

Emerging Leaders:

- 1) *Submit a short statement outlining your experiences in NACADA and your initial thoughts about your goal(s) for association leadership (you may want to draw from your ELP application). Do you see the goals that you have now as fairly well-formed and firm, or are your goals quite fluid and just beginning to clarify (or somewhere in between)?*
- 2) *Submit a profile that will help a mentoring partner discover who you are. Label yourself in some way using whatever ‘handles’ that may seem relevant, for example your MBTI type, top five themes of strengths, or type of personality. Be as complete and perhaps creative as you can be.*
- 3) *A. What strengths do you see yourself as bringing to the association’s leadership arena? What type of resources/support are you looking for to help develop these strengths?
B. What are the top five characteristics that you feel would make a mentor a good fit for you?*
- 4) *A. Talk a bit about the type of communication you are looking for with your mentor. What type of communication is most comfortable for you? Do you prefer phone calls, Facebook exchanges, emails, online meetings, or other communication modes? Why? How often do you think you might want/need to communicate?
B. Is there anything else it might be beneficial for a mentor to know about you? Other personal preferences? Significant life events (i.e. position change, family changes, health issues, etc.) in the recent past or coming soon?*

Mentors:

1. *Submit an outline of your NACADA leadership experience (you may want to draw from your mentor application). Then, discuss your first (or one of your early) leadership role(s) – what do you know now that you wish you had known before you stepped into it?*
2. *Submit a profile that will help a mentoring partner discover who you are. Label yourself in this in some way using whatever ‘handles’ that may seem relevant, for example your MBTI type, top five themes of strengths, or type of personality. Be as complete and perhaps creative as you can be.*
3. *A. Is there someone who has been a mentor to you in developing your leadership skills? How has that person helped you?
B. List the top five characteristics and/or skills that you believe will be important for NACADA leaders to have in the coming decade.*
4. *A. Talk a bit about your communication style. What type of communication is most comfortable for you? Do you prefer phone calls, Facebook exchanges, emails, online meetings, or other communication modes? Why? How often do you think you could be available to communicate with a mentee?
B. Is there anything else it might be beneficial for a mentee to know about you? Other personal preferences? Significant life events (i.e. position change, family changes, health issues, etc.) in the recent past or coming soon?*

Mathew Markin – Emerging Leader

Academic Advisor

Advising & Academic Services

California State University, San Bernardino

Region 9

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- *NACADA experiences and leadership goals.*

When I joined NACADA, I quickly found the organization to be an environment filled with positivity and opportunities. Whether by way of attending conferences, reading journals/articles, enrolling in online eTutorials, watching webinars, or networking, NACADA was always going to be an organization where I could develop. NACADA has figuratively become my companion on this journey in academic advising!

My experiences have included attending NACADA conferences since 2015. Meeting other colleagues and learning from the many sessions from other institutions has been impactful on my growth as an advisor, but also the shared ideas I've been able to bring back to my institution. Attending these conferences is where I had the chance to meet Casey Self who gave me such simple, yet profound advice to, "keep learning, share and make a difference." I truly believe this meeting and advice has led me on the path I'm currently on.

I have also had the privilege of presenting at both the Region 9 and national conferences, presenting on topics such as academic probation, exploratory advising, and social media.

I have also completed NACADA's eTutorials on Academic Success and the Student-Athlete (2015), Theory & Practice (2016), Undecided Students (2016), and Creating Peer Advising Programs (2017). These eTutorials, especially the teaching from George Steele, have taught me that academic advising is more than theories and concepts. At the center of advising is empathy, caring and building meaningful relationships.

My initial thoughts on goals for association leadership are currently rather fluid. I am interested in various groups within the association such as Advisor Training & Development, Technology in Advising, First Generation College Student Advising, LGBTQA Advising and Advocacy, Undecided & Exploratory Students and Probation/Dismissal/Reinstatement Issues. In what capacity, if any, do I see myself in these groups is rather unclear. Honestly, I feel I am in the beginning stages of having any firm goals for association leadership.

- Profile that will help a mentoring partner discover who I am.

Personal Advising Philosophy

Academic advising can be viewed as the center or “hub of the wheel” as it is connected to almost every department on campus including academic departments, admissions, financial aid, registrar, housing, counseling, student accounts, student engagement and career development.

As an academic advisor, my belief is that our primary goal is first and foremost, the student. Without the student attending the university, we would not have an occupation as academic advisors. Our obligation is to assist the student with not just graduating, but growing and developing in their personal and student life in order to lead a productive life in the real world (Crookston, 1972).

Being an academic advisor for nearly three years, I have grown from not only the accomplishments I have made, but also from the mistakes I have learned from.

My personal philosophy of advising also centers on the following:

- Be a resource: Always be up to date on the ever-changing campus policies, especially those impacting course registration and scheduling. Advisors should also know how to effectively recommend resources to students in need. Being a resource can help students frame and address questions they encounter as well as make connections through their learning experiences.
- Metacognition and Shaping Worldview: Challenge students to be an active participant in their education. Assist students to self-reflect upon academic processes and take responsibility for their

Emerging Leaders Program Assignment #2
NACADA



Profile: **Matthew Markin**
Academic Advisor, Advising & Academic Services
California State University, San Bernardino

About: *I am interested in learning about all things academic advising...theory, practice, collaboration, student success, advocacy, technology, partnerships, and researching the granular data.*



I like exploring the magical beauty of life, one day at a time, except in summer. Then I'm spending the hot summer days indoors.

*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
~ Maya Angelou*

The Basics:

Hometown: Moreno Valley, CA

Education:

- **Master of Arts – Education: Career & Technical Education Option, 2009**
California State University, San Bernardino
- **Bachelor of Arts - Psychology, 2004**
California State University, San Bernardino
- **Associate of Arts – Humanities & Fine Arts, 2002**
Riverside Community College
- **Associate of Science – Natural Sciences, 2002**
Riverside Community College

Personality Type: ISTJ

- Introversion, Sensing, Thinking, Judging

StrengthsFinder Themes:

- Responsibility, Deliberative, Connectedness, Achiever, Analytical

Experience:

Academic Advisor
Advising & Academic Services
California State University, San Bernardino
Mar 2013 – Present

Part Time Lecturer - Sophomore Success Undergraduate Studies
California State University, San Bernardino
Jan 2016 - Present

Part Time Lecturer - First Year Experience Undergraduate Studies
California State University, San Bernardino
Sep 2012 – Dec 2015

Admissions Counselor
Educational Opportunity Program/Admissions
California State University, San Bernardino
Apr 2007 – Feb 2013

Admissions Counselor
Admissions & Student Recruitment
California State University, San Bernardino
Aug 2005 – Mar 2007

learning. Explain how their knowledge, strengths, values, beliefs and life experiences influence their worldview and relate that worldview to those of others inside the university and the community at large.

- Make time for students: Easier said than done, but we need to show that we are here for students. This ties into Schlossberg's (1989) theory of mattering and marginality. Students want to feel important by others. When meeting with students, we can easily practice this with the client-centered theory: acceptance, empathy and active listening. No matter how busy being an advisor is, time is relative and flexible. We can almost create time when we need to for our students.
- Self-development: We need to continue to learn and grow as advisors and not sit comfortably stagnant. We need to take opportunities to attend professional development workshops, NACADA online courses, earn a higher degree, etc. Self-development can also include relearning and getting a refresher of a theory, component, etc. With this, we become similar to our students in that we are continuously improving ourselves by constantly adding tools in our toolbox.

Academic advising is more than theories, concepts, practices and techniques. What we do as academic advisors is build relationships and create shared responsibility (O'Banion, 1972). One of the main goals is for our students to graduate, however, it is what we do during their college education that makes graduation possible.

- *Strengths and needed resources.*

Commitment - I've grown up living by the saying, "Integrity is keeping your commitment even if the circumstances when you made the commitment have changed." I do my best to dedicate as much time to a service, responsibility, or project that I can without the quality of work suffering. If I give my word, I want that to be my bond that if I make a commitment, I am giving one hundred percent one hundred percent of the time.

Adaptability - In my current and past work experiences, I've worked in offices with changing priorities due to new mandates coming down the pipeline. I am very used to constant change and I have had to learn to be adaptable. I've learned through the years to be able to adapt to not only priority changes, but also changes in job responsibilities (or additions) and personality types. I feel I am able to fit or step into any situation by not simply getting ready, but staying ready.

Action oriented - Connected to adaptability, I believe one of my strengths is being action-oriented. For the most part, I tend to be a self-starter and take action with what I learn. This is definitely a process as I learn from reading, observing and self-reflecting. Once I have a semi-clear direction, I tend to build an abundance of energy into developing a plan, which tends to bring a sense of fulfillment when the goal is finally completed.

I can definitely benefit from others in terms of their experiences through NACADA and their respective institutions, as well as feedback and encouragement to influence creativity. Sometimes I just need that little push to get started, so holding me accountable and challenging me often work like a charm. Probably the best resource would be assistance with networking.

- *What will make a mentor a good fit?*

Personality type – If we are looking at the Myers Briggs Personality Types, then the following types pair well with me as an ISTJ. They are broken up into the “kindred spirits” (most likely share similar values and interests) and “intriguing differences” (similar in character, but with key differences) categories:

Kindred Spirits – ISTP, ISFJ, ESTJ

Intriguing Differences – INTJ, ESTP, ESFJ, ENTJ

Patient – Like a car starting up on a cold winter day, I tend to need time to digest information and formulate a plan once I have a little direction. A good fit would be a mentor who can offer clarity with seeing the forest from the trees and taking a step back to view the broader picture from all the specific details.

Interested in building the mentor/mentee relationship – I’m preaching to the choir here, but still wanted to list this as having a personal stake/interest is important to me. If both mentor and mentee are personally interested in this relationship, then we are both interested in the success of ELP and invested in the success of each other to develop and accomplish our goals.

Willingness to share – Connected to having a vested personal interest, open and honest communication/feedback is appreciated. I believe a good fit would be a mentor who is willing to share their ideas, experiences, and be constructive in a sense to push me outside my comfort zone, so someone who is direct works for me.

Consistent - I am very much a “practical” type of person, so a good fit would probably be someone who is also practical and structured. In other words, someone who will be clear with expectations, timely with follow up on anything discussed and the progress of goals established.

- *Communication style.*

I feel I can be flexible with the communication style that my mentor is most comfortable with. Personally, I do prefer Zoom/Skype meetings, as well as e-mail communication. Text messaging would be a preference for those quick check-ins/follow-ups. Facebook/social media exchanges could work, but there can be weeks that I don’t check my social media accounts and would probably miss out on responding in a timely manner.

As far as how often I would want/need communication, more than likely, that will depend on the goals established. Some goals may only require a few check-ins, or quick text messages, while other goals may need more discussion time through phone and online meetings.

Generally speaking, I do prefer to have scheduled check-ins to review benchmarks/deadlines of goals. This will hold me accountable and make sure I take care of my responsibilities, as I can tend to procrastinate. A good example would be the ELP assignments and having deadlines to submit them. I submitted the first two assignments before the deadline, but dragged my feet on the third assignment once we were given some flexibility with submitting it. I did take a little too much advantage of that. Sorry, Leigh!

- *Other things....*

On occasion I can be a slow starter as I try to find my footing. Once I've established a goal or have some small amount of direction, I'm dedicated to completing it, no matter the timeframe.

Workwise, I am part of a steering committee coordinating our state's advising conference set for March 2018. I also might be changing positions to still be an academic advisor, but also coordinating our university's four year and new two year pledge programs.

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## **Rhonda Christian – Emerging Leader**

Student Advisor  
School of Interdisciplinary Studies  
Durham College – Oshawa Campus  
Oshawa, Ontario, Canada  
Region 5  
[Rhonda.Christian@durhamcollege.ca](mailto:Rhonda.Christian@durhamcollege.ca)



- *NACADA experiences and leadership goals.*

### Involvement:

Over the past few years I have had the pleasure and privilege to be part of Region 5. I have Co-Chaired the region conference, served as the Ontario representative 2015-17, presented at both the regional and annual conference, recipient of the Great Lakes ~ Great Leaders award, member of the Professional Development Committee, and attended a Summer Institute with my 2<sup>nd</sup> institute this summer in Daytona.

### Goals:

The new Core Competencies work and webinars are my immediate goals and have volunteered to be part of the December and April webinar offerings.

I would like to explore Gamification in Advising and would like to work with my mentor on how to approach this.

While I have some immediate goals, I would describe my overall goals in the Emerging Leaders Program as fluid.

- *Profile that will help a mentoring partner discover who I am.*

*"Still waters run deep!"*

*Think outside of the box... BOX, what box.. You mean there is a box to think outside of*

**Top Five self-described strengths:**

Creative  
Love to have fun  
Like change and trying new ideas  
If I can make a game out of anything, I'm in  
Trying new things

**StrengthsFinder Inventory:**

Connectedness  
Futuristic  
Includer  
Ideation  
Developer

Passion for me is building relationships and connecting people, that's what I get excited about. I am driven by change, new ideas and doing things a little unconventional.

INFP is my MBTI type, with Introvert and Extrovert being very close in score. In True Colors, you don't come any "Bluer" than me.

I would be looking to my mentor to challenge, and support me. The gift of maturity has granted me more confidence than I ever thought I would have and doing things I never thought I could.

- *Strengths and needed resources.*

**Strengths within myself**

Open to new ideas, and driven by projects. I believe that there are opportunities for my involvement that I have not considered and may not exist at this time.

I like to take the road less travelled, create new ideas and approaches

**Resources/support that I am looking for to support my strengths**

I'm an idea person and would look to my mentor as a resource and sounding board. I would be looking to brainstorm how we can grow NACADA membership and current member involvement with Canadian colleges and universities.

Presentation skills - Interested in co-presenting with a colleague from PDC/Core Competencies Team at a Canadian Conference called (CAUCUSS) Canadian Association of College and University Student Services and/or the Ontario Colleges Conference as well as the Ontario Association for Academic Advisors

Explore how we can bring elements of Gamification into advising

- *What will make a mentor a good fit?*

**Top 5 characteristics that would make a mentor a good fit for me?**

Creative and likes to have fun  
Supportive and encouraging  
Likes cheeseburgers  
Regular communication  
Resourceful – can connect me with colleagues and/or resources to achieve my goals

- *Communication style.*

I prefer regular communication with face to face being my preferred method (Facebook, Skype, Zoom etc.). I anticipate that during the initial stages that regular conversations will be helpful as we get to know one another, further refine my goals and look at resources to achieve those goals. As for frequency, I am open to discussing this. Perhaps for the first year once every two months would work great.

Having scheduled times to connect will hold me to account for my goals. As the only advisor in a school with upwards to 1000 students it will be helpful to have our meeting times pre-scheduled for the year where possible

- *Other things....*

I also think it would be great if the ELP class of 2017-19 could meet a few times as an entire group where possible during the 2 years. It would be great to hear how everyone is doing and to support one another. Perhaps we might each have resources for help one another. I would offer to coordinate this if there is interest.

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Ivette Barbosa – Emerging Leader

BSW Student Services Coordinator
School of Social Work
Indiana University-Purdue University Indianapolis
Indianapolis, IN
Region 5
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- *NACADA experiences and leadership goals.*

NACADA Experiences:

I joined NACADA in 2012 as a soon as I became involved with the JACADA (Jaguar academic advising association). I attended the Annual conference that year and fell in love with the support and resources

that NACADA has to offer. Because my professional career was not on academia, NACADA's resources became my main source of information. I purchased books, brochures and reached out to other members seeking for knowledge. I knew right away that I wanted to be involve and participate as much as I could. At that time, I was the only advisor, recruiter and administration for the Bachelors Social Work program and attending meetings and participating in committees was not feasible. My focused was to grow the student body and diversify the composition of the social work baccalaureate program. Since I started in 2008, I have increased enrollment 400% and increased representation from underrepresented groups at least 35%.

In 2013, I approached one of the NACADA committee members at the annual conference and told her I wanted to use my Spanish skills and assist in any way possible. I also told her that I noticed a lack of workshops around working with Latino students. Her answered made me laughed, "Well, you are right and that's why you are writing a proposal next time". Two weeks later I received an email and a whole NACADA manuscript that was translate into Spanish. I was ask to look at the document and make sure that the translation was accurate. Since then, I always review proposal for the annual conference. In 2015, I started volunteering during annual conferences and collect evaluation forms.

Each time I get involved with any NACADA activity or event I gained tremendous knowledge but more than anything, I feel a part of something bigger and powerful. Because I was the only advisor in my program for 9 years before they add another person, I was alone and not able to discuss or address some of the challenges I was experiencing as an advisor. Talking to other advisors has provided me great knowledge, support, and ideas on how to cope with some of the challenges that academic advisor faces on a regular basis.

In 2015, I sent a proposal but did not make the conference. I continued my collaboration in any way that I could. I volunteer during our Annual Region 5 Conference. Indiana was the host state and we worked hard to make sure every member felt welcome. That year I was the winner of the JACADA advisor of the year award and serve as a judge for the following year's nominees.

Initial thoughts about leadership goals:

Getting involved with the Emerging Leaders program will allow me to fulfill the goal of representing Hispanic/Latino matters at an International academic level. There are many challenges faced by this population and it is important to discuss them. My involvement with Latino students helps me gain insight of their obstacles and how it influences their academic success. All of this information could be beneficial to the Diversity committee, who not only reviews the status of diversity within the organization but also making recommendations to enhance diversity. Learning new skills and receive mentorship by other leaders in the NACADA organization will also enhanced my involvement with community organizations, committees and tasks forces around Hispanic/Latino issues inside and outside academia.

I want my voice to be louder and spread beyond my state and my institution. My other goal is to learn ways to get involve in a larger scale and be able to represent a population that has been silent for many years. I want to learn what other leaders are doing to bring awareness of diversity issues to their institutions and being involved globally. This program will expose me to other resources that I am not

aware of and gain skills that will allow me to use my diverse background to educate other leaders in NACADA.

Finally, I will like to use my leadership skills to influence exposure about my heritage and culture in future publications, conferences and events across United States and around the globe. With the current political climate and the immigration policies presented by our current president, it is imperative that we open meaningful discussions about the impact on academia and students.

I am still trying to define my goals a bit more. I know what I will like to accomplish but I am still discovering my potential within NACADA. I believe my mentor could be very helpful on this task.

- *Profile that will help a mentoring partner discover who I am.*

I am Ivette

<i>Top five</i>	
1	She is from Puerto Rico
2	She speaks Spanish and still trying to master the English language. I RRRRRROLL my "R"s when I speak.
3	Music is her medicine. You will hear her sing in the car, in the office, and while exercising as she is auditioning for The Voice.
4	Loves to dance. Salsa, merengue, bachata, cumbia... She used to be a Zumba Instructor
5	Humor is her coping mechanism and has a hefty laugh.

When asked others to DESCRIBE her with one word...

