



**NACADA REGION 3 CONFERENCE  
WILMINGTON, NC**

**2023 NACADA  
Region 3  
Conference**

*Guiding Students and Advisors  
Toward a Bright Future*  
March 23-25, 2023  
Cape Fear Community College  
Conference Center  
Wilmington, North Carolina

## Conference Schedule

\*Sessions and schedule are subject to change.

### Thursday, March 23

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Registration and check-in  
5<sup>th</sup> Floor Lobby (right when you walk off elevators)

12-6 p.m.

### Welcome | Maximize Your Membership and Maximize Your Conference Experience

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4:15-5:30 p.m.

**Jennifer Stevens** | University of Kentucky  
**Casey Shadix** | University of Kentucky  
**Karen Hauschild** | College of Charleston  
Room 508B

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

In this session, participants will acquire ideas for making the most of the region conference from people "who have been there and done that". We will use humorous anecdotes, real-life scenarios and notes from the trenches to help you

develop strategies for building a sense of belonging and engaging in the conference with all of your new friends. During this session you will have the opportunity to: 1) Learn and understand the lingo of the conference - from advising community group meetings to hot topics and best of region to professional tracks; 2) Acquire ideas for what you can do now, during, and at the end of the conference; and 3) Consider tips for introverts and extroverts to be successful in this environment.

NACADA leaders will help guide the conversation to inform all participants of the numerous pathways available to take full advantage of their NACADA membership. Join the discussion to discover how you'll get the most out of your NACADA experience and network with colleagues.

11

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## Networking Session

5:45-6:30 p.m.

### Riverside Chats

**Casey Shadix | University of Kentucky**  
**Room 508B**

Please join us for this informal mingling and networking opportunity. Enhance your conference experience by introducing yourself to fellow attendees to share ideas and contact information.

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## Opening Reception

6:30-8:30 p.m.

**508 Ballroom**

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## Friday, March 24

### Wellness Activity | Sunrise Walk

6-7 a.m.

**Erin Fox**  
**Hotel Ballast Lobby**

A Shore-fire Way to Start Your Day! Early birds get the best sunrise views. Join us for a morning walk along the riverfront. Meet in the Hotel Ballast lobby at 6 a.m. The host will map/lead a one-mile route.

### Registration and check-in

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

**5<sup>th</sup> Floor Lobby**

### Breakfast

7-8 a.m.

**508 Ballroom**

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## Keynote Speaker

8-9 a.m.

### Jairo McMican

**Associate Director of Equity Initiatives**  
**508 Ballroom**

Jairo (Hi-row) has spent the last 16+ years working in higher education split between academic and student services at two different universities, University of North Carolina-Asheville and North Carolina Central University; and two community colleges, Durham Technical Community College and Central Carolina Community College.

McMican previously served in a split role serving as the Dean of College Access Services at Central Carolina Community College (CCCC) and The Director of Equity and Pathways for the North Carolina Student Success Center.

Jairo is currently working on his Ed.D. in Adult and Community College Education at North Carolina State University. He earned a Master's Degree in Strategic Leadership and a Bachelor's Degree in Psychology. Jairo is a 2016 graduate of the North Carolina Community College Leadership Program. Mr. McMican was also a 2019 Achieving the Dream Fellow, 2020 Belk Center Fellow, and a 2021-2022 Education Design Lab Designer in Residence and currently serves on the editorial board for AACRAO's Strategic Enrollment Management. In addition, Jairo facilitates 'Inclusive Teaching for Equitable Learning' modules for ACUE as well as 'Agile Administrator' modules for the American Council of Education (ACE).



**C1.1 Conferences and Community: Centralized Engagement for a Decentralized Advising Model**

**Jeremy Mobley** | *University of Tennessee-Knoxville*  
**Room 512**

The landscape of professional engagement has undergone two major evolutions since 2020. We observed the resilience of the advising community as we shifted to virtual environments during the pandemic. Then, as social distancing restrictions eased, we shifted toward the current trend of hybrid learning which has become the "new normal." In this landscape, finding effective ways to engage advisors throughout the academic year can be challenging. By looking at the evolution of professional development at UTK, this presentation will demonstrate how one centralized office supports advisor development across nine colleges year-round. Through a deep dive into what has worked, what hasn't, and what is yet to come, participants will leave with strategies to foster collaboration and develop sustainable programming on their campuses.

**Training & Development**  
**R7 | C4 | I1**

**C1.2 Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing**

**Brent Lamons** | *University of Tennessee-Knoxville*  
**Room 252**

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

**Training & Development**  
**R7**

**C1.3 LGBTQIA+ 101 - Supporting Students and Colleagues**

**Christopher Harrison** | *Lincoln Memorial University*  
**Wendy Schindler** | *Northern Kentucky University*  
**Room 470**

Students often come to us with questions and conversations that go well beyond the classroom. Many of us feel pressure to know the right thing to say or do to help, but we don't always have the answers. Educating ourselves about inclusive practices for those with an oppressed sexual orientation or gender identity better equips us to support our students. This session is a safe space to learn and explore terminology, processes, and ally development for LGBTQIA+ students and colleagues.

