
**Presenters:** Marilyn Patterson and Colleen Biri
**Institution:** Lindenwood University

Students at our liberal arts university are primarily advised by faculty. If quality advising is linked to student retention and success, it is therefore central to comprehensive program assessment. We use a student advising satisfaction survey every spring to assess key components important to successful advising including: availability, personal attentiveness and respect, motivation, information and referral sharing, and career guidance. These data are included in our annual assessment report and provided to each advisor for review. The primary objective of this roundtable is to share information on our assessment process and facilitate a discussion on ways to incorporate student feedback into program assessment.

**Who’s Afraid of the Big, Bad Parent? TD, NP**
**Presenters:** Vince Hernandez and Sherrice King
**Institution:** Texas A&M University

Will Smith once said, ‘Parents just don’t understand.’ Advisors look to empower students in the decision making process for choices that affect their success inside and outside the classroom. However, some parents are very hands-on with their child’s college experience. That over-involvement can sometimes lead to working with irate parents. In this presentation, we will explore how parental involvement can help and hinder the student’s development as an individual. We will also discuss methods to utilize when working with an aggressive parent, as well as the importance of talking with parents about the advisor’s role during a student’s undergraduate career. Finally, we will invite audience members to share how they would handle various scenarios when working with an overly-involved parent.
Students today are more connected and interact more frequently with their parents, utilizing them as an active part of their support system. In the past, society has labeled these parents as “helicopter parents”. Now there is a growing trend to recognize that while parents with overarching concerns may need to be redirected at times, parents can also be a valuable resource to the students. A more positive connotation, “umbrella parents”, is starting to appear in literature. Why are parents so concerned about college and their child? How do we help the students find their voice while acknowledging their support system? Having an understanding of the underlying concerns parents have as well as some basic tips to working with parents is fundamental for any academic advisor.

**Crisis Avoided: Using Crisis Communication Strategies to Improve Academic Advising for Recovery Students**, PD  
**Presenter:** Devin McCain  
**Institution:** Texas Tech University  
Crisis are unpredictable NOT unexpected. As academic advisor, communication is probably 90% of the job. So, why aren’t we focusing on strategies that help us do what we do best: communicate? Through the implementation of crisis communication strategies, we can help academic recovery students throughout their journey. Come see how advisors at Texas Tech University use prevention, preparation, response, and revision to help their students get back on track. The methods used can be implemented at any institution. Learn how you can make your recovery program more crisis friendly.

**Driven to Succeed: Increasing Willpower in Your Professional and Personal Life**, TD, NP  
**Presenter:** Allison Tifft  
**Institution:** Texas State University  
Do you wish you had more willpower? You aren’t alone. Attend this session to learn practical ways you can increase your willpower and stay motivated! Drawing from “The Willpower Instinct” by Dr. Kelly McGonigal and “How Habits Work” by Charles Duhigg, this presentation provides results from scientific studies to show common willpower “pitfalls” and what you can do to combat them.

**Developing and Implementing a Performance Management System for Academic Advisors**, AS, AA  
**Presenter:** Vanessa Lammers, Elizabeth Eckelkamp, and Jennifer Soltis  
**Institution:** University of Missouri St. Louis  
Conducting comprehensive and relevant performance evaluations of academic advisors encourages personal and professional growth and development on the part of the advisor, sends a strong message to university administrators about the impact of advising on the student experience, and serves to elevate academic advising as a profession. This session will introduce attendees to a performance appraisal tool developed at the University of Missouri St. Louis by advisors in the College of Arts and Sciences in partnership with a doctoral student in the Industrial/Organizational psychology program. Consisting of a behavioral assessment of key competencies within five behavioral categories, the Performance Management Tool includes the identification of strengths to be leveraged, areas to be developed, key accomplishments, and goals.

**Advisors: Navigating Your Pathway To Success - NACADA’s Emerging Leader Program**, TD  
**Presenter:** John Paul Regalado and Nathan Vickers  
**Institution:** Texas A&M University-Corpus Christi  
Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA’s Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's membership. Since its inception, it has paired leaders with mentors, helping to shape NACADA's mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved to write your own song of success!