Passionate	Unreserved
Bold	"A peacock in a dress"
Overtly expressive	Colorful
Heavy accent	Very positive
Gregarious	Lots of Energy
Friendly	

I was born **Ivette Cruz-Vallellanes** in the island of Puerto Rico. Cruz is my father's last name and Vallellanes is my mother's last name. I grew up with my parents, siblings and a huge family around. My house was near the beach and I soon became an avid swimmer, a sailor, an angler, even a surfer. Fishing, sailing and being outdoors was part of my daily routine.

It is always summer in the Caribbean and all the kids were outside playing. Everyone knew each other and everybody was watching over you. I have great memories from my childhood and my life in the island.

My educational journey also took place in Puerto Rico. I completed a bachelor and accelerated master's degree in Social Work at the University of Puerto Rico. I moved to the USA a year after I concluded my studies and Indiana has been my home away from home since then.

My professional career has been exciting and very diverse. From working in addictions, domestic violence, mental health and Family counseling to supervising and directing bilingual teams. Since I moved to the USA being Latina and bilingual is what has set me apart from other Social Workers.



Moving away from my country was the hardest thing I've ever done and I still continue to find ways to feel "I belong" here. Ever since I left home I feel "homeless" in a sense and being different is what has defined me since I move here. I am still trying to make peace with it. This is a picture of the view from my neighborhood.

In my personal life, I am a proud mother of a son who is now in college and trying to find his pathway.

All my family is still in the island where my heart has been since I left. I have no significant other at this point in my life and still trying to be the change I want to see in the world. I am an extrovert at work but an introvert in my personal life. People that know me professionally have a hard time believing that I could be an introvert but it is something that not many people know about me. After work, I am usually

alone. It allows me to process my day, meditate and decompressed. I have learned to embrace solitude and use it in a positive way.

Learning new things is something that ignites passion in me. I love to evolve and learn. Love to read and be active. I love meeting people that are different from me. I love to hear their stories and learn from their experiences.

I am very energetic and full of life.

- *Strengths and needed resources.*
- *What will make a mentor a good fit?*

Top 5 characteristics of a mentor:

1. Culturally sensitive and appreciation for diversity and Inclusion
2. Someone who can provide guidance and mentorship in areas of research, presenting and publishing to support my goal for publish and presenting.
3. Someone that provides constructive feedback
4. Someone that has experience in areas of academic advising
5. Someone who is a thinker with a broader perspective.

Resources/Support needed

- I want to absorb knowledge from others.
- Resources in areas of diversity and inclusion
- guidelines and resources that could support my goals.
- Research guidance and education
- Tools/ideas on how to become involved in NACADA

My Strengths

- I am a motivational and inclusive leader. I focus on the solution and do not dwell on the problem.
- I have strength-focus perspective.
- Very attentive to detail.
- Action driven. Give the plan and I make it happen.
- I have a multi-cultural perspective and can see things from diverse scope.

Ivette Barbosa

- *Communication style.*
- *Other things....*

Mentor's Communication type	Other Information about me	How to teach me
<ul style="list-style-type: none"> • I like open & honest communication • Open to any type of communication. • Will negotiate meeting frequency with mentor. At first I will like frequent meetings but I am flexible. • We are all busy and I am open to explore options. 	<ul style="list-style-type: none"> • I am almost an empty nester and my time is flexible • I am willing to travel and communicate as needed • I am teaching 2 online classes and spend quite a bit of time grading. 	<ul style="list-style-type: none"> • email: ibarbosa@iupui.edu • Office: 317-331-4917 • Cell: 317-331-4917

CJ Venable Schaeffbauer – Emerging Leader

Pronouns: They/them
 Academic Advisor
 College of Communications and Information
 Kent State University
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- *NACADA experiences and leadership goals.*

My name is CJ (Chris) Venable Schaeffbauer and I have been a member of NACADA since 2013. During this time, I have presented at both Region 5 and Annual conferences on topics including scholarly writing for advising practitioners, campus protest and social justice, advising LGBTQ students on majors and careers, and health professions advising. At the 2017 Annual conference, I will be presenting on two different aspects of critical theory and how it might help inform academic advising. Beginning after the 2015 Annual Conference, I have served on the steering committee for the Theory, Philosophy, and History of Advising Commission, due to my interests in theory and philosophy in education (including advising). I have also served as a reviewer for conference sessions and for Region 5 awards.

I have several goals for increasing my leadership in NACADA, but I view these as tentative, open to change as I work through the process of ELP. The most concrete of these is to gain an understanding of the role of commission chairs in preparation to consider running for the Theory, Philosophy, and History of Advising Commission chair when it is open again in 2019. Because of my work on the TPH Commission steering committee, I think this could be a good use of my interests and skills. Beyond this, I am interested in diversity and social justice work, particularly around trans inclusion in the association. In addition, I have a professional and scholarly interest in how White people engage in anti-racism work to support and further racial justice. As an out queer and genderqueer person, I am seeking ways I can increase the visibility of these identities in our discussions about leadership and the association. As a White person working in predominantly White spaces, I am seeking out ways to be a leader while also amplifying and championing the work of my colleagues of color. This could be through scholarly writing—I do hope to publish in the *NACADA Journal* or elsewhere—or through other venues like webinars, conference presentations, or another way I have not considered. I also hope to learn more about the various structures and committees within NACADA that might help with these goals. Above all, I hope to find ways to develop both myself and my commitment to justice with, and alongside, others.

- *Profile that will help a mentoring partner discover who I am.*

INTJ

- While I can be outgoing and enjoy deep conversation, I feel I strongly lean towards introversion because these activities drain my energy rather than fill me with it.
- I appreciate organization and structure and while I'm not 100% organized all the time, creating structure is a way that helps me re-center myself and relieve stress.

StrengthsFinder:

- Learner
- Intellection
- Input
- Achiever
- Communication

I view these strengths and being reflective of my intellectual and scholarly side, combined with my love of completing tasks and projects and my desire to be effective in both understanding and sharing understanding with others.

I would describe my personal, professional, and scholarly identity as a White, queer, trans, middle-class, highly educated, critical and social justice-oriented practitioner-scholar, focused on theorizing education and justice and putting that into practice for liberatory aims. Other identities that are important to me include that of a partner, a doctoral student, a musician, a knitter, a reader, an emerging scholar, and a social justice educator.

My research interests include the emotionality of Whiteness, development of social justice-oriented practitioners, educative suffering in social justice education, and trans student affairs professionals. I am also interested in the development of academic advising as an emerging profession and scholarly discipline.

In my advising role, I work with undergraduate students in mass communications (journalism, public relations, digital media, and advertising). I am very interested in work around critical and social justice-oriented advising practices.

I identify myself as a nerd and enjoy: sci-fi and fantasy books/movies/TV shows; art music (including classical and avant garde), particularly music for recorder and for voice; video games (though I don't have as much time for this since I started my PhD); math (I have a B.A. in mathematics and recently read a book about mathematical analysis for fun); and, in general, I just love learning new things. I really love to bake and I enjoy bringing people together around food.

- *Strengths and needed resources.*

I bring:

- Commitment to equity and social justice and a strong desire to help make higher education live up to its liberatory and life-changing potential
- Scholarly interest in academic advising professionalization and the power of theory and philosophy in advising
- Interdependent, coalition-building leadership style deeply rooted in my social justice values
- Enthusiasm for academic advising, NACADA, and growing within the association

I need:

- Help to learn about the human and organizational systems that make up NACADA
- Support in how to pursue organization-wide initiatives and create broader coalitions for positive change within NACADA
- Mentorship in the process of scholarly work as part of the development of the association
- Guidance as I discover where my knowledge, skills, and values will best serve NACADA and the academic advising profession

- *What will make a mentor a good fit?*

1. Open and caring, interested in both personal and professional growth
2. Supportive of my research interests and professional goals (personally interested in social justice, research/writing, etc. would be awesome but not an absolute requirement)
3. Comfortable working with an introverted person
4. Flexible on how we interact (social media, email, Skype/Zoom, etc.)
5. Sensitive to complexities of identity, particularly queer and trans identities

- *Communication style.*

As someone firmly in the Millennial cohort, I'm very comfortable with electronic communication (social media, Skype/Zoom, etc.). Phone calls are not my favorite thing, but can be effective and useful sometimes. I like the time to think/reflect that more asynchronous communication methods offer, and videoconferencing systems like Skype or Zoom help me feel more engaged in a conversation than a phone call (I think it's something about being able to make eye contact, maybe?). I would hope that I could connect with my mentor on a regular schedule, at least once a month, but that they are open to

being asked for help or support as things come up (with the understanding that I know I'm not always top priority in our seemingly endless to-do lists).

- *Other things....*

Life stuff: As I've mentioned, I've been dealing with bulging discs in my low back since April and all of the fun that goes along with that. It's changed my lifestyle, my routines at work, and had a major impact on my life overall. At this point it is still unclear if it will resolve without more serious intervention like surgery, but it has brought up major questions for me about what I am able to do (physically) and who I am (an injured person? A person with a (temporary?) disability?). Not that a mentor would need to be ready or willing to process that, but know that it has been a major force in my life as of late.

Work stuff: While I am continuing in my role as an advisor, I am taking on supervisory responsibility for our administrative assistant beginning in the fall. My previous experience with supervision has been temporary (a graduate student intern) so this will be a new, but welcome, opportunity to get more experience in this area.

Twaina Harris – Emerging Leader

Director Academic Advising and Student Engagement
Claflin University
Orangeburg, SC
Region 3
tharris@claflin.edu



- *NACADA experiences and leadership goals.*

Initially, I joined NACADA in 1998 as a novice academic advisor in the Division of General Studies at the University of Alabama at Birmingham. I re-joined NACADA in 2013 as my work with students involved academic advising increasingly with each year at Claflin University. Since 2013, I have been a consistent member of NACADA and have become more involved than in previous years of membership. On the national level, I have served on the Awards Committee as a reviewer, I am an active member in the HBCU Interest Group, and I presented at the 2015 Annual Conference (*C154 - Prescriptive vs. Developmental: The Advising Match of Three Historically Black Colleges and Universities in South Carolina*). At the regional level, I have attended the 2015, 2016, and 2017 Conferences, and recently, I presented at the 2017 Region 3 Conference (*Be Proactive: Helping Adult Learners Reach Their Potential*). Also, I am working with College of Charleston to prepare for the 2018 Regional Conference in Charleston, South Carolina. On the state level, I hosted the South Carolina State Drive-In Conference at my institution, Claflin University. Additionally, in 2015, I submitted a journal article to the NACADA Journal entitled *Prescriptive vs. Developmental: Academic Advising at a Historically Black University in South Carolina*.

One of the ways I am hoping to increase my engagement with NACADA is through research. More specifically, my goals are to:

- Serve as a manuscript reviewer for the *NACADA Journal*,
- Serve on the Research Committee,
- Serve on the Publications Advisory Board
- Encourage other academic advisors at Historically Black Colleges and Universities to engage in scholarly research.

I am firm in these goals, but I am uncertain of how to achieve them. I realize one way to achieve these goals is to publish more, but should I be developing a second manuscript without knowing the final decision about the first? Through the Emerging Leader Program, I would like to guidance on specific actions I should take and to learn more about the writing process for increasing my contribution to NACADA publications.

- *Profile that will help a mentoring partner discover who I am.*
- *Strengths and needed resources.*

I work well with others, and I value opportunities to collaborate with others in developing innovative advising strategies for servicing our ever-changing student populations. NACADA provides multiple opportunities for advisors to share knowledge and best advising practices, and I would like to become more involved in commissions and interest groups for the development of collaborative partnerships.

I do not think that writing and presenting are my strengths, but they are highly important to me and I want to improve in both. Because I believe that knowledge sharing is critical for the expansion and growth of academic advising (as a profession and as essential service for student development and success), I want to encourage and empower others to write, publish, and present through collaboration. Of NACADA members who write,

Twaina Harris' Profile



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Orangeburg, SC 29115

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HI!

I AM TWAINA!

5 STRENGTHS QUEST THEMES

- DEVELOPER
- LEARNER
- ACHIEVER
- CONSISTENCY
- BELIEF

PROFESSIONAL MEMBERSHIPS

NACADA
National Association of Advisors for the Health Professions

American Counseling Association

South Carolina Counseling Association

International Leadership Association

National Alliance on Mental Illness

AWARDS

Advisor of the Year (selected by students)

Director's Award

Customer Service Award

SKILLS

LICENSED COUNSELOR

PROGRAM DEVELOPMENT

STRATEGIC PLANNING

LEADERSHIP DEVELOPMENT

TIME MANAGEMENT

ADVISING PHILOSOPHY

Academic advising is essential to student transition and success. The purpose of advising is to guide the student through academic, career, and life goals. Through Proactive and Appreciative advising, students will identify and clearly articulate these goals. Using these two advising approaches, I will monitor each student's progress toward goal(s) achievement and encourage the utilization of campus services.

publish, and present often, I would like insight on how they accomplish these tasks with other duties and responsibilities.

I need information about how collaborative partnerships are formed within and between commissions and interest groups. I am a member of the Assessment of Advising Commission, Small Colleges and Universities Commission, Health Professions Advising Interest Group, Advising of Historically Black Colleges and Universities Interest Group, and the Career Advising Interest Group. Although I could be missing information for connecting with other members of these commissions and interest groups at other times, I try to build meaningful connections with other members during the brief one-hour sessions at the NACADA Annual Conferences. Once we return to our busy lives, ideas that are discussed during the Annual Conference seldom materialize. What is the best approach for building collaborative partnerships within these groups?

- *What will make a mentor a good fit?*
 1. Patience
 2. Expertise in peer-reviewed writing for publication
 3. Honesty
 4. Accessible
 5. Innovative thinker – open to out-of-the-box ideas and strategies

- *Communication style.*

I can and will communicate by phone, social media, video chats, text messaging, and any other mode of communication. If my mentor needs an immediate (same day) response from me, the best mode is via text messaging and/or email. Email and text messaging to my cell phone are my preferred methods of contact. (I will share my cell phone number with my mentor.) If a response is needed within a week, a phone message to my office or cell phone is next best way to contact me. I use Facebook least frequently (probably once per month). Facebook is the last place to contact me with an expectation of a response. Frankly, I only use Facebook and Instagram when someone asks me to do so via text messaging or email; however, I read Twitter posts daily.

I think having conversations with my mentor once per month is ideal in the beginning until we determine the frequency needed to achieve our goals. Also, I prefer for meetings/conversations to be schedule at least one week in advance. The hours for our conversations are flexible. I am available most days (including weekends) from 9:00am – 10:00pm.

I appreciate and value honesty from a mentor. I believe candid and open conversations lead to productivity and improvement. I want to grow and learn from a mentor and I am not sensitive, so please be honest with me. I am far from perfect, and will make lots of mistakes. In this program, I want to learn and improve.

- *Other things....*

In July, I was promoted to Director of the Career Pathways Program at Claflin University. With funding the United Negro College Fund and the Lilly Endowment Foundation, the Career Pathways Program is

focused on increasing the number of HBCU graduate with meaningful employment and/or matriculation to graduate or professional schools. I will be performing the duties of this special program while maintaining my current responsibilities as Director of Academic Advising.

Also, I submitted my third revision for my first article to the NACADA Journal yesterday.

Additionally, I am looking forward to this experience.

Tara Maroney – Emerging Leader

Associate Director, Online Student Advising and Support
University of Bridgeport
Bridgeport, CT
Region 1
tmaroney@bridgeport.edu



- *NACADA experiences and leadership goals.*

As a NACADA member since 2014, I have been lucky enough to be involved at the state, regional and global level. My involvement has allowed me to meet some amazing advisors and really expand my practice of academic advising. I am the current registration co-chair for region one and previously served as communication co-chair. We just concluded our Connecticut drive-in conference where I have been on the planning committee since 2015. I also published a book review for NACADA in 2016 and have served as a proposal reader for the annual conference for the past few years. I have presented at the state and regional levels and am very excited to be presenting a Distance Education Commission-sponsored session in St. Louis!

My goals for ELP include:

- Increasing my involvement with NACADA at the global level
- Running for chair of the Distance Education Commission
- Researching and publishing in the area of online and/or graduate advising

These goals are pretty well formed but I am open to new opportunities for professional growth.

- Profile that will help a mentoring partner discover who I am.
- Strengths and needed resources.

First and foremost, I'm very committed to the organization's overall success and am dedicated to making it a welcoming, productive organization for all of its members. I think my passion and enthusiasm for academic advising and NACADA motivates me to try new things within the organization.

I asked one of my colleagues what my leadership strengths were and her response was, "relationship-building." This was incredibly flattering to hear since I try to do this every single day. It requires a lot of effective communication. Another thing that I am adept at is creative problem solving. At work we have a small budget but big dreams so I have to get creative. I think all of those things lend themselves to my future work with NACADA.

The resources I am most in need of is someone with a good sense of humor that can help me navigate all the opportunities at NACADA. There are so many ways to get involved and while I have an idea where I can best contribute, I would love a mentor who can help me think even more broadly and help me find my niche. As part of that, someone with a strong network across NACADA who can introduce me to other professionals and help me grow my



Tara Maroney
ELP Class of 2017-19

Career Highlights

- Created online academic advising at the University of Bridgeport
- Launched a new website for online programs: online.bridgeport.edu
- Published journalist
- Conducted award-winning public relations campaigns

NACADA Experience

- Presenter in St. Louis (2017)
- Author of a book review (2016)

Region One

- Registration co-chair (2016-18)
- Communications co-chair (2015-16)
- Conference Presenter (2017, 2015)

Connecticut

- Drive-In co-chair (2016)
- Drive-In committee (2015-16)

Work Experience

- Advising Administration and Strategic Planning
- Academic Advising
- Graduate Admissions
- Adjunct Professor
- Journalist
- Public Relations Manager
- Research Specialist

Personal

- Mom of two young boys, Riley and Carter
- Married to my college sweetheart
- Daughter, sister and friend
- Vermonter and maple syrup fanatic

Advising Profile

- Online
- Grad Students
- Health Sciences
- Business
- Non-traditional

University Profile

- Private
- Non-profit
- Accredited
- Est. 1927
- 600+ online students



Signature Themes

- Achiever
- Learner
- Communication
- Empathy
- Responsibility

Results of StrengthsFinder survey 5-17-17

Education

- M.S. in Public Relations (Boston Univ.)
- B.S. in Business Administration
- B.A. in Journalism and Sociology (UConn)

Interests

- Aromatherapy
- Baking
- Football
- Sewing
- Volunteering at the Center for Family Justice

professional network, would be very valuable. I'm well connected in region one but want to expand my network more globally.

It would also be helpful to partner with someone who is involved with research and/or writing for NACADA to give the confidence I need to jump start that part of my career. As a journalist and public relations professional in my former life, I have not spent enough time writing since joining academic advising.

