



## Welcome to Charleston

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We would like to welcome everyone to Charleston, WV for the 2019 Region 3 conference! Charleston, WV is our state capital and is rich in history, culture, recreation, and beauty. Our residents are proud to be from the only state formed during the American Civil War. Our conference theme this year is "more than expected" and we are hopeful you will see evidence of the theme throughout the conference. As we were discussing our theme, two distinct thoughts came to mind as our inspiration. First, as we are meeting with advisees, our hope is that students will leave with "more than expected"—a "toolbox" of knowledge to help them be successful. Oftentimes, this experience is the same for the advisor and we have a positive experience of "more than expected." Second, when we think about West Virginia and what it has to offer visitors of the "wild and wonderful" state, that it too, is typically "more than expected."

We are very excited to see everyone and to share some of our favorites starting with our keynote speaker, pepperoni rolls, and more examples of WV's culture. We appreciate the value of NACADA conferences because we have the opportunity to reconnect with colleagues and network with new professionals, and experience some very valuable and inspirational professional development events to aid our students in their successes. Our goal is that you will have a "toolbox" of knowledge to share when you return home.

We would like to extend a personal thank you to everyone who has helped to make this conference successful especially our planning committee. We have been able to offer what is hopefully an experience that has been "more than expected" in part because of the contributions from the Marriott Town Center, Embassy Suites in Charleston WV, and WV Higher Education Policy Commission.

Please enjoy the conference, networking opportunities, sessions and city, and we are optimistic you will experience "more than expected."

With sincere appreciation from Almost Heaven West Virginia,

Your 2019 Region 3 NACADA Conference Co-Chairs



**Jennifer Jones**  
Fairmont State University



**Dedra Cobb**  
Fairmont State University

## Conference Planning Committee

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Conference Co-Chair <b>Jennifer Jones</b> <i>Fairmont State University</i>	Conference Co-Chair <b>Dedra Cobb</b> <i>Fairmont State University</i>	Social Media & Whova <b>Amanda Tuscan</b> <i>Fairmont State University</i>
Fundraiser <b>Maria Gaddis</b> <i>West Virginia University</i>	Entertainment & Wellness <b>Barbara Griffin</b> <i>West Virginia University</i>	Mindfulness Room <b>Irene Maundu</b> <i>West Virginia University</i>
Proposal Chair <b>Sherry Mitchell</b> <i>Fairmont State University</i>	Mindfulness Room <b>Julien Nguyen</b> <i>West Virginia University</i>	Volunteers & Registration <b>Michelle Poland</b> <i>West Virginia University</i>
Volunteers & Registration <b>Kayla Poling</b> <i>West Virginia University</i>	Administrative Assistant <b>Andy Ridgway</b> <i>Fairmont State University</i>	Editor <b>Pamela Stephens</b> <i>Fairmont State University</i>

## Region 3 Liaisons

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North Carolina <b>Jennifer McLamb</b> <i>North Carolina State University</i>	Kentucky <b>Rachel Quick</b> <i>University of Kentucky</i>	South Carolina <b>Kristin Goodenow</b> <i>Clemson University</i>
West Virginia <b>Michelle Poland</b> <i>West Virginia University</i>	Tennessee <b>Elizabeth Johnson</b> <i>University of Tennessee-Chattanooga</i>	



## **more than expected**

**NACADA Mid-South Region 3 Conference**  
**March 18-20, 2019 | Charleston, West Virginia**  
**Charleston Marriott Town Center**



**NACADA**  
THE GLOBAL COMMUNITY  
FOR ACADEMIC ADVISING

# Welcome to the Global Community

NACADA: The Global Community for Academic Advising is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education and provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for research related to academic advising.

NACADA evolved from the first National Conference on Academic Advising in 1977 and officially formed in 1979. NACADA has over 13,000 members representing all 50 United States, US territories, Canada, as well as many other countries around the world. These members represent higher education institutions across a spectrum of Carnegie classifications.

## NACADA Vision

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

## NACADA Mission

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

## NACADA Strategic Goals

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

## NACADA Diversity Statement

NACADA values diversity within our leadership in regard to institutional type, size, and employment position as well as diversity in regard to ethnicity, gender identity, age, culture, and sexual orientation.