**Diversity, Inclusion, & Social Justice**  
**C6 | R3**

**C1.4 Why "whys" are Wise: Remembering your "why" and Inspiring Theirs**

**Erica Payne** | *North Carolina State University*  
**Heather Chafin** | *North Carolina State University*  
**Room 508B**

If your campus is feeling the weight of "The Great Resignation," you're not alone. As educators leave the field, their remaining colleagues carry heavier loads and a greater propensity for burnout. While advising affords us the privilege of working directly with students, concern over their anxiety and stress can trigger our own compassion fatigue. In light of this, we designed an interactive workshop with the aim of fighting this fatigue and rekindling a sense of passion and calling as you discover, or rediscover, your "why". Participants will leave with a toolkit of resources, a BRIGHTER sense of purpose, and a renewed understanding of the value of their role.

**Health and Well-Being**  
**R1 | R7**

**C1.5 Cultivating a Growth Mindset Within Advising**

**David Dearden** | *University of North Carolina Charlotte*  
**Room 387**

College students face a myriad of challenges, which may result in students developing a fixed mindset. Carol Dweck (2006) defines growth mindset as persistent and willing to exert effort. A person with a growth mindset believes they can develop their intelligence if they work hard. In contrast, a fixed mindset is a belief that attributes, such as intelligence, are not changeable; therefore, resulting in a willingness to give up rather than persist. This session provides an overview of how a growth mindset can cultivate persistence within academic advising. Attendees will be provided the opportunity to discuss practical ways of introducing and fostering a growth mindset, which will help students reshape their approach to not only their academics, but also to life.

**C1.6 Accessibility Stigma: What Can Advisors Do?**  
**Demetria Nickens | Davidson-Davie Community College**  
**Room 251**

"Accessibility Stigma: What Can Advisors Do?" is meant to help teach advisors about the stigma that is aligned with students with a disability on college campuses, and how that manifests into a student not being successful. It will also help provide practical ways that advisors can help combat that stigma for students with disabilities. A newly designed form will be introduced that could help reduce stigma and help students with disabilities be better self-advocates. Advisors should leave the session with a better understanding of their own implicit bias, and what they think they need to know, they may not need to know at all. They should be able to leave the session with at least one (if not more than one) action item that they can do to reduce the stigma for students with disabilities.

**Advising Special Populations**  
**C6 | R2**

**C1.7 Things and 'Ships**  
**Jairo McMican | Keynote Speaker**  
**Room 508A**

This follow up session to the keynote will explore the etymologies of these words and their importance to fortifying better advising. Participants should come prepared to dialogue about promising practices to engage with students and their colleagues.

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**Concurrent Session 2**

**10:20-11:20 a.m.**

**C2.1 A Match Made in Heaven: Integrating Academic & Career Advising**  
**Cassie Verardi | York Technical College**  
**Tressa Harris | York Technical College**  
**Amanda Mosley | York Technical College**  
**Room 251**

York Technical College has interlaced academic and career advising into the college's existing practices and programs to maximize student success. This approach has contributed to an increase in graduation rates, fall-to-fall student success rates, and a job placement rate averaging 90% across the past 4 years. In this session, you will learn key strategies to bring an integrated academic & career advising center to life at your campus. Throughout the presentation, you will learn how to intentionally create inescapable touchpoints, establish college-wide retention and completion efforts as the core of the Advising Center, and weave academic and career advising into existing practices and programs. Join us to learn how we have integrated academic and career advising into our daily practices to increase student success!

**Training & Development**  
**I1 | C4 | R7**

**C2.2 Prioritizing Advising Unit Efforts: Compassion Fatigue & Academic Advising In A Post Covid World**  
**Demetrius Richmond | UNC Charlotte**  
**Room 512**

As the role of academic advising continues to evolve with increased demands from an ever-changing student population, compassion fatigue and burnout continue to emerge in the advisor experience. This panel will address the rise & impact of compassion fatigue in academic advising. We will briefly discuss the post Covid effects of student success outcomes and how it intersects with the higher level of care needed for today's college student. We will also examine compassion fatigue and its metamorphosis in a post- Covid academic world. Finally, we will examine causes, solutions, and success strategies for academic advisors to navigate compassion fatigue.

References

Figley, C. R. (1995). *Compassion fatigue: Coping with secondary traumatic stress in those who treat the traumatized*. Brunner/Mazel.

Raimondi, T. P. (2019). Compassion fatigue in higher education: Lessons from other helping fields. *Change: The Magazine of Higher Learning*, 51(3), 52-58. <https://doi.org/10.1080/00091383.2019.1606609>

**Health and Well-Being**  
**C4 | I5 | R6**

**C2.3 Use Flipped Advising to Create Effective Advising e-Tools that Assess Student Learning**  
**Kristine Hopkins | UNC Wilmington**  
**Tammie Bangert | UNC Wilmington**  
**Amy Knebel | UNC Wilmington**  
**Room 470**

Learn how the Flipped Advising approach can be an effective advising practice to encourage student self-sufficiency

and improve the quality of advising meetings through the use of pre-work activities. Explore the use of technology to support the advising experience and observe a case study from UNC Wilmington using instructional design techniques to execute and measure student learning outcomes based on the application of flipped advising. We will showcase learning objectives designed for the case study, including survey questions, administration philosophy, and results of our flipped advising approach. Participants will learn about resources and be invited to discuss how this approach might be adapted in other institutional settings.