- *What will make a mentor a good fit?*
 - A sense of humor – This is the most essential and I could probably stop the list here.
 - Enthusiastic – I feed off positive energy and love when people are passionate about their work, academic advising and professional development.
 - Inquisitive – My least favorite saying is, "...but we've always done it this way." I much prefer when we can learn and adapt and grow from one another. You have to be inquisitive for that to happen.
 - Thoughtful – I like a good challenge, I like thought-provoking conversation. It makes me think more, expand my perspectives and learn.
 - Creative – The spice of life!

- *Communication style.*

I am probably more of a phone, online meeting and email person. I'm not as big of fan of social media exchanges, but they certainly have a place. Depending on the timeline of my goals, I think I would be pretty flexible with the frequency of communication. Sometimes a check-in is certainly sufficient and other times an online meeting or phone call might be more appropriate.

- *Other things....*

I have two young boys (4 and almost 2) so chaos can pretty much ensue at any time. That being said, I don't see anything looming that would impact my availability – assuming I don't get selected for jury duty on August 15 (sigh).

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### **Brittany Hoover – Emerging Leader**

Pre Health & Biology Academic Advisor  
College of Liberal Arts and Sciences  
University of Florida  
Gainesville, FL  
Region 4  
[bhoover@advising.ufl.edu](mailto:bhoover@advising.ufl.edu)



- *NACADA experiences and leadership goals.*

I have attended and participated actively in the past three NACADA Annual conferences. My first conference was in 2014 in Minneapolis, Minnesota. Here I was introduced to the

world of NACADA, and it has helped shape me professionally in many ways for instance I attended an LGBTQ social and vowed to become an ally on my campus for my students who identify with this group or feel marginalized for any other reasons! At the annual conference in Las Vegas 2015, my boss challenged me to submit a poster session and we presented on, *The Impacts of Professional Supplemental Advising on Undergraduates in an Innovation Minor Program*. While intimidating to discuss your research with advising peers, it gave me great inspiration and fresh ideas on how to expand my research, as well as motivation as many advisors stopped to talk with me about the program and how I collected my data. At the conference in Atlanta this past October I was awarded the NACADA scholarship for \$1000, and I was recognized at an awards ceremony but behind the scenes it helped me pay my tuition for grad school. 2016 was a busy and exciting year for me as I was also awarded the University of Florida Undergraduate Affairs Professional Advisor of the Year. I co-presented in person at FLACADA on, *Maintaining a High Achieving Sense of Wellbeing*, and I overcame my fear of getting up in front of a crowd to present and plan to submit for the NACADA National Conference this year in St. Louis. I am most proud to have co-authored an article for Academic Advising Today, with Dr. Melissa Johnson and Kristy Spear, both from UF Honors on, "High Achieving Well Being, Partnership Opportunities for Students and Advisors." This article solidified that I can write academically and enjoy what I write about, it helped build my confidence as both an advisor and a graduate student. I have also graduated with my Masters of Education in Student Personnel, where I studied Higher Education and Student Affairs. Currently, I am looking into PhD programs where I can research for both my degree and NACADA.

Here are my top 5 goals I hope to accomplish by being a part of ELP, and they are in progress and still my goals for the next two years:

1. Join Awards and Diversity committee, help review for awards and scholarships (in progress)- through ELP I hope to grow my professional network in NACADA and meet some of the dynamic minds behind the group- In progress, I read for the scholarships this year and plan to join the Awards committee this year!
  2. Chair Awards or Diversity committee- ELP can give me the confidence to run for a leadership role once being on the committee for two years
  3. Present in person at the NACADA annual conference- through my mentor I hope to gain meaningful insight on my research ideas and topics that can benefit other NACADA members and my students
  4. Submit article for AAT and or Clearinghouse- I want to make sure I am adding to the voice of the research and literature in NACADA and ELP can give me that support and feedback
  5. Eventually run for NACADA administration role- again through ELP I hope to meet and form more meaningful relationships overall and learn more about the inner workings of NACADA, the annual conference and the administrative side
- *Profile that will help a mentoring partner discover who I am.*
    - Wife and Mother first (my daughter Evze is 6 and my son Owen is 2)
    - Double Gator- B.A. Anthropology, M.Ed in Student Personnel in Higher Education, 1<sup>st</sup> Gen Low Income Single Parent family and I worked full time through both of my college experiences

- Academic Advisor II- Innovation Academy model is proactive, holistic, honest and accessible
- MBTI- ENFJ (Extrovert, Intuitive, Feeling, Judging)
- Strengths- Communication, Positivity, Strategic, WOC & Achiever
- I walk the line between Student Affairs and Academic Affairs as they overlap at UF and in my current role, it is interesting to see the similarities and differences in the styles when working with students
- I love to recruit welcome students into my current program and meet with them at their schools, college fairs, Discover It! sessions and Preview
- When I am outside of my office I love to be in nature. You can find me on my boat in the river or in the ocean scuba diving or scalloping, I really should have been a fish.
- I grew up in South Florida and I love and miss the lifestyle there, it is a laid back fishing community called Englewood Beach



- *Strengths and needed resources.*

My top strength is communication and interpersonal relationship skills, basically I love to connect with people of all leadership levels, institutions, backgrounds and cultures! I could help get the word out about the amazing on going opportunities in NACADA and the existing opportunities that are already out there. I have a diverse background as a student and an advisor, I was first generation and I struggled in college so I know how that can affect your psyche as a student and then as an administrator. I bring with me an enthusiasm for advising undergraduate pre health and Liberal Arts and Sciences students, so I would love to add to the dialogue on that. I am not afraid to try new things whether it be presenting at a conference or writing an article, I find myself to be creative with ideas and topics to research and would love to continue this path.

For me, I am really looking for someone who can help me develop as a young leader. In Higher Education I feel like you sometimes have to navigate politics of the institution and outside pressures and I really need some guidance on that. I want to know more how I can have an impact on new advisors who may be struggling to find the resources and mentors they need as well.

- *What will make a mentor a good fit?*
  1. Communication is open, we can discuss growth and failures openly
  2. Positive thinker who can help me develop my skills proactively
  3. Interested in research and writing in advising
  4. Willingness to share skills, knowledge and expertise in the field
  5. Someone involved in Pre-Health or Biology advising, or Liberal Arts Education
- *Communication style.*

I am a high communicator so I love to chat, phone call, message whatever works I am very flexible! I do not so much like email form as it can be misconstrued or not as genuine to me. Maybe every two weeks or once a month meetings would be nice.

- *Other things....*

I recently accepted a new role on campus about 5 weeks ago, it was a promotion and a move that I am so very happy with. I am learning the intricacies of that position and am almost trained. I have two children who are 2 and 6 and they mean the world to me. Besides that life is good!

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Wendy Schindler – Emerging Leader

Academic Advisor – Pre-Nursing
Gateway Community & Technical College
Edgewood, KY
Region 3
wendy.schindler@kctcs.edu



- *NACADA experiences and leadership goals.*

From 2014-2016, I served as the Chair of the Commission for LGBTQA Advising and Advocacy. With the new commission chair, I have taken a strong role on the steering committee. In 2015, I served as the Region 3 Conference Chair. This is one of the biggest undertakings of my entire career. I was thrilled at how all of the planning came together. This year, I was asked to join the Inclusion and Engagement committee (formerly the Diversity Committee). In addition to these leadership roles, I have also given multiple presentations at NACADA conferences, many of which revolve around diversity and inclusion.

My goals for the Emerging Leaders Program are still in their initial stages and I see them as fluid. When my term as a commission chair ended last fall, I joked that I was having a NACADA identity crisis. Where do I go from here? I can see myself becoming further involved in multiple areas:

- Commission and Interest Group Division – As a recently commission chair, the CIGD has become my “home” within NACADA. The division’s representatives and steering committee members were supportive of my goals for the LGBTQA commission and provided a wealth of information when I needed guidance.
 - Region Chair – Region programs offer NACADA members different (and often more accessible) options for professional development. I have come to know so many great colleagues in my region. I am thankful for the leadership provided by the Region chairs to keep these opportunities available.
 - Inclusion and Engagement Committee – I have a tremendous appreciation for NACADA’s diverse membership. I am looking forward to finding out how serving on this committee will allow me to participate in NACADA’s continued commitment to diversity and inclusion.
 - And if I’m allowed to dream big, I’d love to serve as the NACADA president someday.
- *Profile that will help a mentoring partner discover who I am.*
 - Myers-Briggs Type: INFJ/INTJ
 - DISC Personality: Innovator (High D, Low I, Low S, High C)
 - Top 5 Strengths: Analytical, Individualization, Communication, Restorative, Connectedness
 - Smalley-Trent Personality: Beaver-Lion
 - Generation: X

I think my choice of “Georgia” font sums up my personality: a little bit quirky. I tend to fall into more rare personality types and think of myself as outside the box. I often describe myself as a “social introvert.” I am very comfortable with public speaking and am interested in hearing various viewpoints that others bring to the table; however, to recharge, I need my alone time to decompress and process my experiences. I am much more comfortable having a movie night with a few friends than socializing at a large party.

I fall squarely between INFJ and INTJ. I prefer to make decisions based on cold-hard logic, which can come off as insensitive to others; however, I pride myself on my ability to be inclusive and empathetic. I am passionate about social justice and the welfare of others, but I often prefer behind-the-scenes work I can do on my own with facts and figures. When it comes to thinking vs feeling, my dominant personality is situationally driven.

I have a good work ethic and am productive. I love finding new ways to be efficient. I am adaptable to change and welcome to the opportunity for creative problem solving. But as a Gen-X introvert, I tend to get down to business quickly and forget the social pleasantries that many people prefer – especially when working with someone who I do not consider to be in my social circle. I tend to be blunt in my communication with others, but I have learned to recognize when this communication style will not work and am constantly looking for ways to adapt to my audience.

I take pride in achieving results, but this means I can be quite the perfectionist. Delegating is difficult for me because I often prefer to do things on my own. I am constantly working on not over-extending myself. However, if I find value in a task, I will find the time to get it done.

Lest you begin to think I am always super-serious, let me assure you, humor is a big part of my personality. I love to laugh; I love to have fun at work; I love to be creative; and I love to let my quirky side shine. I have a shelf in my office affectionately dubbed, “the wall of nerd” because it holds figurines from multiple pop culture sources that bring me joy. Need a little dancing baby Groot in your life? I have one on the shelf. Want to see a line up of Pop Vinyl inspiring female characters? My office is the place to be.

- *Strengths and needed resources.*

One of my most valued strengths is efficiency. I'm always asking, "Can I do this task better? faster? more accurately? How can I maximize my efforts?" I find that looking at the big picture helps me find ways to improve processes and practices. I welcome any support from those more experienced than me who can give me better insight into the way things work so that I have an accurate frame of reference to work with.

I am generally a strong communicator. Particularly, I am both fond of and skilled at public speaking/facilitation. However, I know that I always have room for improvement. Resources that can help me refine and develop my facilitation skills would be beneficial. I could also use support in finding ways to adapt my communication style to different audiences. I'm often quite direct which can be perceived by some as blunt or without tact, regardless of how I meant to come across.

I put a high value on equity, inclusion, and empathy. I try always to consider the viewpoints of others, particularly when making big decisions. As a perfectionist, however, I sometimes experience tunnel vision and lose sight of the bigger picture and diverse perspectives. I could certainly use support in avoiding this trap.

- *What will make a mentor a good fit?*
 - **Ability to challenge me** – Like many people, I sometimes get stuck in my comfort zone and need a push to take some risks.
 - **Flexibility** – I have an ever-evolving schedule and standing meeting times can be difficult for me.
 - **Someone who can help me “fill in the gaps”** – I never cease to wonder at just how much I don't know! It would be great to have an advisor who can help me connect the dots between my leadership goals and opportunities within NACADA.
 - **Positivity** – I have a strong desire to achieve results. I get frustrated when I run into setbacks. In those situations, I find it helpful to talk to someone who can help me find perspective and challenge me to look for the opportunities that arise from obstacles.
 - **Knowledge of leadership opportunities in both the CIG division and Consultant and Speaker's Bureau as well as writing for NACADA** – These are three areas of NACADA that I am interested in serving. A mentor who has expertise in any of these areas would be helpful.

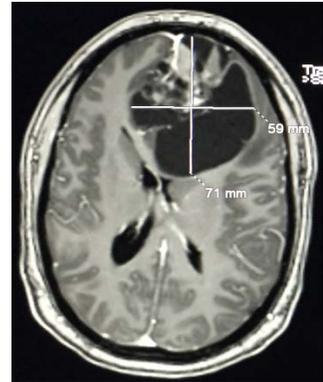
- *Communication style.*

I'm flexible in my communication mode, but I find that phone calls and online meetings (like zoom or skype) keep me most accountable and also allow for good conversation. As an introvert, sometimes I do need time to process, so an email exchange followed up with a “live” conversation works well for me. Frequency of communication might vary based on the time of year, but I would think that “live” meetings once a month would be a good goal with emails and text in between to supplement as needed.

- *Other things....*

I'm not sure how well this is coming across via my writing style, hopefully a bit more in the zoom meetings, but I really like to have fun and to laugh. I was once told that no one would ever take me seriously at work because I laugh too much. I was disheartened, but finally realized how ridiculous it would be for me to stop being myself. I can excel at my job without sacrificing my enjoyment. I can certainly be serious and get down to business when needed, but I don't feel any shame for loving what I do and expressing myself joyfully.

That said, sometimes I fall into a pessimism spiral and it's helpful for me to find perspective. I received a big dose of perspective in January 2016 when I was diagnosed with a brain tumor. Besides learning I had a big ole interloper inside my head (literally!) the events that followed could not have gone more smoothly. I had a craniotomy to remove the tumor, a fairly uneventful recovery, and learned that shaving my head was not as big a deal as I would have thought. My tumor was extremely rare (even the Mayo clinic can't find a match) and may not be completely gone, but for now I'm healthy. I just have to get regular MRIs to make sure that everything stays copacetic. I've handled the entire ordeal with a lot of humor ("My latest MRI was clear, there's nothing in my skull!" yuck yuck yuck). I keep a picture of "Mr. Jelly" prominently displayed in my office, so that whenever I'm having a rough day, it helps me find perspective.



Sarah Maddox – Emerging Leader

Academic Support Coordinator
Biomedical Sciences
Colorado State University
Fort Collins, CO
Region 10
sarah.maddox@colostate.edu



- *NACADA experiences and leadership goals.*

I have been involved in NACADA since the 2011 Annual Conference in Denver, CO. This involvement has spanned presentations at the annual conference, involvement in Region 10, as well as involvement in many of the commissions and interest groups, most specifically the Technology in Advising Group. I have served on steering committees, as a moderator for the Twitter #acadv chat, and wherever assistance has been needed. I recently defended my doctoral dissertation, and after completing all edits, will graduate in August 2017 with my Ph.D. in Higher Education and Student Affairs Leadership. Initially, I hope to pursue involvement in association leadership as well as publications and research. As a doctoral student, so many topics interested me, and I hope to continue to pursue research as a function of my professional development. In addition, I want my research to provide new perspectives from which other professionals can benefit. I also learned recently that my name has been thrown around as someone who might be able/interested in serving as a regional conference chair for an upcoming conference; this is not something I had previously considered, but the idea has since intrigued me. I feel my goals are generally fairly well-formed, but with plenty of room for flexibility and clarification.

- *Profile that will help a mentoring partner discover who I am.*

Education

Doctor of Philosophy, Higher Education and Student Affairs Leadership
Anticipated August 2017

Dissertation: *DNF (Did Not Finish): Doctoral Attrition in Higher Education and Student Affairs*
University of Northern Colorado – Greeley, Colorado

Master of Science, College Student Personnel
May 2006
Western Illinois University - Macomb, Illinois

Bachelor of Arts, Sociology, Summa Cum Laude
May 2004
Minnesota State University, Mankato - Mankato, Minnesota

Experience

Academic Support Coordinator – Biomedical Sciences
Colorado State University – Fort Collins, Colorado
February 2014-present

Graduate Program Director
Colorado State University – Fort Collins, Colorado
October 2012-February 2014

Academic Advisor
Colorado State University – Fort Collins, Colorado
August 2011-October 2012

Residence Hall Director
University of Colorado at Boulder – Boulder, Colorado
August 2010-November 2010

Residence Hall Director
University of Northern Colorado – Greeley, Colorado
July 2006-June 2010

Personality

Relator * Adaptability * Arranger * Communication * Developer (StrengthsQuest)
June 2017

Interesting note: I have taken this assessment about 7 times; the only strength that remains the same on each evaluation is Adaptability

ESFP (MyersBriggs)
June 2017

Each time I take this exam, I will change around. According to the test I took, I have marginal/slight preference on each of the dimensions, except a moderate preference for Feeling over Thinking. However, I am a quiet extrovert. I get my energy from being around others, but am not an outgoing person.

Personal

Interests: Knitting, crocheting, crafting (charity knit for children's hospitals, Knitted Knockers – breast prosthetics for cancer survivors), Photography

Married; husband just finished his bachelor's degree and is job-searching for athletic communications positions

- *Strengths and needed resources.*

A significant strength I see myself bringing to the NACADA leadership arena is **tenacity**. As many of the other ELP members in this class know, I recently finished my doctorate in Higher Education and Student Affairs Leadership. My path to completing the degree was not easy, with academic and personal struggles along the way. My ability to be focused and determined on completing my goal was critical in my completion of the degree. Another strength I bring to the NACADA leadership arena is my **experience** with graduate programs. Certainly, I have my own experience as a master's and doctoral student, but I also worked for a short time as a graduate program director and have unique skills when considering the needs of graduate students. My dissertation was on doctoral attrition in higher education and student affairs leadership, and I believe I have great insight that can help to develop our professional preparation programs. Finally, I bring a **desire** to give back to NACADA. As a professional involved in the organization for the past six years, I have tried to step in and help whenever I feel I can be of use. This has come through moderating bi-weekly professional development chats through Twitter, coordinating presentations among various institutions, reading program proposals, evaluating conference scholarship applications, and putting together an electronic Region 10 conference guidebook from scratch. I have an eye to notice where some help might be useful or appreciated, and a desire to do what I can to support others.

In terms of resources and support, I'm not entirely sure what I need. I think one way a mentor could help me focus and develop these strengths is to know who is in charge of what at the national and regional levels. For example, if I see something on the national level might benefit from a little assistance, a mentor who can help connect me to the person in charge of that opportunity would be beneficial. Also, a mentor who is willing to vouch for my skills and talents in these arenas will be helpful. Another possible resource I can see that might be helpful is knowing other people who are interested in academic advising writing and research so that we can collaborate on research opportunities. This could be in helping with local connections, or with nationwide connections that may help with providing further application opportunities. Similarly, a mentor that either is interested in quantitative research, or knows people who are, would be beneficial, as my primary interest is in qualitative research. Sometimes it would be helpful to have someone readily accessible that can help me decipher the numbers side of research and interpret those results. Finally, sometimes in my tenacity and determination, I can feel lost and be unsure of what steps need to happen to get to the next point. In this, a mentor that can take a big picture and help me figure out a good step-by-step approach would be helpful.