***The NACADA website provides excellent programs, resources, and ways to connect and network with the global academic advising community!***

**[nacada.ksu.edu](http://nacada.ksu.edu)**

## Schedule At-A-Glance

### Monday, March 18

<b>11 am-6 pm</b>	Registration & Hospitality Table	Grand Ballroom Foyer
<b>12-4 pm</b>	Preconference Sessions	Various
<b>12-6 pm</b>	Mindfulness Room	Capitol Ballroom
<b>4-4:50 pm</b>	First Time Attendees Session	Salon A/B
<b>6-7:30 pm</b>	Opening Session with Awards Ceremony and Keynote Speaker	Grand Ballroom
<b>7:30-9:30 pm</b>	Welcome Reception	Pavilion
<b>9:30 pm</b>	Hospitality Room (optional)	Mountain View

### Tuesday, March 19

<b>6-8 am</b>	Breakfast Buffet	Pavilion
<b>6:15-7 am</b>	Wellness Activity	Hawk's Nest
<b>6:15-7 pm</b>	Mindfulness Room	Capitol Ballroom
<b>7:30 am-5 pm</b>	Registration & Hospitality Table	Grand Ballroom Foyer
<b>8-9 am</b>	Concurrent Session 1	Various
<b>9:15-10:15 am</b>	Concurrent Session 2	Various
<b>10:30-11:30 am</b>	Concurrent Session 3	Various
<b>11:30 am-12 pm</b>	State Meetings	See Page 8
<b>12-1:30 pm</b>	Lunch Buffet	Pavilion
<b>1:30-2:30 pm</b>	Concurrent Session 4	Various
<b>2:30-3:30 pm</b>	Poster Session	Grand Ballroom Foyer
<b>3:30-4:30 pm</b>	Concurrent Session 5	Various
<b>4:30-6:30 pm</b>	Happy Hour Reception (included)	Pavilion
<b>6-8 pm</b>	Dinner Groups (optional)	
<b>6 pm</b>	Hospitality Room (optional)	Mountain View

### Wednesday, March 20

<b>6-8 am</b>	Breakfast Buffet	Pavilion
<b>6:15-7 am</b>	Wellness Activity	Hawk's Nest
<b>6:15 am-12:15 pm</b>	Mindfulness Room	Capitol Ballroom
<b>7:30 am-12 pm</b>	Registration & Hospitality Table	Grand Ballroom Foyer
<b>8-9 am</b>	Concurrent Session 6	Various
<b>9:15-10:15 am</b>	Concurrent Session 7	Various
<b>10:30-11:30 am</b>	Concurrent Session 8	Various
<b>11:30 am-12:15 pm</b>	Closing Session & Best of Region	Salon C/D

## Conference WiFi

Network: **Marriott\_CONFERENCE**  
 Password: **reg3**

*\*If you are staying at the Marriott, free Wi-Fi is available to Marriott Bonvoy Reward members.  
 Sign up for free at [marriott.com/loyalty/createAccount/createAccountPage1.mi](https://marriott.com/loyalty/createAccount/createAccountPage1.mi)*

## Lactation Room

A lactation room will be available to attendees throughout the duration of the conference. Please inquire at the registration table for more information.



## Conference Highlights

### Monday, March 18

- Take a break in the Mindfulness Room and find your Zen place, open daily.
- If this is your first conference and/or if you want to meet NACADA Region 3 leaders, attend the New Member Session.
- Celebrate with us as we honor the award winners and be inspired by our keynote speaker during the Opening Ceremony.
- Enjoy the music and food at the Opening Reception. Open bar for the first hour then cash bar.
- Stop by the Mountain View room for additional networking opportunities, open through Tuesday night.

### Tuesday, March 19

- Start your morning off well with Zumba. Chair Zumba available if you prefer a lighter work out, available Wednesday morning too.
- State Meetings are open to all attendees (if you are from another region, feel free to join any state meeting). It's an intentional time dedicated to meet others from your same state and discuss NACADA events/news. This is a time to network and share ideas.
- There may be a surprise waiting for you at lunch...
- Chat with poster presenters.
- Bonus: extra Happy Hour Reception with heavy hors d'oeuvres. Drink tickets will be handed out at the door.
- Join a Dinner Group or find supper on your own.

### Wednesday, March 20

- End the conference with closing remarks and congratulations to our highest ranked presenter.

## NACADA Publications

As a registrant of a 2019 Region Conference, you will receive a **15% discount** on member pricing of the items below if you order by **June 3, 2019**, using the promo code: **REG2019**

\*Order forms are at the Registration Table, or you can request a form from Dedra Cobb ([dedra.cobb@fairmontstate.edu](mailto:dedra.cobb@fairmontstate.edu)) or Jennifer Jones ([jennifer.jones@fairmontstate.edu](mailto:jennifer.jones@fairmontstate.edu))