**Technology & Social Media**  
C4 | C5 | R7

#### **C2.4 Guiding Students Towards Career Readiness with Holistic Advising**

**Doris Munoz | Methodist University**  
**Jimarr Williams | Methodist University**  
**Taylor Vann | Methodist University**  
**Room 508B**

There are a range of approaches and theories that advisors can incorporate as the foundation for their advising practice. Have you ever considered incorporating career readiness skills into your approach? The National Association of Colleges and Employers (NACE) has identified the following 8 core competencies that every college student needs to have before entering the workplace: Career and Self Development, Communication, Critical Thinking, Equity and Inclusion, Leadership, Professionalism, Teamwork, and Technology (NACE, 2022). In this session the presenters will share how they are integrating these 8 core competencies along with relationship building into their holistic advising approach. Furthermore, this session will explore academic and career advising from a holistic lens, developing the whole student and preparing them to meet the needs of today's national workforce.

**Career Advising**  
C5 | R4 | I5

#### **C2.5 Challenges Facing African American Students in Community Colleges**

**Herbert Ricks | Forsyth Technical Community College**  
**Tonia Long | Forsyth Technical Community College**  
**Room 387**

Even prior to the COVID-19 pandemic, there have been a myriad of issues affecting the African American community. This research project will focus on challenges that African Americans face in educational institutions, particularly community colleges. Three major issues that create barriers for African American students at the community college level are a lack of adequate support systems, various economic challenges, and acculturation or assimilation to a different culture, particularly a dominant one. This research will address these challenges along with their effects. Once these barriers are identified, this research will conclude with goals collegiate institutions can implement to resolve them.

**Diversity, Inclusion, & Social Justice**  
C6 | I5 | I6

#### **C2.6 Fostering Success: How to Support Students with Foster Care Histories in Higher Education Settings**

**Amanda Gandy | University of Tennessee Knoxville**  
**Margaret Huffstetler | University of Tennessee Knoxville**  
**Emily Rodriguez | University of Tennessee Knoxville**  
**Room 252**

70% of youth in foster care self-report wanting to attend college. However, only 6% will attend an institution of higher education, and only 50% of those will graduate with their degree (Gaille, 2017). Due to the invisible nature of involvement in care, many students are not given tailored resources for success.

This interactive presentation will increase understanding of the foster care system, explore barriers that exist for youth, and provide resources for advisors to better address the needs of students. Using current research, participants will explore the importance of understanding and supporting this population. Presented by current academic advisors with experience working with youth in the child welfare system, this presentation aims to increase awareness of an unseen group of students.

**Advising Special Populations**  
R2 | I5 | I6

### **Networking Sessions**

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

#### **Well-Being & Advisor Retention**

**Stormy Sims | University of Tennessee-Chattanooga**  
**Room 251**

Please join a member from the Wellbeing and Advisor Retention Advising Community for this networking session. During this session participants will have an opportunity to engage with attendees about topics related to our advising community. This session will have intentionally unstructured interaction time allowing you the opportunity to discuss topics relevant to you and your institution as well as this advising community. You can expect to build connections with others interested in this topic while also learning more about ways our advising community is engaging our members in

professional development opportunities.

**LGBTQA Advising and Advocacy**  
**Cody Harrison | University of Mary Washington**  
**Room 252**

Please join a member from the LGBTQA Advising and Advocacy Advising Community for this networking session. During this session participants will have an opportunity to engage with attendees about topics related to our advising community. This session will have intentionally unstructured interaction time allowing you the opportunity to discuss topics relevant to you and your institution as well as this advising community. You can expect to build connections with others interested in this topic while also learning more about ways our advising community is engaging our members in professional development opportunities.

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**Lunch and Awards**

**noon-1:30 p.m.**

**508 Ballroom**



Celebrate and congratulate the 2023 Region 3 Award and Scholarship winners.

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**Concurrent Session 3**

**1:40-2:40 p.m.**

**C3.1 Drinks on us!**  
**Courtney Spradling | University of Kentucky**  
**Suanne Early | University of Kentucky**  
**Room 512**

"Drinks on us!" was piloted with a goal of developing a deeper relationship between first-year students and their academic advisors. This program provided an opportunity for students and academic advisors to meet at the campus coffee shop. This neutral location facilitated more open conversation about academic, personal, and/or professional hurdles the student may be facing. The presentation will discuss program aspects including learning outcomes, successes, challenges, tracking, preliminary assessment, and future program plans. Marketing materials, participation tracking methods, and a conversation guide will be shared. We will also discuss how this concept could be implemented within different institutional settings and/or with limited resources.