- *What will make a mentor a good fit?*

Personally, I work best with people who are **flexible**, that understand life goes on and things interfere with the best laid plans. I would like a mentor who is **creative** personally and professionally. I want to be pushed to think outside of the box to help students and professionals be successful. A mentor who is **inquisitive** may be able to help me with research ideas, and to prompt me to think of new approaches or considerations. I feel I'd particularly work well with a mentor who prefers **written communication**. Personally, I am not a big fan of phone communication in most circumstances. I can certainly do it if that is what works best for the mentor, and it would not be a deciding factor if I was choosing a mentor, but I'm much more comfortable writing out my ideas, thinking through options, and considering my message via written communication rather than phone communication. I am also interested in a mentor that can help **amplify** my voice. While I mean this in a figurative sense, there is also a literal component to it. As someone with a mild hearing impairment, I do physically speak more softly than many due to the nature of my hearing loss. So, while I would never expect a mentor to speak for me, helping me figure out the best ways to make sure I am physically heard would be helpful. Figuratively, this may look like helping me find the right people to speak with, how to craft a message appropriate for the audience, and how to advocate for the needs of myself, my department, and my students. Finally, a mentor that is a good fit for me understands the importance of balancing work responsibilities with life responsibilities. I truly enjoy the work that I do during the day, and I truly enjoy being a part of my family at night. Both require my time and energy in different ways, and I need a mentor who understands, appreciates, and models balance.

- *Communication style.*

I highly prefer text-type communication (emails, facebook exchanges, text messages) to phone conversations. If a phone conversation or Skype/Google Hangouts works best for my mentor, that's fine, but generally, I like the opportunity to sit and formulate my thoughts (though I do sometimes just write stream of consciousness too!). I anticipate wanting to communicate around 1-2 times a month, depending on what we are discussing.

- *Other things...*

Generally, no. I do like wine, beer, and chocolate, so those are important things to know about me. And yarn. No significant life events coming up, but I did just finish my doctorate. My husband and I also hope to start a family soon, and that might impact during the tenure of the ELP. We do have a long-term hope of getting back to the Midwest (my husband is from Indiana), so connections in that area would certainly be helpful, but by no means a requirement for me 😊

Shanna Pendergrast – Emerging Leader

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Region 3
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- *NACADA experiences and leadership goals.*

During the 2015-2016 academic year, I served as the President of TennACADA (UT's academic advisor organization). During my tenure, my board and I successfully developed institutional advising awards. These awards serve as a pipeline to nominating more UT advisors for Regional and National NACADA awards. Due to the way, our awards cycle was established 2016 was the first year that our institutional awards lead to regional and national award submissions. In 2016, two advisors from the University of Tennessee received advising awards, one regional and one national. Two advisors from the University received regional advising awards in the 2017 cycle. I am very proud to have been involved in creating this system, because our advisors are doing wonderful things and deserved to be recognized on the regional and national level. Additionally, I have presented both at Region 3 conferences as well as a national conference.

At this point my goals are fluid and still need to be fleshed out. I have areas of interest and want to investigate further leadership opportunities within NACADA. Those areas include:

- My goals regarding assessment are the pretty well-formed. I am very interested in assessment, an area that is growing in importance not only in the field of advising, but all aspects of higher education. My interest lies not only in student's perceptions of the services we provide and the effectiveness of those services, but also in our effective use of resources. This passion for assessment, has lead me to what to attend the assessment institute and become involved in the Assessment in Advising Commission (ASAC). I hope my increased involvement in the ASAC could result in a multi-campus assessment presentation being submitted for a national NACADA conference.
- Professional Development Committee – I am passionate about professional development and would like to consider ways to get involved with the committee
- Becoming more involved in Region 3

- *Profile that will help a mentoring partner discover who I am.*

My name is Shanna Pendergrast and I was born in Albuquerque, New Mexico. I lived in a wonderful, humid free place (Albuquerque) for 16.5 years, then my family moved to Greensboro, North Carolina where I had my first experience with *true* humidity (let me just tell you, I could live without it). But I suppose I have grown to love/accept/tolerate humidity, as I have lived in Tennessee or Florida since I graduated from high school. I went to King College in Bristol TN, where I studied Chemistry and planned to go to medical school, then pharmacy school, then just to be gainful employment after graduation. None of these career changes were made with the assistance of an academic advisor or career counselor, not because they didn't exist, but because I didn't ask. After working as an office manager in a doctor's office for three years, I came to the University of Tennessee, Knoxville to earn a Master's in

College Student Personnel and I have been here ever since. I began working in the Arts & Sciences Advising Center at UTK in June 2010 and have loved every minute of it.

To tell you a bit more about my personality, my top 5 strengths from StrengthsQuest are Restorative, learner, adaptability, ideation, and positivity. Additionally, my Myers Briggs is ISTP (introversion, sensing, thinking, and perceiving). Both of these personality assessments, describe me pretty accurately. It's funny, I used to consider myself an extravert, but I have learned that I require some quite reflection time to recharge; I guess I am finally embracing my inner type.

I also work 3-hours a week at an urban farm for a share of vegetables. I started working at the farm a year ago and have really enjoyed it. I don't know a lot about gardening, but I love cooking and my crop share is really increasing my cooking game. My social media pages are filled with pictures of food. I also joined a book club last year. I come from a family of avid readers and I am working on joining their ranks.

- *Strengths and needed resources.*

What I bring:

- Openness to ideas and a love of learning - I strive to do as much research as possible to learn about an issue before trying to develop solutions or make recommendations
- Detail oriented – while I can come up with big picture ideas, I excel at thinking about the details from important steps in implementation to the effects of a decision
- Transparent – I believe that people are more likely to help and support ideas and decision when they understand the logic behind them
- Objective and rational – I tend to approach things from a logical and fair prospective, attempting to take all sides into consideration

It is hard for me to pinpoint my needs in terms of resources and support, I am not exactly sure what I need. I think support in developing my interest, knowledge, and skills around assessment would be helpful. Beyond that someone to assist with helping refine how and where I can contribute best to NACADA. I a new administrator and would love insight into and mentorship regarding being a good administrator as well as mentoring the advisors I work with.

- *What will make a mentor a good fit?*

- A good sense of humor
- Someone who can mentor me in assessment and help me further my knowledge in this area
- Ability to offer constructive criticism
- A good networker, who can assist me in my networking skills
- Someone who will push me outside of my professional comfort zones

- *Communication style.*

Phone or email really works best for me. I not much for social media, except for posting pictures of food (I love to cook). I check my email several times a day and am typically very responsive. Regarding how often, I think that would be pretty fluid and depend on what we may be working on. Ultimately, I think

we should have some sort of communication bi-weekly or at least once a month. I think flexibility is key here.

- *Other things....*

My job responsibilities recently changed, as of August 1st. I am now taking on the role as the chair of our health professions. As an advisor, I have worked with students on a pre-health track, but I still have a bit of a learning curve to serve as the chair from the college. The former chair retired and I am taking her place. I am excited about this new opportunity, but I am finding myself a bit overwhelmed at this point. That said, this program is important to me and I am going to make time and make it a priority.

Nancy Roadruck – Mentor

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- *Leadership experiences.*

- Steering Committee member, Advising Administrators' Commission, 2002-2006
- OH state liaison, Great Lakes Region 5, 2006-2010
- Great Lakes~Great Leaders, mentor, 2010-2012
- Chair of Advising Administrators Commission, 2010-2012
- Co-chair Region 5 Annual Conference Committee, Akron OH 2012
- Professional Development Committee, 2010-2012
- Speakers and Consultants Bureau Advisory Board, 2010-2011
- NACADA Annual Conference Committee, 2012-2014
- Great Lakes Region 5 Chair, 2015-2017
- Intern, NACADA Summer Institute Norfolk VA, July 2016
- Faculty, NACADA Summer Institute Green Bay WI, July 2017
- NACADA Board of Directors in October at St. Louis, MO 2017-2020
- Presented locally, regionally, and nationally

- I served as a volunteer for the Advising Administrators Commission for the chair Cindy Iten. Cindy and the chair after her, Janet Spence, were so open to accepting my participation and helped me to feel like I was really doing something significant. I served on the AAC Steering Committee for several years and eventually was elected chair.

- I have been blessed to make wonderful friends in NACADA who accepted me and helped me connect with programs, groups, and others to help me expand my understanding of advising administration. As a result of this fantastic organization, I have been empowered to help move advising further than thought possible and help modernize it at a previous institution.
 - I encourage new NACADA members to offer to help and make friends in the organization. These are really nice people who want to promote academic advising/student success among all campuses not just their own. This is a special group of supporters/ helpers who practice what they preach and lift up others as they learn and grow in their own practice. And the funny thing is, when we help boost others we become more confident and knowledgeable in our profession and it is noticed by those in our institutions. My career in academic advising went much further than I had planned or expected because of my involvement in NACADA.
 - I plan to have fun meeting my new ELP friends, working with a mentee, and growing in my profession even more during the next two years.
- *Profile that will help a mentoring partner discover who I am.*

STRENGTHSFINDER

Our advising unit in the College of the Arts at Kent State University has been working with StrengthsFinder for a year and a half. My first meeting with my new colleagues was a workshop on this topic in January 2016. Based on the test at that time, my strengths are defined as:

1. Arranger
2. Developer
3. Relator
4. Responsibility
5. Strategic

1. **Arranger** is defined as, “People exceptionally talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity.” When I reflect on how this is evident in my life, I definitely like to know about the entire project; how it affects others, how others affect us; why the project was conceived; the intended/expected outcome, etc. If I know the details of what we are trying to accomplish and why, I may have ideas that can enhance the project and include all stakeholders in the process. I love flexibility in my work, too. Good thing!
2. **Developer** is defined as, “People exceptionally talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.” My role as an advising administrator is to help develop talent in the advisors I supervise. I love getting to know people and finding out their goals, accomplishments, talents, and help provide connections, advice, and support for them as they push forward.
3. **Relator** is defined as, “People exceptionally talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.” I am a team player. My happy place is working in a team of happy, dedicated people

working to refine and excel in their professional practice. My heart aches when someone is constantly negative, critical, and does not attach to the other team members.

4. **Responsibility** is defined as, “People exceptionally talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.” I have been too loyal to a fault in the past. I usually expect the best in people and am offended when others assume the worst. I am not afraid to have the difficult conversation when I must but I try to allow people their mistakes and the opportunity to fix them before meeting to discuss the issue and make a plan for restitution.
5. **Strategic** is defined as “People exceptionally talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.” Thinking strategically has been a skill developed over time as an administrator in higher education. Unfortunately, our environment has become very political and one must think how to accomplish critical goals even when there are roadblocks in the way. When we say “students first!” we have to be willing to deliver on that statement. It sounds good but living this kind of motto may cause conflict and disappointment if it is only a sound bite. My new post-retirement institution is a wonderful change of view. I feel that here at Kent State all of us are strategic thinkers in order to push away barriers for students to succeed.

Our advising unit is still unpacking the StrengthsFinder concept in our team building and our practice. Once we move forward with this way of thinking, I plan to work to train others on Strengths Advising. It goes very well with other advising approaches.

MYERS-BRIGGS

INFJ-As you know, INFJ stands for Introverted, Intuitive, Feeling, and Judging. As with all personality tests, I believe that they change with time and experience. I retook the Myers-Briggs for this assignment and this was not the result in years past. Probably through my experiences and maturity, I have developed these attributes and they hit spot on, in my opinion.

First, what does INFJ mean? As I read the material, I see that I am at this stage in my life and career “The Protector.” I find that the article states that I am:

- idealistic, sensitive to the needs of others
- highly creative and artistic
- focused on the future
- value close, deep relationships
- enjoys thinking about the meaning of life
- driven by my strong values and
- seek out meaning in all areas of my life including relationships and work

It is a good thing that I am an academic advisor because the article lists that I am a good listener and have a strong interest in people and society. “Helping others” and “making a world a better place” seems nobler than I see myself but I’ll take it.

Some famous INFJs are Billy Crystal, Nicole Kidman, Nelson Mandela, and Martin Luther King, Jr. I have always loved Dr. King’s writings so that one really pleased me to see. I am more extroverted than this description gives but I agree that I am really a closet introvert.

I will absolutely love getting to know my mentee and working with them for at least the next two years. I have already been mentoring young professionals and am very proud of their growth and success. They are now treasured friends.

- *How being mentored has helped me.*

My first mentor was Dr. Michael Sugarman at the University of Akron who hired me as a graduate assistant to begin a second career in higher education. Dr. Sugarman was a warm, happy person who supported, challenged, and encouraged the GAs who worked for him. After I received my master's degree, I intended to go home and be an at-home-mom to my toddler but Dr. Sugarman had other ideas. No GA of his was going to stay at home and not work! 😊 He strong-armed me into teaching for him in the Technical Education department. I stayed and taught part-time for 5 years. I taught Curriculum Development, Instructional Techniques, and Life-Span Education. What an education and what a perfect opportunity for me at that time! This experience helped me get my foot into the door of academic advising as a passion and career.

Once I was established as an academic advisor, my next mentor was the Dean of University College and Associate Provost, Dr. Karla Mugler. Karla saw something in me and determined that, although I had the least tenure of the 20+ advising team, I would be the next director for the unit. I did not assume that I would be the one but Karla knew that she wanted me to take the helm. I had served in banking as a manager and had experience that the others who only worked in higher education did not have. Karla helped me by providing professional development and getting me involved in NACADA. She supported, encouraged and sponsored me to go to Administrators' Institute, Assessment Institute, Association of Deans and Directors, FYE among other opportunities. She groomed me to run for office and take on responsibility in leadership. She also encouraged me to participate in the Women in Higher Education association for which she served as a state and national leader.

Karla is retired and to this day still sends me articles and encouragement. She is a true, dear friend and a valued mentor.

- *Skills / characteristics needed to be an effective NACADA leader.*

NACADA is changing dramatically through the updates of the Core Competencies and Core Values as well as working with the John N. Gardner Institute for Excellence in Undergraduate Education among other partnerships. We are not just global in title but in action, as well.

1. **Inclusion**-Future NACADA leaders need to think globally and understand that our "family" extends across the globe. When we discuss issues and work to develop new ideas, all stakeholders must be included in the conversation. We have members in Canada in Region 5 and as chair, I have to be conscious to use inclusive language and support their contributions to NACADA. I encourage them to be leaders for our global association. Leaders try to be friendly to all attendees at conferences. Reach out and make new friends. Help them to feel welcome and valued.
2. **Accept responsibility**-NACADA leaders need to know what is required of them before accepting a position or running for office. We all have busy lives and there are super busy seasons. That

does not excuse us from fulfilling our commitments. Leaders must lead by example and finish what we start. Other leaders are watching us and will learn by what we do and how we do it. One example that shouts excellence to me is Teri Farr and the Professional Development Committee. They delivered the new Core Competencies and the website looks amazing. Major kudos to Teri and the committee! She led this group while serving as co-chair for the Region 5 conference in Rosemont, IL and being promoted at work.

3. **Delegate**-Leaders for NACADA are hardworking yet know how to accept help from others and delegate. All of us want to contribute. There are times in our lives when family and work responsibilities do not permit us to serve to a great extent but we want to contribute. Leaders find a way to allow others to participate. Look for their talents and interests and ask them to serve.
4. **Stay informed**-Leaders read their emails and NACADA materials. We respond and complete requested items on time or early. We share information we receive with colleagues and administration. Help run workshops on the new Core Competencies and Core Values on your campus or promote NACADA webinars.
5. **Share with others**-Leaders share ideas and practices that have worked. We ask for help when we need it and share our ideas when the opportunity happens. Celebrate success of all of our colleagues and be there for them when there are disappointments.
6. **Have fun**-being part of the NACADA family is fun! Allow yourself to work hard and have fun while serving NACADA. It is truly satisfying to accomplish big things with good friends (old and new) and have fun while doing it.

- *Communication style.*

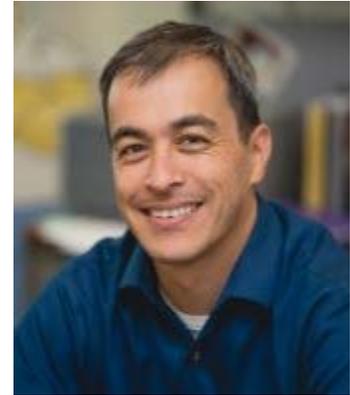
Type and frequency of communication I prefer: I use email, Facebook, and texting daily but really like Zoom, FaceTime, and Duo visual visits, too. The reason is that I like all forms of communication but my least form is phone calls if the visit needs to be longer than a quick update. A quick text asking, "Are you available?" and then a FaceTime (etc.) meeting date/time would work for me. I like seeing faces for a longer visit and, if it is a quick check-in, I like text messaging because I know that if one of us is busy the other will respond when we are available. As far as how often, I am not sure how often most ELP pairings tend to connect, but I think monthly would be good. It would be a discussion between my mentee and me. I do not want to make it too frequent or not frequent enough. I would look for a good balance for both of us.

- *Other things....*

Other important information or upcoming events: I will complete my term as NACADA Region 5 chair in October and join the NACADA Board of Directors for a three-year term. I am very excited about this new challenge and hope to be effective for the organization and academic advisors. I retired from the University of Akron in 2016 and began working at Kent State a few days after leaving UA. It was bittersweet leaving my position at UA but looking back, I see that I have much less stress and frustration now. My new role at Kent State gives me more time to devote to NACADA. I am a cancer survivor- I achieved the five-year mark this past May. ☺ I am happily married to my husband of 42 years Gary who is proud of me and excited for the fun I have in NACADA. I am blessed! Oh, and I am very excited that I leave tomorrow (7/22/18) for Green Bay WI to serve as a faculty member for the NACADA Summer Institute.

David Spight – Mentor

Director of Undergraduate Affairs
College of Engineering
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Region 9
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- *Leadership experiences.*

President: 1 year (2015-2016)

Vice President: 1 year (2014-2015)

Board of Directors, Member: 3 years (2013-2016)

CIG Division Representative/Council Member: 2 years (2009-2011)

CIG Steering Committee, Member: 2 years (2008-2009 and 2011-2012)

Commission on Undecided/Exploratory Students, Chair: 2 years (2006-2008)

Professional Development Committee, Member: 2 years (2005-2007)

Discussion of early role:

Being the CUES chair would be the early experience that comes to mind, without a doubt. I had the good fortune of following a chair in Beth Higgins that set me up for success. She was there as a resource even after the handoff, being one of those first mentors for me in this wonderful association. I still see Beth as someone I can lean on whenever I need someone to bounce ideas off of or to get another perspective. She gave me a sense that I could accomplish something of value to the association and to advisors working with undecided/exploratory students. The role was special in part because I had the support from Beth and others. This was the first role where I was given the chance to lead a group of passionate volunteers on behalf of students. The success of that experience gave me the confidence to continue doing more in the service of the association. This role was also special because it connected me to others with ideas, experiences, and questions that would drive me forward as a professional and as a member of our association. In particular, there was a group of four new professional and new leaders that had stepped into CIG chair roles at the same time and having that “cohort” of new leaders provided a lot of support, opportunities to exchange ideas, and to keep each other on task as new chairs. The CUES chair role opened up opportunities to make a difference and it helped me to see that any member could make a difference if given the space and the support to do so. That role became the inspiration for the very theme of my year as president – getting people more engaged in what we do – this thing we call academic advising.