**Us: The Not-Always-So-Romantic Tale of Advising and You**, TD  
**Presenter:** Sam Murdock, Rebecca Hapes, Amanda Mather, and Bonnie Bustos-Rios  
**Institution:** Texas A&M University  
This is a story of you and Academic Advising. You always knew you wouldn’t be happy in just ANY job... you had to find “The One.” Then you met Advising! You were star-crossed lovers... It was Magic! But the relationship became troubling... Neglect. Sentiment. Mixed Messages. The bad days seemed to outnumber the good... And you began to question whether this was worth so much sacrifice and heartache. We’ve all been there! Who knew life together would be so complicated? This IS a story of you and Academic Advising. But you should know up front... this is NOT a love story! Come join us in this highly-acclaimed presentation as we learn that the secret to a happy, healthy relationship is simply... US!
Congrats to All Presenters at the Conference, We are so proud!
2014 NACADA Region 7
Award Winners

**Excellence in Advising:**
**Administrator Award**
Sherrice King
Texas A&M University

**Student Scholarship**
Deborah Knaust
Maryville University

**Excellence in Advising:**
**Faculty Role**
Joann Kouba
Kansas State University

**Excellence in Advising:**
**Primary Role**
Alberto Royo
Texas A&M University
Corpus Christi
Region 7 Recipients of 2013 NACADA National Awards

Outstanding Advising Administrator Award:
Tracie Burt, Missouri State University

Outstanding Advising Award, Primary Advising Role:
Judith Pickering, Missouri State University

Outstanding New Advisor Award, Primary Advising Role:
Christina Bowles, Missouri State University

Outstanding Advising Award, Primary Advising Role:
Certificate of Merit: Kathleen Kerr, University of Missouri

Outstanding Advising Award, Faculty Academic Advising:
Certificate of Merit: Dorina Kosztin, University of Missouri

Graduate Student Annual Conference Scholarship Recipients:
Jonathan Stubblefield, Missouri State University
NACADA Region 7 Steering Committee

The South-Central Region consists of the following states - Arkansas, Kansas, Louisiana, Missouri, Oklahoma, and Texas. The Region has one Regional Representative, and each state has a State Representative to promote NACADA and academic advising within the region and state; please contact any individual on the Board for more information regarding state and/or regional information.

Region Chair
Barbara Smith
University of Texas- San Antonio
(210) 458-5586

NACADA Region 7 Steering Committee Members
- Autumn Parker, Arkansas Liaison, University of Arkansas, Arkansas Advising Network (ARKAAN), Parker@walton.uark.edu
- Robert Pettay, Kansas Liaison, Kansas State University, Kansas Academic Advising Network (KAAN), Pet7@k-state.edu
- Barbara Michaelides, Louisiana Liaison, University of Louisiana-Monroe, Louisiana Academic Advising Association (LACADA), michaelides@ulm.edu,
- Joan Finder, Missouri Liaison, Webster, Missouri Academic Advising Association (MACADA), finderjb@webster.edu,
- Joyce Allman, Oklahoma Liaison, Oklahoma University, Oklahoma Academic Advising Association (OACADA), joyceallman@ou.edu
- Laura Scott, Texas Liaison, Baylor University, Texas Academic Advising Network (TEXAAN), Laura_Scott@baylor.edu
- Kathleen Ransleben, 2013 Conference Co-Chair, Texas State University-San Marcos, mh67@txstate.edu
- Paula Aguilar, 2014 Conference Co-Chair, Webster University, aguilar@webster.edu
- Rachael Orr, 2014 Conference Co-Chair, University of Missouri, orrre@missouri.edu

NACADA Region 7 Conference Planning Committee

Chairs
- Paula Aguilar, Webster University, aguilar@webster.edu
- Rachael Orr, University of Missouri Columbia, orrre@missouri.edu

Proposals
- Gieselle Deng, Metropolitan Community College, Gieselle.Deng@mcckc.edu

Evaluations
- Yvette Medley, Missouri State University, YvetteMedley@missouristate.edu

Promotions and Marketing
- Niki Harris, University of Missouri Columbia, harrisnr@missouri.edu
- Lisa M. Scheese, University of Missouri Columbia, scheesel@missouri.edu

Hospitality and Entertainment
- Joan Finder, Webster University, finderjb@webster.edu

Registration
- Mysha R. Clincy, Saint Louis Community College, mclincy@stlcc.edu

Program
- Christina Bowles, Missouri State University, cbowles@missouristate.edu
- Juli Panza, Missouri State University, JulliPanza@missouristate.edu

Volunteers
- Suzy Schmieder, Webster University, susanschmieder@webster.edu

Exhibits
- Jamaica Harris, Fontbonne University, jharris@fontbonne.edu
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NACADA’s 38th Annual Conference
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Minneapolis Convention Center
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