**Student Persistence, Retention, & Academic Skills**  
**R2 | C4 | I6**

**C3.2 From (Hopefully!) Adequate to Awesome: Developing an Advising-related QEP That SACSCOC Will Love**  
**Scott Byington | Central Carolina Community College**  
**Room 252**

Dozens of institutions have focused their Quality Enhancement Plans (QEPs) for their SACSCOC reaccreditation on advising, success coaching, first-year experience, and related topics over the last decade. Are you, or will you be, developing or implementing a QEP in these areas? Do you know the most important areas to focus on for your QEP and the most common areas of QEP non-compliance? What does the On-Site Reaffirmation Committee really look for anyway and how? This session is presented by an experienced QEP evaluator and SACSCOC committee member (and QEP Director), so you will get some great advice on taking your QEP from concept to successful completion with minimal stress! If you have any role in a QEP, this session is for you!

**Assessment & Evaluation**  
**R7 | C4 | R4**

**C3.3 D.E.I. Am Inclusive: Using Inclusive Language Beyond Pronouns**  
**Wendy Schindler | Northern Kentucky University**  
**Christopher Harrison | Lincoln Memorial University**  
**Room 470**

Students come to academic support professionals holding a variety of social identities. Using inclusive language will help students develop a "sense of belonging," critical to their success. Many advisors may be familiar with the concept of using a student's correct pronouns, but that is just a fraction of using inclusive language and generally only focuses on transgender and nonbinary students. Inclusive language is essential for ALL students, no matter their social identity. Language is powerful, and word choice matters. Inclusive language brings everyone together and leaves no one out.

The presenters will cover four main principles of inclusive language with examples advisors may encounter at their institution. Participants will reflect on their past use of language and create a plan for future action.

**Diversity, Inclusion, & Social Justice**

**C6 | R3**

**C3.4 What Sparks a Light in you? Creating Strengths Based Advising Offices**

**Jennifer McLamb | University of North Carolina at Wilmington**

**Room 508B**

How are you doing? If your answer is "TIRED" or something similar, read on!

Consider this quote, "You often feel tired, not because you've done too much, but because you've done too little of what sparks a light in you."

When we have the opportunity to use our Strengths, those things that come naturally to us, we are more engaged, productive, and satisfied with our work. Join us as we identify our unique Strengths, map them to our work and discover where we can adjust to create more "sparks" in our professional lives. Participants will leave this session with the confidence to identify their Strengths, an action plan to provide opportunities to use their Strengths and create an environment that allows everyone to thrive!

**Training & Development**

**R7 | C6 | R1**

**C3.5 Wait a Minute! Advisors Need Self-Care?!**

Have you ever thought to yourself (or said out loud), "I cannot wait until this term is over!" Advisor burnout is real and it is important to know the signs, symptoms, and treatment. Stebnicki (2007) defines burnout/fatigue as experiencing occupational exhaustion. Advisors are consistently filling up others' cups and sometimes forgetting to fill their own. Self-care is critical to being able to address the needs of students and colleagues. To effectively help others, we must routinely care for one's self. This session provides attendees an opportunity to pause for wellness and will reinforce that advisors are valued and appreciated. Attendees will be provided the opportunity to learn more about self-care and to discuss healthy strategies to implement self-care.

**Health and Well-Being**

**R4 | R6**

**C3.6 A Seminar Approach to Supporting Transfer Students**

**Rob Tripp | University of North Carolina Wilmington**

**Kelsey Axe | University of North Carolina Wilmington**

**Room 251**

In Fall 2022, a cross-campus taskforce was charged with examining the institution's transfer seminar and making recommendations for the future of this course. The taskforce considered curricular purpose, student learning outcomes, impact for special student populations, high and low credit hour majors, as well as main campus and extension students in its examination of research and best practices for transfer students. Through these efforts the task force concluded that the transfer seminar experience was to be a practically focused course concentrating on transitional issues specific to transfer students, campus resources and academic/career exploration and planning. This presentation will focus on the needs of transfer students, and how to create a seminar course which provides a unique level of support to meet those needs.

**Advising Special Populations**

**I2 | C4 | R6**

**Area Meetings**

**2:50-3:40 p.m.**

At first glance, tide pools seem like just a puddle of sea water, but in reality they are small ecosystems packed full of sturdy sea life. On Friday at 2:50 p.m., flow into the Ballroom with fellow colleagues from your state/area and create your own sustainable network full of personal and professional connections that will last long past high tide!

<b>North Carolina</b>	<b>Room 508B</b>
<b>South Carolina</b>	<b>Room 387</b>
<b>Kentucky</b>	<b>Room 526</b>
<b>Tennessee</b>	<b>Room 251</b>
<b>West Virginia</b>	<b>Room 527</b>

**Posters | Break**

**3:40-4:30 p.m.**

**Academic Differences Between Student Athletes and the General Students**

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

athletes asking them questions regarding their academic performance at their college. By comparing the general student body and student athletes we will then be able to tell that there is a gap between their academic performances and educational experiences and provide guidance on how to address this gap.