What I wish I had known:

I wish I had known before taking on that role that it’s important to be intentional and focused on accomplishing one or two things that move the association forward rather than trying to do *everything* while I was chair. You can try to do too much, and in the process, get a lot less done than you hoped when you first decided to pursue the opportunity to lead. That one or two things you do make a world of difference. I also wish I had known that leadership in this association would be so addictive! Just can’t seem to not be involved!

- *Profile that will help a mentoring partner discover who I am.*

Husband, Asian American (*Half Japanese*), and stepfather,
History major, advisor, grad student, and scholar
My preferred pronouns are Him, His, and He
And I also happen to be an ENFP

I have lots of animals, like cats and a fish
The newest is a kitten who was once long a wish,
And 5 chickens that sometimes, lay eggs,
And a labradoodle that constantly begs

I go by David, Dave, or even just Spight
Most any name I'm called will be alright
I'll ask lots of questions, to get to know you
And help you with the things that you want to do

I was born in Colorado and grew up there too
But I've been at more than an institution or two
My philosophy is based in challenge and support
Running out of rhymes, so I'll keep this profile short

Is there something more that was needed for this, Leigh?
I tried to be as creative as I could be.
I'm happy to share more, if there's something needed to be known
My goal by the end, as a mentor, is that we all have grown

- *How being mentored has helped me.*

From professors in college, to family, to professional colleagues, I believe there have been a number of individuals who have been a mentor to me along the way, in terms of developing my leadership skills. There were also plenty of times where I was going through some experiences where I did not have a mentor. It is in those moments that you really come to appreciate those that are there and willing to mentor you. When I think of some of those mentors, Beth Higgins from the University of Southern Maine comes to mind, she helped me to understand the culture of NACADA and places where I could learn and places where I could contribute. She was, and continues to be, someone I feel I can bounce thoughts or ideas off of or someone who is simply there to listen and provide support. Beth is really good about letting you be you, but challenging you to be the best you that you can be. It gave me confidence to get more involved, to contribute, to learn. She helped by asking questions to help me self-reflect rather than simply being someone to provide answers.

- *Skills / characteristics needed to be an effective NACADA leader.*

Top 5 (not necessarily in a particular rank order):

1. Empathy

2. Scholarly Understanding
3. Communication
4. Follow-through
5. Integrity

- *Communication style.*

It terms of communication, I don't really have a preference. Happy to talk via phone, Facebook, email, online, etc. Though, I don't use twitter or a lot of other types of social media beyond Facebook.

In terms of availability, I could be fairly available most of the time. I do tend to not check email outside of work, but depending on time zones could be flexible. I have been meeting with a mentee on campus here once a month and that seems to work, but would be fine with twice a month or some other arrangement if it works better for my mentee. Of course, the communication would not be limited to the meetings.

- *Other things....*

Hmm....beneficial to know...Not sure if it is beneficial, but, I play soccer, write music, and spend time writing my dissertation. I have only been at UC Davis for about 14 months now, but 11 of those have been in wedded bliss. No major life events planned at this point, but you never know. ;)

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### **Amanda Mather – Mentor**

Assistant Director, Academic Services  
 Academic Services Office  
 Texas A&M University at Qatar  
 Region 7 (and International)  
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- *Leadership experiences.*

- 2011-2013, Advisor Training and Development Commission Steering Committee Member
- 2013-2015, Advising Education Majors Commission Chair
- 2015-2017, Commission/Interest Group Division Steering Committee Member (reappointed for 2017-2019); various task forces within CIGD
- NACADA member since 2009, conference presentations 2012, 2013, 2014 Annual Conferences, 2013, 2014 Regional Conferences

I wish I had known that it's really not that scary, and it's really beneficial. I served as the Commission Chair for Advising Education Majors from 2013-2015, and I was, to be honest, really terrified that I was not up to the task. I don't have a post-baccalaureate degree in student affairs, I don't have the background knowledge of all the advising theory (I'm still learning at every NACADA event) and I was

worried that I wouldn't be taken seriously without that. What I did have going for me was several years of experience and a willingness to jump in the pool, and I was ready to learn. Which is, really, all you need- there is so much support from the CIGD leaders in particular, and NACADA leadership in general, that I was really worried for nothing. Everyone was super willing to explain processes, answer any questions I had (no matter how dumb I thought they were, they never made me feel it!) and share their expertise and guidance willingly.

My outgoing chair was really great about including me on decisions she made, explaining the reporting, answering questions about the business meeting and the role in general. I found that the time during the CIGD fair was really great, as I got some one-on-one time to really discuss goals she'd made for the commission, and whether they'd been met or not and if we wanted to reassess or change them. She was a really great resource as well, and I also found that the CIGD chair training at annual conference was helpful because I found other new chairs with the same questions and worries as me, and we could support each other.

I'm so glad now that I have had that experience and I have been able to support new incoming chairs as a member of CIGD steering committee.

- *Profile that will help a mentoring partner discover who I am.*

A little about me... I'm almost 40, and most days I act like it... but there are days I regress to about 12. I work with college students on a daily basis- I am the Assistant Director for Academic Services at Texas A&M University at Qatar, and sometimes they seem about 12 too. But I love them... we do seem to generally get along pretty well. I am a lifelong Texan, but I am currently living the expat life in Doha, Qatar, a tiny little peninsula in the Persian Gulf (only here, we call it the Arabian Gulf. Middle East politics are fascinating and complex.) I hold a Bachelor of Arts degree in History, with a minor in English. I am a grammar NERD- yes, I know the correct usages of their, there, and they're, your and you're, and when to use the Oxford comma.

I grew up in a small town in East Texas; I went to high school in a larger town in East Texas. I like East Texas; when you speak with me, you will know I hail from there (the farther east I get, the thicker my twang.) My family still lives there; it's not a bad place to be from. But I lived in College Station, home of Texas A&M University, for 20 years, so when I refer to home, it's Aggieland I am talking about. I am a proud graduate of Texas A&M, and I have worked for the University for about 15 years now. I was an advisor in Education for 8.5 years, before coming to Doha as an advisor and now an advising admin. I currently have two advisors and a study abroad program coordinator under me, and I am responsible for overseeing advising, study abroad, scholarships and financial aid, student sponsorships, and pretty much whatever else my boss needs me to do. It's challenging, but I like it.

I am a very extroverted introvert; I love my job and the team and students I work with, but at the end of the day I need my quiet time to recharge. Usually that time is spent with a book (I am not allowed into a bookstore without a chaperone and a strict limit), but I also enjoy sewing projects and kitchen chemistry. I'm a coffee addict (gimme the coffee and no one gets hurt!) I am also certified as a professional photographer and am never without a camera, even if it's just my phone; however, I have been focusing more on experiencing life thru my own eyes rather than a camera lens.

I've been very lucky that both my current and previous positions have allowed me to indulge my love of travel (NACADA is responsible for getting me to Australia!)

Music is very important to me, and my taste is pretty eclectic, but I wholeheartedly love rock. Because of my love of live music, I don't always hear so well- one too many rock concerts, but hey, what's a little hearing loss when Clapton is on stage?

I am also very ADD. I'll go ahead and apologize now for getting sidetracked, especially when there are multiple conversations going on and I catch a snippet of something I am interested in. My very patient husband often has to say, "Focus on me!" when he sees I am wandering. We joke that I have "AD..OS", short for "Attention Deficit... OOH, SHINY!" I have never been medicated for it, I have just learned to cope. Lists are my friend. I will admit to being a champion procrastinator at times, but when I am working on a project, I am ON IT.

On the MBTI, I tend to go back and forth between INFJ and ENFJ, depending on how I'm feeling when I take it. According to my 16Personalities profile, I am ESFJ-A, "The Consul." Both are somewhat similar assessments. On the Strengths Quest front, my Top 5 Themes are Input, Arranger, Adaptability, Positivity, and Learner.

So that's me in a nutshell ("Help, help! I'm in a nutshell... how did I get in this nutshell?" If you got that Austin Powers reference I want to work with you!)

- *How being mentored has helped me.*

I blame Sam.

I make this joke frequently, and it always gets a laugh, but it's really not a joke -- Sam Murdock has been instrumental in my NACADA involvement and leadership development in general. When I "fell into" advising in 2006, he was part of the leadership of Texas A&M's University Advisors and Counselors (UAC) organization. He took the time to really get to know me, to ask what I wanted to do, and then ask me to be involved -- and, crucially, he wouldn't take no for an answer. I was very nervous, worried that I would be seen as some upstart new advisor coming in with little experience and new ideas but no sense of history or institutional knowledge. Which, I was- but, Sam helped me to learn to keep going, even when the "old guard" resisted- because organizations thrive on fresh ideas to keep from stagnating. And, he told me, "They will all be retired soon. You won't. Help make this organization what you want to see and be."

I have found Sam's experience and expertise to be invaluable- I have always found someone willing to listen to me, answer my questions, give me HONEST feedback (even when I didn't always want to hear it) and cheer me on. When I first started to get involved in NACADA, I had many of the same worries- but he nudged me to go on and do it. I really don't think I would have done much past the local level if I hadn't met him, as it just wasn't on my radar and to be honest, I was a little intimidated at my first couple NACADA conferences by the leaders- they were SO smart and SO amazing- and Sam was one of them. He really made leadership accessible and approachable for me, and through him I now count several top NACADA leaders as mentors and friends. I never would have had the courage to get involved if Sam hadn't pushed me. I also happen to know I'm not the only person he's done this for.

He is modest, so he will never admit or take any kind of credit for this. Now we live 8,000 miles apart and I don't get to pick his brain as often as I would like- but I do often think, "WWSMD?" What would Sam Murdock do? He'd tell me to put on my big girl britches and DO IT- whatever IT may be- and encourage me all the way. He'd never tell me I can't- he might suggest a different approach or angle- but always, always positive.

I'm grateful he's been such a large part of my NACADA experience, and even more grateful he is my friend.

- *Skills / characteristics needed to be an effective NACADA leader.*
  1. FLEXIBILITY: higher ed is changing, like it or not, and with it advising. We have got to be able to adapt to our campuses and our students, or they won't come to us. We also have to be open to new ideas to avoid stagnation.
  2. EMPATHY: crucial to building relationships with students, administrators, colleagues, parents, each other. We're all in this together and we can help each other.
  3. APPROACHABILITY: especially important- if we are not approachable, we are going to miss out on some great members/ideas to continue to move the organization forward (see above answer.)
  4. REALITY: be realistic in setting goals for ourselves and our organization. We want to reach for the stars, sure- but we have to realize that it is a process that may take time, and we need to make sure we're committed to seeing the process through.
  5. RELIABILITY: you're only as good as your word, and leaders need to be someone our members can trust to represent them and advocate for them. If you are not reliable, the trust goes away and then... well, not good.
- *Communication style.*
  - One thing to remember is I am in the Middle East, so the time difference could be significant, but easily overcome.
  - I love written communication, so emails/Facebook messages are great because we can keep a record of what we discussed and refer easily to it. But there is no substitute for face-to-face as well, so we can Skype/WebEx/Zoom/whatever as often as needed.
  - I think at a minimum we should communicate once a month, but we can do more often (maybe a monthly Skype session and bi-weekly emails...) if wanted/needed. I'm pretty flexible!
- *Other things....*
  - Hmm... I don't like broccoli. Never really acquired the taste for it, and I don't care how much cheese you cover it in, I still think it's gross.
  - I was an advisor for 10 years before moving to advising administration; I'm learning the admin side as I go. I don't anticipate any position changes any time soon, no upcoming major moves or life events. I am a fairly open book, and will answer any question honestly.

I am super excited about this program and meeting my partner. I have a feeling I will be mentored as much as I mentor!

- And I am so ready for annual conference this year- I have missed the last two due to staffing (or lack thereof) in my office, but now we are fully staffed and I've got my plane tickets booked and hotel room locked down. I have always looked forward to NACADA to recharge my batteries and be around other advising nerds (I say that with the greatest affection) and it was difficult to be stuck in the desert the last couple of years and miss out on all the fun and seeing my friends that I get to hang with once a year. I'm really, really excited for St. Louis.

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Amy Korthank – Mentor

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- *Leadership experiences.*

One of my first big leadership roles in NACADA was Region Chair. What I would like let someone know who is just starting the process of finding a leadership role in NACADA is that you may not get your ideal role first time trying. AND THAT IS OK. I did not get Region Chair the first time I applied, which is a great thing because I was not ready. But with ELP I was more than ready the second time I ran. Another important thing I wanted to point out is that what you actually want to initially do and where you initially end up may be very different things. NACADA is an organic community and learning flexibility is one of the keys in developing leadership skills!

- *Profile that will help a mentoring partner discover who I am.*

So I am a true extroverted introvert. What that means is that I REALLY like building individual relationships with people. I don't shy away from being in groups or taking on leadership roles, but I know I need to take care of myself and plan times to recoup when in big groups. I am also an INFP. I love to find out how things and more importantly how people work, what are their motivations, and what can I do to help them to reach what goals they have. Ok, that was just really a description of academic advising. Ha. It also means that I LOVE looking at things holistically, the forest; the broad swath of green. Then looking deeper to see the shades and colors and dappling that make up that particular forest's specific hue. I understand data, but not so much the drive for organization and calm that data that brings to others. I purposely look for the new and unexpected; the example of this that fits me best is that my favorite station is my shuffle on Pandora, where I have all 100 stations filled from alternative to soothing new age to classic rock to swing to funk to punk. Then I sometimes get that new and unexpected! Luck is just serendipity; the art of cultivating and building the future for chance opportunities and connections.

- *How being mentored has helped me.*

I have gone through the ELP program and it helped me immensely to develop my leadership skills. Deb Dotterer was my mentor. She most importantly help me figure out what my first step into leadership in NACADA would first be. Then, since she was an active leader in what I wanted to do, I was able to “job shadow” her for a year to gain specific skills. The support and feedback from Deb was the most invaluable thing that she gave me.

- *Skills / characteristics needed to be an effective NACADA leader.*
 1. Flexibility is an important quality for a NACADA leader.
 2. Self-Motivation. No matter if it is the ability to put in those applications for positions/awards, whatever, in NACADA, or just meeting deadlines. Self-motivation is key in an organization.
 3. Communication: the ability to tailor your communication to your specific audience.
 4. The ability to know who to ask, and ask, if you do not know an answer. Or knowing who might know who to ask. Network skills are very important in any capacity.
 5. Patience: Things may not always turn out the way you planned or you may not get that coveted position the first round, but keep trying.
- *Communication style.*

I find it very helpful if I schedule in our official face to face meeting times. I tend to let everything else take up the time I need for important stuff. No matter how much I teach Big rocks, Little rocks to my students I seem to not listen to myself very well! That being said I really value relationships and know I will want to build a strong one with my emerging leader. Texting and email should get us there.

- *Other things....*

Well I am an open book. I have a strong resiliency having gone through many different very difficult things in my life, but I feel that has made me very empathetic to what is going on with others. I am a single mother of two, and my oldest will be in her last year of high school and looking towards college and my older is in college now. I LOVE my dogs. I have two yorkies, one with only three legs and blind in one eye. He is such an ass, big chip on his shoulder, and my baby...

I love food and can talk about food all day if you let me. I almost went to culinary school instead of grad school. I always have some music playing. Dancing Queen is my sound track while I write this assignment!



Our university might be splitting up our college so I do not know what that will mean for my position in the next year. But will roll with whatever comes. I am not teaching this fall for the first time in year and will miss it very very much.

So, I am very excited for this next year with you all!

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## Wendy Troxel – Mentor

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Region 7  
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- *Leadership experiences.*

### Outline of NACADA Leadership Experience

- Director, NACADA Center for Research at Kansas State University, 2016-current
- Co-editor, *NACADA Journal*, 2016-current
- Editorial Board, *NACADA Journal*, 2012-current
- Chair, NACADA Research Committee, 2012-2014; member, 2008-current
- Member, Publications Advisory Board, 2012-current
- Member, NACADA Awards Committee, 2012-2014

### What I wish I had known....

My involvement with NACADA began in about 2006 when I was invited to be on the faculty for the winter data seminar. After attending an annual conference as a participant I was connected through a mutual colleague to Josh Smith, who was a member (later Chair) of the NACADA Research Committee. I joined the committee in 2008 and got involved with a number of initiatives and activities. The good news/bad news about being elected to Chair in 2012 was that at the same time I assumed the position of Interim Chairperson of my academic department following the resignation of our previous chairperson. Personnel issues in the department had turned toxic, which required all of my attention at work. And at the same time my mother was declining in health, both mentally and physically, and I was the only family member in town. She eventually moved in with me and I served as primary caregiver until no longer able to care for her. She moved into an Alzheimer's unit and passed away within the year.

**What I wish I had known about the NACADA leadership position was both personal and professional.** I was ready for all 3 positions (I thought), but soon the pressures of leadership in my new position at work, and the new position within my professional organization, and my responsibilities at home were almost overwhelming. I considered giving one of them up for a season, but the NACADA position was the only flexible one to dump. But THAT was the only position that was positive and collegial and fulfilling, and I didn't want to let anyone down. So I did enough to maintain the good work of the busy

and dynamic group. What I lacked was the energy to lead a process to become more visionary and creative, to move the committee forward. And I did not do a very good job of cultivating connections between other NACADA committees and CIGs which would have helped the professional development component of our area of focus.

What I know now is that sometimes we are in positions to be involved in leadership in multiple organizations and processes. It's important to reflect on our own "seasons" of life (both personally and professionally) and be realistic about our capacity. NACADA is a strong and dynamic organization made up of incredibly gifted and gracious professionals. Involvement opportunities and leadership positions will not go away . . . there will always be places to serve. Sometimes it's better to cut back and wait, rather than to try to be superhuman.

- *Profile that will help a mentoring partner discover who I am.*

Hmmm... tough one! The last time I was in a circle in some professional group and we were supposed to describe ourselves in one word, the one that I decided to share was "curious." My parents used to say that they finally decided that I "wasn't difficult, but was interesting." I took things apart (radios and old televisions) with no idea how to put them back together again. "Because I said so..." was not an appropriate response from a parent to a child (when I was a child) so I tried not to use it as a parent (which didn't always work). I needed explanations and rationales and potential consequences, and THEN I'd accept the decision, whether or not I agreed with it.