Item #	Books	Regular Member Price	Discounted Price
B15*	<i>Academic Advising Approaches</i>	\$50	\$42.50
B20*	<i>Scholarly Inquiry in Academic Advising</i>	\$40	\$34
B21*	<i>Comprehensive Advsr Trng &amp; Development</i>	\$40	\$34
B22*	<i>Academic Advising Administration</i>	\$40	\$34
B23CD*	<i>Guide to Assess of Academic Advising, 2nd ed.</i>	\$40	\$34
B24*	<i>Advising Transfer Students, 2nd ed.</i>	\$40	\$34
B26*	<i>Peer Advising &amp; Mentoring</i>	\$40	\$34
B27*	<i>New Advisor Guidebook: Mastering Art of A.A.</i>	\$50	\$42.50
Item #	DVDs	Regular Member Price	Discounted Price
V03*	<i>Scenes for Lrng &amp; Reflection-Volume 1</i>	\$225	\$191.25
V04*	<i>Scenes for Lrng &amp; Reflection-Volume 2</i>	\$225	\$191.25
Item #	Pocket Guides	Regular Member Price	Discounted Price
PG12*	<i>Needs of Adult Learners</i>	\$5	\$4.25
PG13*	<i>Career Advising, Undecided</i>	\$5	\$4.25
PG15*	<i>Compon. Succssfl Faculty Advsg</i>	\$5	\$4.25

## **Keynote Speaker**



### **Carol Tannous**

Carol Tannous is the Director of Strategic Initiatives & Student Success for the School of Education, Health & Human Performance, Coordinator for the Wilderness Explorer First Year Seminar Program, and Coordinator for the newly implemented SOAR First Year Seminar Program at Fairmont State University in Fairmont, West Virginia.

Carol's 29 years in Higher Education began at Indiana University of Pennsylvania where she mapped out a successful career working as a Student Affairs Administrator in Residence Life, Assistant Director of Career Services, and as a faculty member and academic advisor in the nationally recognized Learning Center Program.

Carol's core professional values stem from a fundamental belief that once a student makes a commitment to attend college, it is the responsibility of all members of a campus community to walk with them on their journey to graduation and beyond. When asked what she does for a living, Carol will tell you that she helps students through moments, and walks with them through laughter, celebration, and sometimes tears as they pursue their dream of attaining a college degree.

Carol has been awarded the NACADA Outstanding Student Advocate Award, and the Presidential Scoop award at Fairmont State. She considers her 12-year collection of "My Story" assignments to be a badge of honor and a testament to the lives of the students who she has walked with in their journey through college.

In her spare time, Carol enjoys traveling, photography, hiking, and spending time with Zen and Canyon, her black lab and pit-bull Jack Russell terrier mix. She loves the outdoors and has a lifetime goal of visiting all the US National Parks.

## **2019 Region 3 Award Winners**

### **Region 3 Excellence in Advising - Advising Administrator**

Mrs. Kandice Rowe, Director of SCOPES, Marshall University

### **Region 3 Excellence in Advising - Advisory Primary Role**

Mrs. Esther E. Fleming, Academic Coordinator, University of Kentucky

### **Region 3 Excellence in Advising - Faculty Advisor**

Dr. Nanci S. Woods, Professor of Psychological Science, Austin Peay State University

### **Region 3 Excellence in Advising - New Advisor**

Mrs. Kristin M. Brewster, Curricular Outreach Program Coordinator, West Virginia University



## Monday, March 18

### Preconference Workshops

#### Safe Zone

P1 | Salon A/B | 12-2 pm

*Cody Harrison, University of Tennessee, Knoxville*

#### Developing a Win-Win Internship Program

P2 | Kanawha/Blueridge | 2-4 pm

How do you create a meaningful and intentional internship experience that is a win-win for your department as well as the new professionals you hire as interns? What do you need to consider if your department is interested in creating internship positions or revamping an existing internship program? What are the challenges and rewards of having interns? What is your hiring process? How do you find interns who will be a good fit for your department? Participants will brainstorm and discuss these and other topics related to intern program development. Equipped with new insights and ideas, participants will design individual action plans focused on creating or improving their department's internship program.

*Maria Crockett, North Carolina State University*

#### NACADA Orientation for First-Time Conference Attendees

P3 | Salon A/B | 4-4:50 pm

Get introduced to NACADA – The Global Community for Academic Advising and your NACADA region! This new member orientation will provide you with guidance and insights as you begin your journey – to understand how you can make the most of your “first year experience” in NACADA and with your region. During this session you will have the opportunity to: 1) Learn about the structure and opportunities of NACADA; 2) Develop ideas for resources and networking to help you both personally and professionally in your region; and 3) Listen to colleagues share their stories and connect with other new members to the association.

Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story!