### **Advising Special Populations**

**C4 | I5 | R7**

**The VetPAC Approach to Pre-veterinary Advising**  
**Sadhana Jayanth | North Carolina State University**  
**Grace Daab | North Carolina State University**  
**Jessica Clark | North Carolina State University**  
**Shweta Trivedi | North Carolina State University**  
**Room 508**

The Veterinary Professions Advising Center (VetPAC) at NC State University is an undergraduate advising center that combines Career Center services and preprofessional advising for a unique approach to serving pre-veterinary students. Participants of this presentation will gain an understanding of the main components of advising conducted by VetPAC, and recommendations for ways advising peers can apply holistic advising strategies with their own students. The VetPAC office has 13 years of matriculation, internship, and advisee data to back their recommendations for establishing experiential opportunities, growing large-scale advising events, and providing holistic individual academic and experiential advising for pre-veterinary students. In addition to VetPAC's practices, this presentation will also offer fellow advisors a chance to brainstorm and troubleshoot advising challenges based on VetPAC's beehive model.

### **Advising Special Populations**

**C4 | I6**

### **Hope in the Hills: Addressing the Opioid Epidemic through Advising in the Appalachian Regions**

**Cathy Camden | West Virginia University**  
**Dedra Cobb | West Virginia University**  
**Julien Nguyen | West Virginia University**  
**Room 508**

Learn how the West Virginia University School of Nursing advisors are supporting their advisees through the opioid epidemic within the Appalachian Regions. Understanding that some students and their families are dealing with the challenges of substance use disorders (SUDs), creating a safe environment for our students is very much needed. With this stigmatized issue, students need a safe place of support with non-judgmental, open communication, and coming to their advisor is "that" safe place. In this poster session we will share educational information on SUDs including self-care tips and strategies from professional organizations.

### **Health and Well-Being**

**I6 | R2**

### **Challenges of Advising Graduate Students in an Applied Professional Studies Master's Program**

**Laura Kuizin | University of North Carolina at Chapel Hill**  
**Room 508**

Higher Education is increasingly placing more value on the role of Academic Advising "Payne, et al, 2022". Moreover, employers are placing an increased need for graduates to be well-prepared to join the workplace, placing an emphasis on critical skills such as professional development and soft skills, along with core competencies for workplace success "National Association for Colleges and Employers, 2022". To better prepare students to meet workforce needs upon graduation, more and more universities and colleges are offering degree programs designed specifically to leverage the professional skills of their students. This discussion examines the challenges advisors face when working with graduate students pursuing a Master of Applied Professional Studies (MAPS) degree at a year public, R1 university.

### **Advising Special Populations**

**I2 | R2 | R5**

### **How to Build a Successful Academic Advising Training Program**

This presentation covers the importance of advising training programs and how to create one that is effective. It touches on how to include your vision, mission, and goals into the training while also considering the context, audience, and format. Attendees will also see how the NACADA Core Competencies (conceptual, informational, and relational) play a part in the development of a successful academic advising training program.

### **Training & Development**

**R6 | I6**

### **Who is the Appalachian College Student?**

There has been much discussion regarding Appalachian college students and how to help them persist through graduation. While it is easy to represent our students with statistics, they are not monolithic. They may be first generation or living in a rural area that might not have immediate access to higher education. Conversely, they may live in a mid-size city with high housing costs that limit their family's work, transportation, and housing options. There is still a very high percentage of students in Appalachia who do not even have access to proper cell phone service or internet capability. Appalachian students may not be raised by their parents due to a myriad of factors including the high rate of drug abuse that occurs. Socioeconomic status varies greatly, however, many students grow up in communities that are on



the lower end. This is just a sampling of factors that contribute to student College mindset and readiness.

**Student Persistence, Retention, & Academic Skills**  
R2 | 15

**All Aboard! Helping Students Navigate Rough Seas**  
*Alyssa Collins* | *York Technical College*  
*Cassandra Verardi* | *York Technical College*  
Room 508

York Technical College has expanded and maximized its Early Alert process to ensure students are provided holistic support and a deep understanding of strategies that will contribute to their success in college. The college has a Faculty submission rate of 90% and all Academic Support & Student Services bought into the process. In this session you will learn practical strategies related to launching or revamping your Early Alert process. Throughout the presentation you will learn how to:

- Provide Wrap Around Student Support
- Obtain Faculty Input and Buy-In
- Evaluate Your Alert Processes
- Continuously Improve

We invite you to come aboard and learn how we are setting the sails toward student success!

**Student Persistence, Retention, & Academic Skills**  
16 | R6 | C4

**Concurrent Session 4**

**4:30-5:30 p.m.**

**C4.1 The Art of Non-Conformity: Making Things Happen in Training and Development for Advisors**

*Alicia Abney* | *Middle Tennessee State University*  
*Grace Groeger* | *Middle Tennessee State University*  
*Tiffany Fantine* | *Middle Tennessee State University*  
Room 251

In 1980, Lily Tomlin, Jane Fonda, and Dolly Parton graced the silver screen to demonstrate what Dolly simply stated: "If you don't like the road you're walking, start paving another one!" Like Lily, Jane, and Dolly's characters in 9 to 5, we were frustrated at work; however, our frustrations were due to the lack of availability, options, and support for university-wide training and professional development on campus for advisors. We joined together with determination to change the climate. In this presentation, we will share how we took the initiative to create, plan, and schedule opportunities for advisors with little to no support. We will share how we used our own knowledge and resources (and how we found additional resources), along with conversations with our colleagues, to tailor opportunities specific to the current needs of advisors.