As a student I marveled at the teachers and professors who were "curious," too. I could sense their passion with their content areas, which helped me develop interest in a broad range of topics and issues. It was hard to stick with one (which is why my three degrees are in very different areas: music, sports administration, and educational research) because there was always something else to study deeply.

It was the discovery of the field of student learning and developmental outcomes assessment that opened my curiosity to a new umbrella under which much of my past 20 years of inquiry, teaching, and research has lived. Now entrenched in the scholarship of academic advising, the sky's the limit. My passion is not only conducting research that addresses critical issues in the intersection between advising and student success, but also in helping and learning from others who want to start or continue their own journey of "curiosity." There is much still to explore about the context, impact, and theoretical underpinnings of academic advising, and there are many voices not yet heard. Collaboration is key, and critical analysis is necessary. The fun is just beginning! 😊

- *How being mentored has helped me.*
- *Skills / characteristics needed to be an effective NACADA leader.*

Leadership shows itself in a number of different ways, and not all leaders have formal responsibility. The most valuable mentors to me over the years have shown me the importance of a humble and caring spirit, to be sure. While I search to learn from virtually everyone I work with (or at least "around") I'll highlight two who came to mind immediately, and use the **5 characteristics/skills** I see as important for future leaders to describe them.

## Merrill P. Gates



The first was my paternal grandfather, Merrill Gates. Growing up during the first World War, and then the depression, he and his family struggled to find work and to support themselves. His parents were farmers in northern Illinois, but like most, survived through hard work and togetherness. He worked on the farm and learned to build furniture and houses, but was drawn to teaching at an early age. He was able to attend college (North Central) and got a teaching job in Naperville soon after graduation.

1. He **put students first**. He was quickly recognized by his peers as a leader, and rose to the role of principal, after turning down the offer a couple of times. He said he would make a better principal AFTER being in the classroom a few more years, which he viewed as the most important job on the planet.

He excelled as a principal, gaining the trust and respect of his staff, and the love of his students. He was known as a tough, but fair and caring leader (citations available from historical documents). About the time I was aware of his profession, he was asked to run for the Superintendent of Schools position in DuPage County, Illinois, one of the largest in the country. He was elected and served in that position for 20 years, finally retiring in 1975. During his tenure he instituted many programs including a vocational program for high school students, educational film library D.A.V.E.A., for the schools and extended "in service" teacher training programs. He worked with the elections at the College of DuPage at its inception and guided the development of Unit School Districts in DuPage County.

I was headed to college about then (as he retired), and already close to him and to my grandmother, I began learning about his philosophy of leadership through many discussions and Q & A sessions, but mostly I watched his "work" through his words and deeds. Here are some examples.

2. He was "**savvy and a visionary**." Normally the monthly payroll distribution from the state left from Springfield by mail on a Friday, and they received it on Monday. It was then distributed to the employees of the district twice a month. Grandpa figured out that if he drove down to Springfield (about a 4 hour trip in those days) and picked up the check himself that he could deposit it in the bank right away. The interest that the district gained over the weekend helped pay for school supplies for kids that didn't have them, and to provide other unanticipated instructional needs as they came up throughout the year. It was a long trip for him each month, but instead of sitting in his office he found multiple ways to support his staff and his students.
3. He was "**compassionate and a champion of equity**." My grandfather has been gone for a number of years now, but stories of compassion and equity continue to emerge. Once, my mother happened across a female faculty member at the University of Alabama, who told her that my grandfather hired her as a principal in the DuPage County school district. She was the first female administrator in the district and he was told by others that it was a bad move. She evidently went to him and gave him permission not to hire her if he was going to take too much heat. He hired her anyway, of course, because she was the best candidate, and she was a wonderful principal, and later a faculty member who taught other leaders.

A few weeks ago my brother retold a story about “happening” to run into a family of pastors from Florida. While chatting, my brother introduced himself Jim Gates, and they told him that that was interesting, because their family had been “saved” by a family named Gates. Eventually it was uncovered that the family had escaped from Cuba in the 50s, and my grandparents took them in, gave them starter money, hired the head of the family in the school district, and made sure that the kids were enrolled. They remained close for many years. When my brother called our grandparents and asked about it, and why we’d never heard the story, they said, “Well, it never came up!” It seems to me that if both my mother and my brother (in two states far from Illinois) “happened across” two families so affected by the compassionate actions of my grandparents as professional and personal leaders, there must be MANY more with stories to tell.

4. He was “**civically engaged.**” As a leader, he was aware of emerging struggles in his growing community. He and a couple friends created the first recycling center in Naperville, and started a campaign to get people to be more aware of their local environment. I can remember working with him there on Saturdays and to this day, every time I pick a bottle out of a trash can and put it in a recycle bin I think of him. He also belonged and worked with the Naperville Men's Garden Club and the DuPage Woodworkers Club. In 1985 he and my grandmother, Beatrice, received the Outstanding Alumnus Award from North Central College.

And that leads to:

5. He was a “**worker bee and a servant leader.**” At the Fairview Baptist Home, where they lived through their retirement years, he was still a leader. He organized the men's woodworking club and provided woodworking projects for Fairview. He also served as chairman of the Resident's Council and was on the founding committee of the Fairview Red Barn. From the recycling center, to mowing the church field every week, to fixing furniture for the older folks in the retirement community, Grandpa Gates wasn't afraid to get his hands dirty. He maintained 10 acres of farmland throughout his life, growing popcorn and processing it from cob to bags with a homemade shucking, shelling, and drying operation. He would then sell the one pound bags of popcorn kernels (this was well before microwave popcorn) out of his trunk, mostly to the folks at the Farm Bureau, and give the proceeds to the local kids' club. To this day, popcorn is “comfort food” to me. ☑

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### Dr. Virginia “Jenny” Gauld



Okay, so I spent a lot of time on my Grandpa. Sorry about that, but he was AWESOME. I'll be more brief on this one, but while Grandpa Gates was a mentor as I was growing up, Jenny Gauld was a professional mentor in the truest sense.

She passed away very recently, and even though I haven't worked with her for almost 20 years now, she continues to shape my work and professional life. She had the same qualities as my grandpa, now that I think of it. Here's an excerpt from her obituary:

Dr. Gauld was the first female Vice President at UAB where she was the VP for Student Affairs. She was a fierce defender of the students and was instrumental in recruiting a broader minority

and non-traditional population for the University. . . Jenny joined the board of the YWCA in Birmingham in 1986 and remained very involved with the YW throughout her career and in retirement. In 1990 she became the first Board President that worked outside the home. During her 30+ year tenure much change evolved in the YWCA and its Family Violence Program is now one of the most diverse programs in the state, providing domestic violence services and intervention. When Jenny retired from UAB and moved to Pell City she also expanded the YWCA shelter services for Blount and St Clair counties. In 1996 and then in again in 2006 she co-chaired two very successful capital campaigns that together raised closed to 30 million dollars. She was the first co-chair of the YWCA's Purse and Passion luncheon in downtown Birmingham in 2000 and brought that very successful model to St Clair county for the domestic violence shelter in Pell City. She was honored in 2014 at Birmingham Purse and Passion and then last year at the St. Clair luncheon. The St. Clair shelter is named Our Place in Jenny's honor. Her sensitivity to the survivors that live there led to the name Our Place. She didn't want them to have the stigma of saying I live at Jenny's Place. The number of honors and awards Dr. Gauld has received over her lifetime are too many to name. Her life was lived in service to others and her giving spirit cannot be over-estimated. She was a member of Leadership Birmingham and Leadership Alabama and was voted Citizen of the Year in Pell City. Included in the many Boards Dr. Gauld served are the Board of Directors for the Rotary Club of Pell City, and the Pell City Housing Authority, the Board of Directors of the National Antique Automobile Club of America, Library and Research Center. She also held many leadership positions at First United Methodist Church in Pell City. Her life of service was an attestation to her deep faith and desire to be a living example of the great commandment to love God and neighbor. Jenny was loved by many far and wide and will be deeply missed. (Published in The Birmingham News on Apr. 23, 2017)

I was proud to be among her hundreds...no, probably thousands...of mentees. When my husband learned we would be moving to Birmingham in 1993 I happened to be in Dallas at the same conference she was attending, and a mutual friend introduced us because I would be looking for a job. We sat on "our bench" (she would later call it) for almost 2 hours. About 6 months later I was working for her at UAB, in a new position that changed the course of my career forever.

Jenny knew that deeper accountability would be coming to student affairs as budgets got tighter, and that staff would be increasingly expected to provide evidence of impact for students. She had been working with staff to develop more systematic ways to assess programs and services, but saw the need for a position that would provide oversight for the processes and encourage consistency across units. I was hired as the Director for Research, Assessment, and Technology in the Division of Student Affairs, and worked closely with Jenny to develop an assessment culture, including the use of data in our work. But beyond that, she took me under her wing and brought me into the world of higher education leadership by not only teaching me, but learning from me as a set of fresh eyes. For some reason she asked my advice almost as much as I sought her counsel. We talked deeply about all kinds of things, and I was able to watch her make important decisions, and build collaborative networks across academic affairs by elevating the expertise of "staff," not just her own position. When budget cuts came, she grieved over the impact on her staff, and always fiercely defended critical programs and services for students. In fact, students were at the center of everything she did, every day.

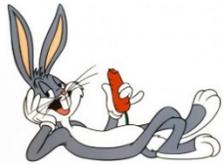
Jenny Gauld was a visionary, an activist, an educator, and the most caring and brilliant woman I've ever known. You were the only one in the room when she talked to you. She saw gifts in people they didn't

see in themselves. She nurtured, and challenged, and supported, and loved virtually every student she met. She led with quiet efficiency, and she was deeply respected by those who worked for her, even when she came down hard, for we became better professionals and people as a result. I know I am one of MANY who operate under her spirit every day.

Merrill Gates and Jenny Gauld lived to serve and teach others, and as a result, they were both the true definition of a leader and a mentor. As I moved through positions in education I often called each of them to ask their advice, and they were both amazingly similar in their interactions with me. They listened, they cared, and they prompted me to uncover my own way of handling a situation.

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Oh. Who's a third mentor I've learned from, with important leadership qualities? My hero:



Bugs is **shrewd**, quick-**witted**, and **outspoken**, and is brilliant at **practical jokes**. He stays **calm under pressure**, and often outsmarts his foes (and bullies), rather than fighting them. Often an underdog, he creates **situational advantages by staying focused on his goals** (a good carrot, for example), and **leads by example**. He's **not afraid to get his paws dirty**. He's **grounded**, a **scholar**, and a **good friend**. Now THAT'S a leader!

- *Communication style.*

Honestly, that will depend on what works for both of us! We'll both be busy, but it'll be worth it! I tend to communicate more consistently when we start with emails and then set scheduled, regular times to chat by phone or Zoom. We could learn from others about what tends to work best, but it will likely start with a meeting together on goal-setting, and if there are specific targets to hit then we can set up a calendar for steps in whatever process that is.

A mentor/mentee relationship is a professional one, where both of us gain insight, benefit from the collaboration, and trust each other to be honest, open, and sometimes vulnerable. Some interactions will be quick and efficient, and others will be deep and complex. Seasons of personal and professional life will ebb and flow, and we'll want to commit to being there for each other through it all, as appropriate.

I can't wait! 😊

- *Other things....*

## John Sauter – Mentor

Assistant Dean for Academic Affairs  
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[jps@niagara.edu](mailto:jps@niagara.edu)



- *Leadership experiences.*

I have served for many years in the leadership of WNY Advising, our regional advising network, bringing advisors and technological resources together. After completing my Ph.D. in higher education administration, I gained time to devote to attending and presenting at NACADA around multicultural and technology related themes. I joined the Technology in Advising Commission Steering Committee in 2014, the Technology Committee in 2015, and becoming involved with the @AcadvChat. I have recently been elected to chair the Technology in Advising Commission for the next two years, and will be serving on both the Webinar Advisory Board, and the CIGG Restructure Main Taskforce.

The friendships, and professional connections I've made through my work with the Technology in Advising Commission have been invaluable to my career and taken me in directions I never thought possible. I now am in a position where I can give back and help others through the commission and the emerging leaders program. This concept frames my association leadership goals. My goals are to find more ways that members can get involved at all levels of NACADA. Within the technology in advising commission this involves increasing involvement through an online social media and skill directory, posting projects people can get involved in beyond the steering committee, creating an advising technology syllabus (similar to the Black Lives Matter Syllabus) to promote ongoing learning opportunities, and digital town hall meetings. I hope that my experience in these areas as well as my work with WNY Advising can help provide a foundation for assisting the ELP Program mentees in gaining access to many of the professional opportunities that exist within NACADA.

- *Profile that will help a mentoring partner discover who I am.*

“Help me Obi-Wan Kenobi, you are my only hope.” Those are words that changed my life. No, I am not actually Obi Wan Kenobi, but the glitchy transmission helped me on the path to joining the rebellion and standing up for others. My Star Wars MBTI chart result for my INFJ personality type is Obi-Wan Kenobi. Much like Obi-Wan, I am generally caring, introspective and work to connect others to help them develop. My concern for others is an important part of who I am, although sometimes leads me to overextend myself. No one likes to be stranded on a Death Star facing off with Darth Vader. Of course that analogy depends on who you ask. One of my students described me: “You're Yoda meets Chewbacca -- who doesn't teach students the ways of the force, rather you provide them with the tools to find their own unique force.” Not exactly the image I want in my mind, but I can see that too. Either way, I have a seriously large collection of Star Wars related ties, a fully operational Lego Death Star in my office (including the detailed plans), and have been known to use Star Wars memes to communicate with students and colleagues.

Over the past 19 years in higher education, I have served as an AmeriCorps VISTA volunteer, received a masters in student affairs, and earned a Ph.D. in higher education administration, focusing on multicultural competence and practices of undergraduate faculty. Sadly, job prospects are limited as the Empire has turned most of the colleges into Imperial Academies, which brings me to this application profile.

Why do you want me on your team? The rebel alliance is only as effective as the people involved, and I have always been someone who works to bring people together to tackle difficult or impossible tasks. I can't say that I had a hand in the destruction of the Death Stars, but I am always trying to connect with others. On my home planet, I've held many leadership roles over the past decade working with our regional WNY Advising group. I now serve in a senior advisory role helping to support new leaders, coordinate our technology infrastructure, and develop new partnerships with other educational groups. In NACADA I have been heavily involved in the Technology in Advising Commission and @acadvchat. In each of these areas, it is the power of connections, effective use of technology, and the ability to help others realize their own resources and connect with others who share their passions that helps. Have you ever seen General Leia in action, she is a master at accomplishing these things.

Social justice is important to me. Having grown up in rural New England. Think Endor but with smaller trees, I came to social justice work later in life. I have tried to wave my hand and use the force, but as Han Solo once said "The force doesn't work that way." I may not be able to use force suggestion to improve things, but as an advisor to my students and as a parent of a daughter and a transracially adopted son, I have a strong commitment to staying engaged in dialog, listening to others and working for positive changes in my community, institutions, and organizations. My background in ally development and multicultural competence has helped me to provide support to our multicultural office. I regularly engage with our Black Student Union, Muslim Student Alliance, NU Alliance (GSA) and other diversity groups on campus. I try to be as authentic in my interactions so others know what I stand for, and while I may make mistakes from time to time, I always strive to better address these issues.

Professional development is very important to me. Much like Obi-wan, I am not caught up in my own advancement, but hope to help others learn the ways of the force and learn from them in the process. To this end, I teach both a an undergraduate Sociology of Higher Education course at my institution as well as a graduate course on social media and technology for a local student affairs program. Both infuse social justice and diversity topics throughout the course and provide hands on experiences important for learning. I also apply a very collaborative approach to all that I do, reaching across departmental lines to support and train others in adapting new technology and processes that help save time and effort across the institution. Innovation is critical to my role and I try to inspire others to innovate as well. Seriously though, perhaps my lot in life, is to be an astromech droid, they are good at almost anything.

Can I fly an X-Wing? Well, no, but I do enjoy kayaking and hiking with my kids. I also am enjoy pen and ink art and am one of the founding members of the #SAProArt group which evolved from last year's NACADA Conference. As you may have been able to tell from this profile, I am a big fan of Star Wars, and other pop culture nerdiness. We also enjoy doing things as a family, with our overly active and slightly out of control black labrador mix. We are currently in the process of moving houses, and the kids are even better than me at packing. Can't wait for them to help me tackle the basement. It is not as

dirty as Jabba's palace, but I seriously have accumulated a few too many droid parts over the years. I certainly look forward to meeting everyone in the coming months, and hope that this sheds a little light on who I am.

- *How being mentored has helped me.*

I've had a number of good mentors over the course of my career as well as some not so great examples. Both are important to learning and growing as a professional. I have worked with Presidents, Deans, faculty, administrators, advisors, community members and student affairs pros who have all had an influence on who I am today, as have my academic advising peers. I already wrote about the impact that Dr. Laura Pasquini has had upon my digital engagement. So with this assignment I want to turn a little more inward as it is sometimes the people closest to us that have the most impact. One mentoring relationship has lasted longer than all the rest, and that is my relationship with my uncle, Dr. Lauren Howard, the senior most faculty member at Norwich University, a little known tidbit of knowledge that I learned while visiting him this past week. Throughout most of my life he has worked as a faculty member. He and my aunt have given me advice and insight into the faculty perspective, as a chair, an advisor, and a teacher. This above all has shaped who I am today, because seeing his struggles to navigate the tenure process, institutional/departmental politics, research, and teaching.

This exposure from an early age and beyond has helped frame my understanding of higher education. Throughout both my masters and Ph.D. there was a primary focus on student affairs, with little thought to the role of faculty. It was his example that helped me bridge this gap, bring the faculty perspective to the discussions, and become a better academic affairs administrator and advisor. This was particularly helpful as I was navigating the research process for my dissertation, where I studied faculty. It was also his willingness to always be willing to help his students and go above and beyond what was expected that left an indelible impression upon my practices as an advisor. As advising workloads can be overwhelming and under-appreciated, it is often important to find role models and mentors that can find the humor in things and always look toward helping others, even if there isn't a direct reward as a result. I have learned a lot from my uncle and hope that through his example I too can try to make the world a better place.

- *Skills / characteristics needed to be an effective NACADA leader.*
  - **Ability to Innovate:** There are always limited budgets, limited staff and other things that can get in the way of accomplishing our goals. I have found that the ability to innovate is one of the key hallmarks of successful staff. Innovation helps us move forward and avoid stagnation, allowing us to find new and creative ways to work around roadblocks and challenges.
  - **A willingness to explore and learn new technologies:** A person who is willing to learn is an asset especially when it comes to new technologies. Even if you make mistakes or engage part time, the ability to overcome our fears and attempt new technologies are critical.
  - **Ability to be empathetic to students and colleagues:** Understanding and listening to students is a critical skill, but it is also important to consider how we work with others.
  - **Multicultural Competence** or the awareness, knowledge, and skills necessary for praxis, action upon the world to change it. It is not enough to just be aware, we need to reflect upon and consider our approaches to multicultural, inclusion, diversity, and equity issues from all angles

and see where we are falling short, how we can better listen to others, and what we can do to put what we have learned into action.