**Training & Development**  
C5 | R4 | C1

**C4.2 Is Advising Administration in Your Future? Directors Discuss Moving from Staff to Supervisor**

*Karen Hauschild* | *College of Charleston*  
*Casey Shadix* | *University of Kentucky*  
*Doris Munoz* | *Methodist University*  
*Shanna Pendergrast* | *University of Tennessee- Knoxville*  
Room 512

Are you a new Advising Center Director? Do you aspire to advising administration? A career in academic advising can be a journey; many advisors want the opportunity to advance in the field and acquire more responsibility. No matter how much experience as an advisor, the transition to supervisor can be a challenge, particularly when an advisor is moving from co-worker to administrator.

Join us for this panel discussion where veteran advisors/advising directors, representing nearly 50 years of combined experience, share lessons learned and offer insight on transitioning from staff to supervisor. This session will be an interactive and supportive discussion about changing roles within advising. Audience questions and participation will comprise a large portion of the discussion.

**Advising Administration**  
C4 | R2 | R3

**C4.4 Beyond the Helicopter: Connecting Home and Campus Support Networks for Student Success**

*Ashleigh Powers* | *The University of Tennessee*  
*Lisa Byrd* | *University of Tennessee*  
*Rochelle Nelson* | *The University of Tennessee*  
Room 508B

With increased ease of virtual interactions over platforms like Zoom, many students arrive on campus with new expectations for family involvement in the college experience. In a recent survey, advisors at the University of Tennessee reported that they interact more frequently with student home supporters than in years past. While many of those interactions have been positive, they have also been sources of heightened anxiety or stress within our advising

community. In this presentation, we review our survey and provide some theory-grounded tools for working with students with active home supporters.

### **Health and Well-Being**

**C4 | I4 | R6**

#### **C4.5 Developmental vs Transactional Advising: Exploring A Healthy Balance**

**David Dearden | University of North Carolina Charlotte**

**Room 387**

The student experience within higher education is not isolated to a vacuum and several factors, including their advisor's philosophy on advising, can influence their journey. Advisors have an essential role in supporting and serving as a change agent for institutional transformation to advance equitable student success (Chamberlain & Burnside, 2022). Advising is most often done from one of two different perspectives: Developmental or transactional. Research has shown that students who have a positive advising experience have greater persistence and completion rates (Bettinger & Baker, 2014; Pascarella & Terenzini, 2005). This session provides attendees an opportunity to discuss the differences between developmental and transaction advising and to discover ways of combining both perspectives to provide an integrated and holistic approach to advising.

#### **Student Development, Theory, and Research**

**C3 | C4 | R4**

#### **C4.6 Ground Swell: Our Pre-Health Coaching Journey**

**Ashley Bingham | University of North Carolina Wilmington**

**Adam Hall | University of North Carolina Wilmington**

**Natalie Bernardina | University of North Carolina Wilmington**

**Room 252**

Ground Swell: Our Pre-Health Coaching Journey provides a foundation of Pre-Health Programs at University of North Carolina Wilmington which serves undergraduate students and alumni pursuing medical and allied health graduate program admission. This session focuses on the development and recent implementation of a Pre-Health Coaching Model that supports students from point of entry through graduate program admission. Highlights include the unique needs of pre-health students, a review of student experiences necessary for admission to competitive medical and allied health graduate programs, and insight into the skills required of a Pre-Health Coach. Participants also explore tools and technical resources needed to effectively coach and support pre-health students. This session is designed to inform and equip those who are interested in supporting pre-health students as they develop into competitive medical and allied health graduate program applicants.

#### **Advising Special Populations**

**C4 | I6 | R6**

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**Dinner on your own**

**5:30 p.m.**

#### **Galley Gatherings (supper groups)**

**Sign-up available at check-in. Meet at 5:45p.m. in the conference center lobby.**

- Getting Your Feet Wet with NACADA (New to NACADA)
- Sailing Solo
- All Inclusive Resort (Diversity, Equity and Inclusion in Advising)

#### **Ghost Walk Tour of Downtown Wilmington**

Join your ghoul friends on a ghost walk tour of downtown! There will be nightly outings hosted by [Haunted Wilmington](#). Spots are limited so [sign-up early!](#) Tickets are \$15 each and we will book a certain number of spaces for each.

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**Saturday, March 25**

#### **Wellness Activity | Sunrise Walk**

**6-7 a.m.**

**Erin Fox**

**Hotel Ballast Lobby**

A Shore-fire Way to Start Your Day! Early birds get the best sunrise views. Join us for a morning walk along the riverfront. Meet in the Hotel Ballast lobby at 6:30 a.m. The host will map/lead a one-mile route.

#### **Registration and check-in**

**7:30 a.m.-12:30 p.m.**

**5<sup>th</sup> Floor Lobby**

Concurrent Session 5

8-9 a.m.