- **Ability to laugh or find humor in the small things.** We aren't always able to accomplish all that we want too, but a friendly laugh or the ability to find the humor in a situation can often make a difficult situation or workplace entertaining.

- *Communication style.*

As someone who uses technology often, I am very flexible with communication options. I am comfortable with email, calls, facebook messenger, twitter messages, google hangouts, texting, or any combination thereof. I am really very flexible, so it really depends on what works best for my mentee. When getting to know a person in a mentoring relationship it is important to begin to be able to share and engage, learning about each other's professional & personal interests and being available to answer questions when needed. I don't know that there is ever an ideal timeline for communication as life and job responsibilities can get in the way, but I have my phone with me most days and am generally within reach of a computer.

- *Other things....*

Here are a few additional random things about me. I love being a dad to two kids. My spouse saw how much I liked my field and became an academic advisor as well. I tend to be a reflective thinker, so I might not always have a quick response handy, but I may circle back around to topics once I have had time to think on things. I am also a relatively genuine person, so the person you see on social media is very much like the person you would experience in person. I like to dance, though I don't get to do it much these days. Although my own perspective can be flawed because of my identity/privilege, I really enjoy discussing social justice and cultural competency issues. I am a nerd, especially when it comes to Star Wars. I enjoy the silly things in life, so while I can appear serious at first, that side comes out once you get to know me. I sometimes over-commit to too many projects, but am working on that and always try to give each my all. And lastly, we just bought a new house, and are trying to sell our old one, so juggling those two things has been challenging this summer.

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Leah Panganiban – Mentor

Academic Services Program Manager
Global Innovation Exchange
Master of Science in Technology Innovation Program
University of Washington
Seattle, WA
Region 8
lpanga@aa.washington.edu



- *Leadership experiences.*

Served as Chair at Association Level

- Large Universities Interest Group, 2008-2009
- Advising Second-year Students Potential Interest Group, 2008-2009
- Advising Second-year Students Interest Group, 2009-2010

Service – Regional Conference

- Chair, Door Prize Committee, Region 8 Conference 2011
- Keynote Presentation Co-Chair, Region 8 Conference 2015
- Keynote Presentation Co-Chair, Region 8 Conference 2016
- Chair, Proposal Committee, Region 8 Conference 2017

Service – to Region:

- Washington State Liaison, Region 8 Steering Committee 2012-2016
- Chair, Awards Committee 2015-2016
- Diversity & Social Justice Coordinator, Region 8 Steering Committee 2016-present
- Service – to Commission / Interest Group
- Steering Committee Member, Advising Transfer Students Commission 2012-2016

My first leadership role within NACADA was as the Chair of the Large Universities Interest Group (LUIG). My colleague at the time was chair of the committee and needed someone to take over the position. I was honored that she asked me, and I happily accepted despite not having any NACADA experience. In hindsight, I wish I would have been a member of NACADA and learned more about the association before accepting a leadership role. I had a wonderful experience as LUIG Chair, but I think I could have made a greater impact if I understood the history, context, and constituents of the group beforehand.

- *Profile that will help a mentoring partner discover who I am.*

Myer-Briggs Type: Introversion, Sensing, Feeling, Judgment (ISFJ)

ISFJ personalities are a wonderful group, rarely sitting idle while a worthy cause remains unfinished. ISFJs' ability to connect with others on an intimate level is unrivaled among Introverts, and the joy they experience in using those connections to maintain a supportive, happy family is a gift for everyone involved. They may never be truly comfortable in the spotlight, and may feel guilty taking due credit for team efforts, but if they can ensure that their efforts are recognized, ISFJs are likely to feel a level of satisfaction in what they do that many other personality types can only dream of.

The Four Fishes (Dolphin)

Friendly. Outgoing. A great friend. Brightens up the room. Everyone needs a dolphin friend. Positive. Cheerful. Team player. Happy. Easy to get along with.

The Personality Compass (South-East)

Friendly, Caring, Structures, Detailed, Organized

StrengthsFinder Themes

Achiever – People strong in the achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.

Communication – People strong in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.

Inclusiveness – People strong in the Inclusiveness theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.

- *How being mentored has helped me.*

My friend and colleague, Noell, has been my mentor and biggest supporter over the last ten years. She is the epitome of a good mentor who challenges me to go out of my comfort zone and supports me when I experience difficulties. Whenever there is a professional development opportunity that she thinks I could benefit from, she is the first to encourage me to participate. Noell is the first person I talk to when I need advice regarding pretty much anything, ranging from how to navigate complex student situations to working with colleagues on campus to build a stronger campus community.

One of my NACADA mentors is Sally Garner. I first met Sally when we both served on the NACADA Region 8 Steering Committee. After a few years, she became the Region Chair and was a wonderful example of inclusive leadership. She always made sure everyone's voices, mine included, were heard and acknowledged. We soon became friends and whenever we see each other at conferences, she always checks in with me and we discuss what is currently happening in our careers. I am very appreciative of her sound and objective advice; it is nice to connect with a colleague outside of my university to provide me with a fresh perspective.

- *Skills / characteristics needed to be an effective NACADA leader.*

Inclusion: I love this definition of inclusion. *Inclusion is about living full lives - about learning to live together. Inclusion makes the world our classroom for a full life. Inclusion treasures diversity and builds community.* NACADA leaders need to be inclusive of everyone and their varied perspectives so that we can be a stronger community.

Vision: NACADA leaders need to have a vision and goal(s) for their work. A clearly set vision helps everyone be on the same page when making key decisions or implementing change.

Innovation: NACADA leaders are on the cutting edge of the academic advising profession. There is always room for improvement and new ways of doing things. We can learn from each other's ideas and creativity.

Organization: NACADA leaders are juggling the duties of their professional jobs with the responsibilities of their NACADA leadership position. In order to move forward on initiatives in a timely manner, organizational skills are key.

Good Listener: One of the key skills of being an academic adviser is also needed in NACADA leaders. In order to lead a group forward, you need to listen to what their opinions (both positive and negative) are on the relevant issues.

- *Communication style.*

I am comfortable with any mode of communication. I do not have a camera on my computer at work, so I can use Zoom and Skype but without the video function. For more in depth topics, I find it easier to talk on the phone or online. I am not sure yet how often I can communicate (see answer to question below).

- *Other things....*

I am starting a new job in August so I don't know what my schedule will be like.

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### **Brandan Lowden – Mentor**

Coordinator of Advising  
Pikes Peak Community College  
Colorado Springs, CO  
Region 10  
[brandan.lowden@ppcc.edu](mailto:brandan.lowden@ppcc.edu)



- *Leadership experiences.*

My first leadership role in NACADA was on the Region 10 Steering Committee. I knew I wanted to get involved with NACADA, but did not know how to do so. I was in Jackson, Wyoming for the regional conference to present my first conference presentation. The incoming region chair, Joey Davis, was there and introduced himself to the conference at the opening session. Afterward, I found Joey and said I wanted to get involved. He told me the best way to start is on the region steering committee. I told him I wanted to do it! Later that year, he called me and invited me to be on the committee.

I didn't know much about how regions worked within NACADA as a whole. For the first several months, I attended the committee phone meetings and didn't say much. Eventually, I found my voice on the committee and gave my opinion on issues. I am proud to have proposed creating a Diversity Chair for the region. My proposal was accepted and has become one of the most active roles in the region (I did not fill that role myself).

I wish I had spoken up and asserted myself earlier on the committee. One thing I would recommend to folks serving on a new committee or board is to find your voice early in your term. Ask questions, reach out to the chair, know what initiatives the committee is working on at the time.

## NACADA Leadership Experience

### Regional Division:

Region 10 Steering Committee, Colorado Rep 2014-2016

Region 10 Conference Committee, Evaluations Chair 2017

Region 10 Mentoring Program, Mentor 2015-Current

### Commission and Interest Group Division:

Two Year Colleges Commission Chair, 2015-2017

### Administrative Division:

Sustainable NACADA Leadership Committee, Member 2016-2018

Global Awards Committee, Member 2016-2018

ELP Advisory Board, Member 2017-2019

### Other Leadership Experiences:

ELP Emerging Leader 2015-2017

COWY ACADA, Interim Vice Chair 2017-2018

### Near Successes in Leadership:

Ran for Region 10 Chair, 2016-2018 Term; Lost

Ran for CIG Division Elected Representative, 2017-2019 Term; Lost

Applied for CIG Division Steering Committee, 2017-2019 Term; Lost

## NACADA Presentations:

**Lowden, B.** & Ortgies-Young, T. (2017, March). *NACADA's Emerging Leader Program: Giving rise to diversity in leadership*. Presented at National Academic Advising Association Region 10 Conference, Phoenix, AZ.

**Lowden, B.** & Moore, L. (2016, October). *Hot topic: Advising issues at two-year colleges*. Presented at National Academic Advising Association Annual Conference, Atlanta, GA.

Burton, J. & **Lowden, B.** (2016, May). *Seeking diversity in leadership – NACADA's Emerging Leader Program*. Presented at National Academic Advising Association Region 10 Conference, Santa Fe, NM.

**Lowden, B.** & Pedersen, P. (2016, May). *Advising issues at two-year colleges: A commission-sponsored round table*. Presented at National Academic Advising Association Region 10 Conference, Santa Fe, NM.

Laman, A., Pierceall Herman, J., Wulf, L., & **Lowden, B.** (2016, May). *Assessment and action: Closing the loop*. Presented at National Academic Advising Association Region 10 Conference, Santa Fe, NM.

Parker, A., Griffin, P., Flores, B., & **Lowden, B.** (2016, March). *NACADA's Emerging Leaders Program: Creating advising ALLIES through leadership development*. Presented at National Academic Advising Association Region 7 Conference, Manhattan, KS.

Laman, A. & **Lowden, B.** (2015, October). *Got connections? Building bridges between advising, faculty, and student support services*. Presented at National Academic Advising Association Annual Conference, Las Vegas, NV.

Laman, A. & **Lowden, B.** (2015, March). *Got connections? Building bridges between advising, faculty, and student support services*. Presented at National Academic Advising Association Region 10 Conference, Boulder, CO.

**Lowden, B.** (2015, March). *I'm not sure what to title this presentation: Advising the indecisive student*. Presented at National Academic Advising Association Region 10 Conference, Boulder, CO.

Schwartz, L., **Lowden, B.**, Yenter, M., Laman, A., Pierceall Herman, J., & Wulf, L. (2015, March). *Assessment trek! Bo(u)ldly assessing where no one has assessed before!* Presented at National Academic Advising Association Region 10 Conference, Boulder, CO.

**Lowden, B.** (2014, May). *Career blast-off: Using the AAS degree as a rocket ship into the workforce*. Presented at National Academic Advising Association Region 10 Conference, Jackson, WY.

#### **NACADA Publication:**

Adams, J., **Lowden, B.**, Ross, K., & Anderson, M. (2016, December). Demystifying the emerging leaders program. *Academic Advising Today*, 39(4).

- *Profile that will help a mentoring partner discover who I am.*

#### **MBTI**

I did a formal MBTI assessment about 4 ½ years ago. My type then was ISTP. On the I/E scale, I was 51 I, 49 E. I may have moved over to the “E” side now, but overall, I think ambivert best describes me. I tend to process things internally in most situations, but I’m comfortable with group processing as well. However, I tend to listen more than talk in meetings, unless it is appropriate for me to lead a discussion. With the other letters, I go back and forth with those dualities also, although I think I always retreat back to my ISTP.

#### **StrengthsFinder**

1. Analytical
2. Relator
3. Developer
4. Responsibility
5. Positivity

My top two strengths has caused me to overthink my relationships in the past. I’ve become comfortable being myself in interactions with others. I also get a thrill from mentoring new advisors. In my new role as an advising coordinator, I get to interview, hire, and train new advisors. In my department, we hire a lot of graduate students who are in the Student Affairs program at the University of Colorado Colorado Springs. I love that I get to be part of their professional development! I feel a strong sense of responsibility to my students and staff. I also have an expectation that students and colleagues alike take responsibility as well. Responsibility is a good thing, but I have to remember that not everyone is strong in that theme. I tend to run away from negativity—it’s like nails on a chalkboard to me!

#### **Other important information...**

- I hesitate to lead if I’m not the leader. If I am the leader, I will assert myself in the leadership role.
- Effective communication is HUGE for me. I tend to overcommunicate for fear of not communicating effectively.

- I am a teacher. I fully embrace advising is teaching. I work as a full-time academic advisor and moonlight as an adjunct instructor of Geography.
- I love pizza, chicken sandwiches, and dark chocolate.
- Outside of graduating college, getting married, and the birth of my three daughters, the highlight of my life thus far is standing at the end of a rainbow.
- *How being mentored has helped me.*

I've always been a leader, at least since high school. I held several top leadership positions of clubs and teams in high school. I accepted a Leadership Scholarship as an incoming freshman at Kansas State University. I think my leadership comes in the form of empowerment and encouragement of others. As I reflect back on my experiences, the most influential mentors in my life have been those who empower and encourage me.

At this point in my journey, Erin Justyna (my ELP Mentor) has been my biggest advocate and developer. I've thought about this a lot – Erin and I share some very strong values about inclusivity, diversity, and respect of all people (very important in higher education!). However, we have different perspectives on some aspects of our individual human experiences. This balance of similarity and difference has been important to me to learn how to see things from different perspectives.

- *Skills / characteristics needed to be an effective NACADA leader.*
  1. Ability to adapt – Our world is changing rapidly! We need to be able to think outside of our comfort zones when considering issues that we're not thinking about yet. Understand that change will happen, learn to embrace changes.
  2. Willingness to mentor – NACADA leaders need to be proactive in identifying the young professionals that will lead our association and our profession into the next 20+ years. Be willing to invest time and energy into the development of these folks.
  3. Ability to listen – We all have ideas. We need to listen to each other and make sound decisions that are good for the whole association, not just our own circles.
  4. Engagement – Be engaged in the culture, be engaged in other cultures, know what's happening outside of ourselves so that we remain relevant to the students we ultimately serve.
  5. Have fun! – We do serious work in our offices and within NACADA. We also need to have fun, find the balance between work, NACADA, and life. The best week of the year for me is Annual conference. It's work, it's NACADA, and it's sharing experiences with some of the most important people in my life. NACADA is a big family of supporters, encouragers, and friends.
- *Communication style.*

I prefer online meetings through the zoom platform. I need a visual to focus on. I'm not good with phone calls because it's too easy to be distracted. I also don't like email as the primary motive contact

because emails are easy to lose. I prefer to meet once every two or three weeks, or a regular monthly meeting is great too.

- *Other things....*

This past year I have endured a position change, which has been very challenging to me. At this point, I have settled into my new position.

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Jennifer Joslin – Mentor

Associate Director for Content
NACADA
Kansas State University
Manhattan, KS
Region 7
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- *Leadership experiences.*

Outline of NACADA Leadership Experience:

2010s: Contributor, Pocket Guide #23, Academic Advising Core Competencies Guide; Contributor, Pocket Guide #22, What is Academic Advising: An Introduction to the Field; Co-author, Pocket Guide #20, The Role of Academic Advising in Student Retention and Persistence; Co-editor, New Advisor Guidebook: Mastering the Art of Academic Advising (2nd Ed.); Associate Director at NACADA; Board member; President; Lead editor, NACADA monograph #22, Academic Advising Administration: Essential Knowledge and Skills for the 21st Century; Region 8 Conference co-chair; Region 8 Steering Committee; AACSS consultant and speaker; Summer and Winter Institutes faculty; ELP mentor; Webinar presenter on the completion agenda, social media, and advising administration.

2000s: Council member, C/IG Division representative; LGBTQA Concerns Chair; Region 6 Conference Co-chair; Region 6 Steering Committee; AACSS consultant and speaker; Summer and Winter Institutes faculty; Webinar presenter on advisor training and development, advisor technology, and on working with LGBTQQIAA students; ELP Mentor; ELP Advisory Board. Author, "Voices from the field: Veteran advisors," *NACADA Journal* 29(2); and articles in *Advisor Training* (NACADA Monograph #9); *Advising Special Populations* (#17); *The New Advisor Guidebook* (#16); and *Comprehensive Advisor Training and Development* (#21). Content Review Boards for the *Academic Advising Handbook, 2nd Edition*; *Academic Advising Today*; *Special Populations Monograph*; and *Foundations of Academic Advising CD 3: Understanding Cultural Identity and Worldview Development*.

Looking back, my early NACADA story was about choosing opportunities that were right for me. I did this instinctually, and by chance, and by listening to mentors and colleagues.

Through reading, researching, writing, publishing, and presenting, I became knowledgeable about different subjects in the field of advising, like advising LGBTQQIAA students, training and development, and technology. There's a lot to be said for doing your homework before taking on advanced responsibilities – that is an important lesson from a lifetime of athletics. Don't be afraid to be a rookie; there's time to build skills and be part of the team before being a leader out on the field.

Those early years also included generous co-workers who let me write and present with them. By relying on these co-workers for mentoring, I learned about NACADA while volunteering for NACADA. Sometimes, this involved saying “Yes” to new opportunities and figuring things out as I went along.

When colleagues ask for advice about getting involved in NACADA, I tell them about my experiences. I encourage them to 1) Get a Major: Specialize and learn all you can about (for example) advising first-generation students, or social justice issues in advising; 2) Get a Mentor: Actually you should have several mentors/sponsors who help you advance, grow, write, present, and challenge you when you need challenging; and 3) Get Moving: Don't wait for permission to do things. Contact colleagues, read the things you should read, and start writing or presenting. There is no time like today to learn things that will help students tomorrow.

Most importantly, “Be you.”

- *Profile that will help a mentoring partner discover who I am.*

When I was growing up, I took pride in my diverse interests, such as loving academics and athletics. Those things (and other “handles”) seemed like a dichotomy to me and I enjoyed confounding friends in high school and college. Now that I am older, I know that everyone has sides of themselves that they don't show often, no matter what we say and do on social media. Most people would be surprised to know that I love to bake, garden, and take walks in my neighborhood. I am actually quite the homebody for someone who travels, speaks, and works away from home as often as I do.

There is an interest quite visible on social media as well as throughout my home – my deep love and appreciation for all things Jane Austen. Growing up in a sometimes chaotic environment meant that I searched for wisdom and role models where I could find them and Jane supplied all of that. I learned about adulting and humor and character from Jane and I am very grateful for her lifelong lessons.

- *How being mentored has helped me.*

I've been fortunate to have had great bosses and mentors who have been inspirational and talented. But even when I have had bad experiences, I try to be a learner and think about ways I might navigate those rocky situations that so challenged the person under whom I worked at the time.