**C5.1 Building an Early Alert Program to Guide At Risk Students to Advising**  
**Stormy Sims | University of Tennessee- Chattanooga**  
**Elizabeth Johnson | University of Tennessee-Chattanooga**  
**Room 512**

Retention is so much a driving force in the work we do as academic advisors. Data shows us that students who perform poorly their first year have an increased risk of attrition for reasons connected to finances, academic preparedness, and sense of belonging. One tool that universities can utilize to identify and support at risk students is an Early Alert program. We intend to review our process for creating our early alert program and discuss what we learned in the process. Participants should walk away with a good guideline for structuring a pilot program at their institution or a plan to review their existing program and update for effectiveness.

**Student Persistence, Retention, & Academic Skills**  
**16 | C4 | 15**

**C5.2 EDMAC in the Regions! Hot Topics for Education Majors**  
**Alicia Abney | Middle Tennessee State University**  
**Room 252**

Lead by members of the Education Majors Advising Community (EDMAC), this session engage in a conversation on topics related to recruitment and retention issues faced by advisors of teacher education majors. Specifically, we will discuss issues related to diversity, equity, and inclusion in our teacher preparation programs and how academic advisors can advocate for our students in order to support a diverse population of teacher candidates. Other potential topics will include the ongoing teacher shortage and how changing program requirements impacts our work as advisors. Our facilitators will discuss how these issues are being addressed at their own institutions, and attendees are encouraged and share concerns and best practices of their own. Special attention will be paid to state/regional specific teacher education trends that affect teacher preparation programs at a local level

**Academic Major Specific**  
**R4 | 12**

**C5.3 "My Advisor Won't Respond to Me!": Managing Student Email Expectations for Success**  
**Christopher Kelley | University of Tennessee-Knoxville**  
**Meg Claxton | University of Tennessee-Knoxville**  
**Room 470**

Do you work with students? Do you communicate with those students via email? If you answered yes to those questions, then I am sure you'd agree with us that during demanding times keeping up with emails can be challenging. In the early parts of our academic advising careers, we have learned that email management is an important component of our work with students and supporting their educational, career, and experiential learning goals. In this part-lecture and part-discussion presentation, we will share ways that we have learned to manage student expectations, create healthy boundaries for ourselves, and provide a space for other professionals to share their perspectives and tips as it relates to practical email management strategies

**Health and Well-Being**  
**C4 | R6**

**C5.4 Student Burnout: A Higher Education Perspective**  
**Stacie Aldrich | Full Sail University**  
**Michelle Moreno | Full Sail University**  
**Room 508B**

College students can get easily overwhelmed with balancing the demands of school, work, and personal lives. Seeing a need to address the hidden danger of stress and burnout among our students, we created this interactive workshop for advisors and administrators. Using visual aids, metaphors, student feedback, and practical application exercises, we will consider the causes and impacts of burnout as well as techniques to challenge and overcome it. Participants will learn about holistic student wellness and support, gain an understanding of burnout and secondary trauma, learn how to recognize risk factors and symptoms, distinguish between stressor and stress response, review coping strategies and techniques, and practice application of the above concepts. Join us for discussion and leave with tangible resources that can be implemented with students at your institution!

**Health and Well-Being**  
**15**

**C5.5 Career/Major Advising Strategies for Undecided and Uncertain Students**  
**Christopher Moreland | University of North Carolina Wilmington**  
**Room 387**

In this session, attendees will learn how to utilize and interpret CliftonStrengths Finder, iStartStrong™ Report and exercises from Katharine Brooks's "You Majored in What?: Designing Your Path from College to Career" to assist undecided and uncertain students. By putting these differing resources into conversation, advisors can guide students towards flexible, informed, and authentic major/career choices. The presenter will additionally provide information on how to integrate these resources into First Year Seminar assignments and discuss relevant case studies. Attendees will also receive sample exercises/results that can be readily implemented after the conference. Following this session, advisors will feel empowered with new approaches to meet the emerging needs of their students. Employing these strategies will help students gain increased competencies in decision making, goal setting and work-life balance.

**Career Advising**

**C4 | 15 | R6**

**C5.6 Behind the Scenes, Sort of: University Pre-Advising as Part of a Guaranteed Admission Program**

**Jessica Young | UNC Charlotte**

**Room 251**

UNC Charlotte's guaranteed admission program, 49erNext, is a partnership between UNC Charlotte and select NC community colleges. 49erNext is unique in its advising approach to guaranteed admission and the unique data sharing agreement between UNC Charlotte and community college partners. This session discusses how Charlotte is able to advise and engage students before they enter the university. Charlotte's goal is for students to enter the university from the program as "true juniors". This can only be achieved through proactive advising measures and collaboration between Charlotte advising and the community college advising partners. In this session we will talk about engaging with students, from an academic standpoint, before they matriculate to the university and how strong partnerships are built with peer advisors at the community colleges.

**Advising Special Populations**

**12 | 15 | 16**

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**Concurrent Session 6**

**9:10-10:10 a.m.**

**C6.1 Creating a Knowledge Database for an Advising Team**

**Natalie Bernardina | University of North Carolina Wilmington**

**Room 512**

Does your advising office suffer from "nothing written down"-itis? Do you want to revamp how you keep up to date with the ever-changing information of your college campus? Then Creating a Knowledge Database for an Advising Team is the presentation for you.