My boss at the University of Iowa, Pat Folsom, was a terrific role model for me. Pat is a gifted writer and speaker, who had many tools in her administrative tool box. I learned about patience in the workplace from Pat; her gentle but firm ways were remarkable. Pat was the first mentor who took me under her guidance and I owe a great debt to her professionally. Pat was awarded the Virginia Gordon Award last year for her lifelong contributions to the field – a well-deserved honor.

My current boss is pretty talented too! 😊 From him I learn the importance of demonstrating deep caring and high standards. He has an amazing commitment to NACADA that is balanced with a deep affection for everyone with whom he works. Pat was grounded and Charlie is alive, each and every day, and both have a vision for the future that is inspiring.

- *Skills / characteristics needed to be an effective NACADA leader.*

NACADA leaders of the future must bring many different types of skills – skills that are caring, complex, and creative -- to a demanding higher ed environment. They will need creativity and authenticity -- it will be important for them to be genuine but still worldly. Future leaders will need to think about a NACADA that is equally at home in South America as it is in North America, to give but one example of important global breadth we must maintain. They will need to understand technology solutions that can make colleagues feel a sense of belonging while still being efficient and cost-effective on the “back end.”

All the “hot” words right now speak to the ability to integrate multiple perspectives from a grounded and “knowing” place while simultaneously understanding that boundaries, borders, and identities are shifting constantly (and are probably foolish to maintain).

Tomorrow’s leader must be innovating now and looking forward to possibilities that lie ahead (with the communication skills to bring everyone along on the journey)!

- *Communication style.*

I am very flexible in the ways that I communicate with a Leader in terms of tools. I am happy to communicate via phone, WhatsApp, Facebook, Facebook Messenger, email, Zoom, FaceTime, Skype, Twitter – all good. More than willing to try new tools and apps or go “old school” and call. #Iamflex

As for a timetable – I would prefer that a Leader and I communicate often and regularly in the first year. Given everyone’s busy schedules, I am all for scheduling regular conversations (via phone, FaceTime, Skype, or Zoom or something) every 2-3 weeks so that we get to know one another and stay on top of the overall checklist of “Things to Accomplish” in the first year. During the second year, I think we should have regular calls at least once a month to keep moving forward. Of course, in this digital age, there are many opportunities via Messenger/text/WhatsApp to check-in and be supportive in between and in addition to the scheduled times. For example, I have found that in the second year, there’s usually more informal communication, and the monthly meetings have a little bit of check-in and a lot of business! 😊

I hope that I have an opportunity to visit with a Leader in between visits at the Annual Conference; sometimes that’s possible and sometimes it’s trickier (#locationlocationlocation). If there’s a chance to meet in person then YES.

The most important thing about the communication pathway between any Leader and myself – really, really important – is an open and caring approach to communication. If something isn’t working, we need to come from a good place, raise the issue, *and fix it!* The goal is living and working with grace (which for me means kindness, giving the benefit of the doubt to people and situations, inclusion, kindness, humor, respect, and kindness).

- *Other things....*

Projects: Don't worry if there isn't a specific project to start work on – we'll get there. And "Great!" if you are working on something right now! I'm all for jumping in. In the past, my ELP Leaders had very specific goals that they were working on as the ELP year begun and this was what we started working on right away. In one case, it was a NACADA Research Grant proposal and in another case, it was a planned submission to AAT. In both cases, it was helpful to have a project on which to get started but it wasn't strictly necessary. I've know many successful pairs in which the Leader was *thinking* of projects as the ELP year got started and together the pair created a timeline and first draft/effort/nomination, etc.

Preferred pronouns: she, her, herself, they, their, themselves, you, y'all, all y'all – I'm flex.

I'm getting married right before Annual this year! That's a fun fact! Second marriage for me, first marriage for my partner. We're happy and feel blessed. So yay!

I have two terrific kids – both adults. Anthony, almost 23, who lives in West Lafayette, IN, and Melissa, 24, who lives in Shawnee, KS, with my ex.

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## **Kyle Ross – Mentor**

Academic Coordinator  
College of Nursing  
Washington State University  
Spokane, WA  
Region 8  
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- *Leadership experiences.*

**Years in NACADA:** Five

### ***Commission/Interest Group Division (CIGD) Involvement and Leadership Experience:***

- Incoming Elected CIGD Representative on the NACADA Council for 2017-2019
- CIGD Steering Committee Member, 2016-2017
- Chair of the Commission on Undecided and Exploratory Students (CUES), 2014-2016

### ***Administrative Division Involvement and Leadership Experience:***

- I am an Emerging Leader, graduating in the ELP Class of 2015-2017.
- Member of the ELP Advisory Board, 2016-present
- Member of the Professional Development Committee, 2016-2017
- Member of the Sustainable NACADA Leadership Committee, 2015-present

### ***Regional Division Involvement and Leadership Experience:***

- Washington State Liaison and Awards Chair on the Region 8 Steering Committee, 2016-2017
- I served on several Region 8 conference planning committees from 2013-2016, and led subcommittees on the following areas:
  - Conference program
  - Technology and A/V
  - Proposal review, selection, and session scheduling
  - Keynote speakers

### ***Publications:***

- Content reviewer for the upcoming first-year advising book
- One *Clearinghouse* article on advising foreclosed students
- Three articles in *Academic Advising Today*
- Three book reviews

### ***Presentations:*** Approximately 30 sessions

- Panelist on a NACADA Webinar
- Region 8 Conferences 2012-2017, including two pre-conference workshops
- Annual Conferences 2014-2017
- International Conferences 2013, 2015, and 2017

My biggest learning moment that I wished I had known before facilitating my first presentation, writing my first article, or jumping into my first leadership role is that the imposter syndrome is very real, will be your first thoughts in any role, and is completely unfounded and unnecessary, especially with how incredibly supportive the Association is. I started my term as the CUES Chair in 2014, just over two years after I joined NACADA, and three years after I had started my career in academic advising. I definitely felt like I had no business serving as a Commission Chair, and that I was going to be the worst Chair ever. I felt the same way when I presented my first session at my first regional conference (“How in the world did I get accepted? They really are going to regret this now.”), and while writing my first book review (“I am an awful writer, and there is no way they will ever consider publishing this.”). Looking back, I realized that while I still have a long way to go with my writing skills and before I consider myself a subject expert or an effective leader, I am still positively contributing to the Association, and that I will never be alone in any of the work I do. There will always be a Leigh Cunningham to help with my writing, an Elisa Shaffer to consult with on CIGD projects, and advisors who just appreciate that someone is willing to take the time to research and lead the charge. At the end of a term, accomplishing two or three small goals for the group you lead means you did an excellent job. If you are willing to put in the time, then you will be a great NACADA leader. The only unfortunate thing is that the imposter syndrome comes back every time. I especially feel it now that I am going to be an ELP Mentor and on the NACADA Council, and I question how the heck that happened regularly. However, keeping small goals in mind and reminding myself that I have support make it manageable.

- Profile that will help a mentoring partner discover who I am.



### ***A Little about Me:***

My partner described me perfectly one day when she said that I am a “selfless narcissist.” There is a lot that goes into those two words. I was born on June 3, 1988, putting me squarely in the narcissistic millennial generation. I am a performer, extraverted, loud, and boisterous with an obnoxious laugh, all of which usually places me at the center of attention, which is fine by me. You will usually see me wearing bright-colored shirts and fun socks, which complement my attention-craving personality perfectly. However, I use these qualities to help others and improve society.

I prefer to keep myself busy, to an excess at times, because idling and I do not go well with each other. I do a lot mainly to balance out all of the different aspects of my life. I work at Washington State University--Spokane in the College of Nursing as the transfer admissions specialist for the undergraduate programs and as the advisor for registered nurses completing their Bachelor of Science in Nursing (RN-BSN). I also am an EdD Candidate at WSU in the Educational Leadership program, so I am working on my dissertation on RN-BSN student retention and attrition and hope to graduate May 2018. Since I have over 30 years of my career left, I have future aspirations in higher administration, faculty, and maybe one day as a full-time actor.

As an educator, one of my core values is that I am an advocate for social justice and equity; however, I have so much more to learn, and I am constantly challenging myself to read, listen, and improve on this aspect. I pretty much have access to every form of privilege possible (white, heterosexual, cisgender male, able-bodied, in my 20s, with a Christian-based religious background, though non-practicing, educated, and middle-class), so grasping and connecting with the concepts of social justice and equity took me a very long time to get started, and I definitely have my moments of misunderstanding and

“savior” mentality. I use my privilege to advocate, especially when my voice will be listened to rather than another’s, for the elimination of educational barriers so that society at large improves to benefit everyone’s lives.

When I am not wearing my advisor or student hats, I am at rehearsal or at the piano. I love the arts, and have been acting for 10 years now, and have taken piano lessons since I was 6 years old. I play classical music, and I am slightly obsessed with musical theatre. My biggest bucket-list show at the moment is Stephen Sondheim’s *Follies*.

I also got into tai chi a little over a year ago because I remembered my choir director once telling me that she studied it to help with her conducting, and that she wished she did when she was pursuing her doctorate. So, taking her advice, I found a teacher, and that has definitely helped me find balance and relax through my chaotic days.

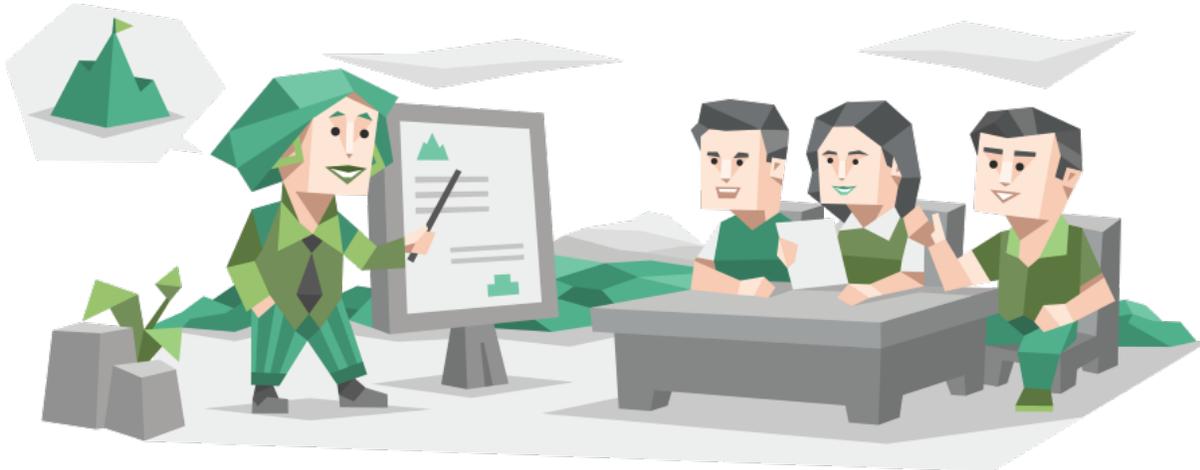
And most importantly, at home, I have been happily married with my partner Mackenzie (I call her Mack for the most part.) for almost three years. She is a singer, songwriter, and film score composer. We have a dog named Appa (from *Avatar: The Last Airbender*; yes, we are that nerdy), and he is almost 2 years old and a Samoyed (which means he is super-fluffy).

**Favorites:**

1. TV Shows: *Game of Thrones*, *House of Cards*, *The Mick*, *Avatar: The Last Airbender* (including *Legend of Korra*), and *Modern Family*
2. Movies: *The Shawshank Redemption*, *Star Wars: Episodes 4-7* and *Rogue One*, *Beetlejuice*, *Hocus Pocus*, and *Running with Scissors*
3. Books: *A Song of Ice and Fire*, *Ender’s Game* series, *Harry Potter* (I was placed in Hufflepuff, and my Patronus is a Lynx, from the Pottermore site.), *The Great Gatsby*, and *His Dark Materials*
4. Classical Music Composers: Debussy, Rachmaninoff, Liszt, Copland, and Beethoven
5. Theatre: Any musical composed by Stephen Sondheim, *Noises Off*, *Cat on a Hot Tin Roof*, *The Rocky Horror Show*, and *Phantom of the Opera*

**ENFP PERSONALITY (“THE CAMPAIGNER”)** <https://www.16personalities.com/enfp-personality>

The ENFP personality is a true free spirit. They are often the life of the party, but unlike Explorers, they are less interested in the sheer excitement and pleasure of the moment than they are in enjoying the social and emotional connections they make with others. Charming, independent, energetic and compassionate, the 7% of the population that they comprise can certainly be felt in any crowd.



### You Can Change the World with Just an Idea

More than just sociable people-pleasers though, ENFPs, like all their Diplomat cousins, are shaped by their Intuitive (N) quality, allowing them to read between the lines with curiosity and energy. They tend to see life as a big, complex puzzle where everything is connected – but unlike Analysts, who tend to see that puzzle as a series of systemic machinations, ENFPs see it through a prism of emotion, compassion and mysticism, and are always looking for a deeper meaning.

ENFPs are fiercely independent, and much more than stability and security, they crave creativity and freedom.

Many other types are likely to find these qualities irresistible, and if they've found a cause that sparks their imagination, ENFPs will bring an energy that oftentimes thrusts them into the spotlight, held up by their peers as a leader and a guru – but this isn't always where independence-loving ENFPs want to be. Worse still if they find themselves beset by the administrative tasks and routine maintenance that can accompany a leadership position. ENFPs' self-esteem is dependent on their ability to come up with original solutions, and they need to know that they have the freedom to be innovative – they can quickly lose patience or become dejected if they get trapped in a boring role.

### Don't Lose That 'Little Spark of Madness'

Luckily, ENFPs know how to relax, and they are perfectly capable of switching from a passionate, driven idealist in the workplace to that imaginative and enthusiastic free spirit on the dance floor, often with a suddenness that can surprise even their closest friends. Being in the mix also gives them a chance to connect emotionally with others, giving them cherished insight into what motivates their friends and colleagues. They believe that everyone should take the time to recognize and express their feelings, and their empathy and sociability make that a natural conversation topic.

The ENFP personality type needs to be careful, however – if they rely too much on their intuition, assume or anticipate too much about a friend's motivations, they can misread the signals and frustrate plans that a more straightforward approach would have made simple. This kind of social stress is the

bugbear that keeps harmony-focused Diplomats awake at night. ENFPs are very emotional and sensitive, and when they step on someone's toes, they both feel it.

ENFPs will spend a lot of time exploring social relationships, feelings and ideas before they find something that really rings true. But when they finally do find their place in the world, their imagination, empathy and courage are likely to produce incredible results.

- *How being mentored has helped me.*

I feel like a Nike commercial when I say the most important lesson for me developing as a NACADA leader has been "Just Do It." My ELP Mentor Nathan Vickers has consistently pushed me to put my name in the hat for roles and opportunities, even when I did not feel qualified. There were two reasons for why he has challenged me to apply or run for positions. The first was that many of these roles we had assumed would not work out during the first go-around, and that I would at least learn from the experience. The second was that you really do never know what will work out and will not. My first leadership role is a perfect example of this. I attended my first NACADA Annual Conference in 2013, where I had met David Spight (still one of my mentors today), who talked to me about CUES. After seeing how enthusiastic I was about getting involved with that Commission, he said that I should get on the steering committee and go ahead and run for the Chair position that would start in 2014. I did, and with minimal experience and a strong sense of self-doubt, I still managed to be elected for the position, and that was my gateway into what has ultimately led me to the leadership opportunities I now have. All it took was my willingness to just see what happens, and at the very least, learn from the process.

The other reason the "Just Do It" mentality has been important to me is that I always thought that leadership was something I needed to wait for, prove myself, and have it kind of fall in my lap, or have someone shoulder-tap me into the role. We all know that advisors wear so many hats and are extremely limited for time, so the idea that someone has the time to nominate you or that someone will make sure you get into a leadership role is not always realistic. It is not necessarily because they do not think you are deserving, so much as all of the competing demands on their time can make it so that they just quite literally have no time to get that nomination completed. So, a lot of this needs to be done by you, and it can feel a little awkward to nominate yourself for a position, but if you embrace the "Just Do It" mentality, it will pay dividends as you go through your leadership journey.

- *Skills / characteristics needed to be an effective NACADA leader.*
  1. **Understanding of social justice and practice of equity:** With the current climate in the US and world, it is rapidly becoming more and more apparent the need to remove educational barriers in the way of diverse students' success. Advisors are in an excellent role where they can talk with students through steps they can take to self-advocate, as well as practice advocacy when advisors are in an appropriate position to use their privilege to improve educational settings. In addition, we must allocate resources to students adequately, including practices within each advisor's setting. NACADA leaders can be the examples of social justice leadership within the organization to help others see how they can contribute to removing institutional barriers within their systems.
  2. **Organization:** In addition to our roles as NACADA leaders, we are facing taking on more responsibilities to provide the same resources to students with diminishing finances. One thing I am still developing is my organizational skills, and it would be so much easier to get everything I need

done if I improved in this area. Erin Justyna is the prime example of a NACADA leader with exceptional organizational skills, and because of those skills, she can balance serving on multiple committees and on the Council, while working as an administrator.

3. **Persistence:** With NACADA's increasing membership numbers, more people want to get involved in leadership roles. This means that we will see more people running for each role, applying for each position, and submitting manuscripts for publication and proposals to present. Many NACADA leaders are in positions they had to run and re-run for, and their persistence to keep putting their names in the hat got them those positions, even if it did not mean they happened on their ideal timeline. It is disappointing to not be selected, but instead of taking it negatively, learn from it and keep going.
4. **Tech-Savvy:** Going back to the limited resources and providing the same quality of services, we need to be more comfortable with technology to increase efficiency with our practices and time. Within NACADA, we use Zoom for leadership meetings, and several other tech platforms to get our jobs done. We don't necessarily have to be tech gurus (though, awesome if you are!), but just the ability to navigate well with technology.
5. **Creativity:** I am a little biased because of my background in the arts, but creativity will be important for the next decade. Leadership pathways are not always clearly-defined, and we need fresh perspectives on advising models, delivery, and practices. These take a creative person to understand how to take the windy road to a goal, the approach not clearly seen, or to bridge the gaps between different voices within the association.

- *Communication style.*

I am open to any mode of communication the mentee would prefer to use. I have Skype and Zoom accounts, which I would prefer to interact through these or other video modes at the very least monthly. Other than that, I am always on Facebook Messenger and have a Google account for quick check-ins. In addition, I am happy to check in regularly through text messaging. I am not the biggest fan of phone calls, though. I am happy to work with the mentee's communication preferences and preferred frequency and can easily learn to use a new system.

- *Other things....*

The only thing going into 2017-2018 for me is that I am in the middle of my dissertation process. With hopes of graduating by May 2018, this means that there will be times I am unavailable while I am collecting data, writing, and preparing for my final defense. However, I did get through the most time-consuming pieces of my dissertation already, having moved through the proposal stage and passing my preliminary exams.