This presentation covers how the Student Success Center (SSC) in the College of Health and Human Services (CHHS) at the University of North Carolina Wilmington created a knowledge database in our LMS to serve as a single point of reference for all advisors within CHHS, professional and faculty. We will cover everything from how to get started to the assessment and upkeep of the database. You will walk away with the start of a plan for how to implement such a database in your own office.

**Training & Development**

**C1 | 16 | R7**

**C6.2 Examining the Conference Experience and What Do I Do Next as a NACADA Member?**

**Jennifer Stevens | University of Kentucky**

**Room 252**

Cap off your conference experience and share your feedback with a follow up discussion lead by members of NACADA leadership. We want to hear from you. This is an opportunity to continue networking as well as provide candid feedback about your conference experience. We'll ask you to share your takeaways from the conference, identify potential goals and obstacles that you may face in implementing them as well as discuss opportunities for involvement within NACADA.

**11**

**C6.3 Lighting the Path: A Multidimensional Ecological Approach Supporting Student Success and Retention**

**DiAnna Washington | University of North Carolina at Wilmington**

**Karen Cassidy | University of North Carolina at Wilmington**

**Darron Jenkins | University of North Carolina at Wilmington**

**Mark Forbes | University of North Carolina at Wilmington**

**Hannah Reed | University of North Carolina at Wilmington**

**Kat Owens | University of North Carolina at Wilmington**

**Donesha Carlton | University of North Carolina at Wilmington**

**Room 470**

Student success and retention are intimately connected to institutional commitment and effectiveness. However, the changing higher education environment and COVID-19 have shifted the K-12 landscape, admission practices, and students' transition to college life. The Student Success and Retention (SSR) team at a four-year PWI university in the Southeast region of the U. S., consisting of Academic Coaching, Intervention, Living Learning Communities, and Starfish, is dedicated to empowering students. The SSR team engages in a multidimensional ecological system approach to empower students to identify, address, and navigate barriers, provide student-focused programming and proactive

intentional outreach, and employ strategic technology to support student success and retention. SSR will share the multidimensional ecological system approach we use to support student success and retention.

**Student Persistence, Retention, & Academic Skills**

**I6 | C6 | R3**

**C6.4 Find Your WHY: Reconnecting With Your Love for Advising**  
**William Johnson Jr | Davidson-Davie Community College**  
**Room 508B**

Academic advising can be a tough job; every now and then, you need to reconnect with the WHY you got into advising in the first place. In this session, you will either reconnect with your current role or identify potential new paths to pursue aligned with how you want to serve students and/or other constituents.

In this session, you'll be challenged to think about your job by answering three questions:

Where are you right now?

Where do you want to go?

How are you going to get there?

You'll be engaged in several self-reflective activities in the session that will help you identify your present state at work and in life, define your mission, and explore opportunities to fulfill your mission. If you are suffering from burnout or at a crossroads in your job, this session may be the juice you need to get excited about your job and your "work."

**Training & Development**

**R6 | R1**

**C6.5 Relate, Recharge, Reconnect: Building a Post-Pandemic Training & Development Program from Scratch**  
**Sarah Davis | Marshall University**  
**Kandice Rowe | Marshall University**  
**Robyn Stafford | Marshall University**  
**Room 387**

The COVID-19 pandemic has had a profound impact on higher education institutions, and as we begin to emerge from the crisis, it is more important than ever to focus on team building and reconnection. In this presentation, we will share our experience at a mid-sized public university with decentralized advising, in developing a comprehensive campus-wide advisor training and development program. We will cover the steps we took to build this program from the ground up, including building training and development committees, conducting survey research, and implementing semesterly skill-building, resource-sharing, and team-building programming, culminating in a day-long summer retreat. Our goal is to help other institutions reflect on how they can use similar strategies to build and strengthen their own teams.

**Training & Development**

**I5 | R2 | I6**

**C6.6 The Registrar's Office: Building Your Support System**  
**Angie Dewberry | Davidson College**  
**Rebecca Barrow | Davidson College**  
**Room 251**

Advising is a group effort and requires a robust set of campus partners. Are you fully utilizing your Registrar's Office as a partner to support your institution's advising model? At Davidson College, the Registrar's Office oversees the College's advising model, where faculty and staff volunteers advise 10 first-year or sophomore students until they declare a major. We will explore the ways in which our Registrar's Office oversees and supports advising. This includes acting as advisers themselves, running reports, creating and facilitating advising training sessions, referring students to campus resources, acting as summer advisers, and creating new student resources. Before attendees leave this session, they will have identified one concrete way their Registrar's Office can support advising and have a plan in place to propose and/or implement this idea.

**Advising Administration**

**C4 | I6 | R6**

**Networking Session**

**10:20-10:50 a.m.**

**Two-Year Colleges**

**Tasheka Wright | Tri-County Technical College**  
**Room 512**

Please join a member from the Two-Year Colleges Advising Community for this networking session. During this session participants will have an opportunity to engage with attendees about topics related to our advising community. This session will have intentionally unstructured interaction time allowing you the opportunity to discuss topics relevant to you and your institution as well as this advising community. You can expect to build connections with others interested in this topic while also learning more about ways our advising community is engaging our members in professional development opportunities.

**508 Ballroom**