*Suanne Early, University of Kentucky; Jeff Elliott, University of Tennessee, Knoxville*

#### Opening Session with Awards Ceremony and Keynote Speaker

Grand Ballroom | 6-7 pm

#### Welcome Reception

Pavillon | 7:30-9:30 pm

## Tuesday, March 19

### Concurrent Session 1 – 8-9 am

#### The Impact of Intrusive Advising on Academic Probation Students

C1 | Salon A/B | 8-9 am

There is an underlying issue and problem facing universities and colleges to help students on academic probation to persist to the next semester and retain them to graduation. Researchers indicate that the retention and persistence of minority, low-income, academically underprepared and first-generation students placed on academic probation is a widespread problem for universities and colleges (Black, Terry & Buhler, 2016; Stewart, Lim & Kim, 2015; Tinto, 1975, 1999, 2006, 2017; Wilson, 2016; Wood & Harris, 2015). For the most part, these student groups are academically underprepared when it pertains to completing college-level work.

*Ahmad Sims, Tennessee State University*

#### Tools of the Trade: Building and Sustaining a Comprehensive Advising Notes Resource System

C2 | Salon C | 8-9 am

A reliable system for academic advisors to access and consult advising information is an indispensable component of any advising toolbox. Advisors depend on critical tools to help them advise students. Advisors access these tools on a daily basis, including: programs and majors; university- and program-specific policies and procedures; protocols and exceptions; and course and major sequencing suggestions and requirements.

Join members of the Academic Advising and Orientation Center (AAOC) from Appalachian State University as we guide you through our continuing journey (twenty years and counting) in search of an effective, dependable and sustainable advising notes resource system. Learn from our explorations, trials and errors, successes, and ongoing modifications and discoveries.

*Don Presnell, Michelle Bowers, Appalachian State University*

#### Advisors to the Rescue: Guiding and Supporting Students in Selective Admission Programs

C3 | Salon D | 8-9 am

Are you positioned in a small advising center with limited resources? Do you have a heavy advisee caseload with limited appointment availability? During this session, we will examine how academic advisors can be effective in serving students who pursue highly competitive majors with restricted seat capacities and a formal application process. Participants will share strategies and initiatives to meet the individualized needs of an increasingly diverse student population. Finally, best practices will be shared with participants to further develop advising skills and competency in helping students to reach their career goals.

*Na'Cole Wilson, Andrea Swintal, University of North Carolina at Charlotte*

### **What is Professional Development?: Reimagining Opportunities for Professional Development while Exploring Multiple Perspectives**

C4 | Salon E/F | 8-9 am

During a time when advising colleagues share varying viewpoints and expectations, it becomes imperative that professional development committees create opportunities that help meet individual goals. Committees offer this opportunity in an effort to help advisors to utilize multiple lenses to better serve students in higher education. This session will share departmental data that was explored to help define professional development activities which for this advising office include round tables and newsletters, among other activities, that were designed to foster conversation, community, and/or growth.

*Alfreda Clegg, Kathleen McNeil, University of North Carolina at Chapel Hill*

### **More than Expected: Cultivating Altruism in Ourselves**

C5 | Kanawha/Blueridge | 8-9 am

The vague notion that it's good to work in a helping profession isn't enough to prevent advisor burnout; we'll make the case for why advisors ought to focus on developing altruism as a way to combat burnout. First, we'll examine the burnout many of us face and then, we'll see why relying on feeling good about helping others isn't enough. Next using clips from The Good Place, we'll look at the moral theories that underpin altruism. Then, we'll focus on the proven benefits of being altruistic which range from living longer, healthier lives to being happier. Finally, we'll strategize ways to help ourselves develop altruism.

*Margaret Mahlin, East Tennessee State University*

#### **Concurrent Session 2 — 9:15-10:15 am**

### **Becoming the Future of Advising: Diversity in NACADA Leadership**

C6 | Salon A/B | 9:15-10:15 am

Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA's mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA's leadership and contribute to the association's mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Inclusion & Engagement Committee and ELP are changing the face of NACADA.

*Karen Sullivan-Vance, Shanna Pendergrast, University of Tennessee, Knoxville*

### **Flipping Out for Generation Z**

C7 | Salon C | 9:15-10:15 am

Generation Z (students born after 1995) is headed to college whether we are ready or not. How can we update our advising model to meet their unique needs? Using research from Generation Z Goes to College by Seemiller and Grace, this session explores the distinctive characteristics of Gen Z students and identifies ways to connect with them. Specifically, attendees will learn how the University of Kentucky's College of Public Health implemented a flipped advising approach through a Learning Management System (LMS) to engage the newest generation of college students.

*Jennifer Stevens, University of Kentucky*

### **Victim to Victor: Removing the Victim Lens**

C8 | Salon D | 9:15-10:15 am

The number of students lacking the ability to navigate personal and academic obstacles is an increasing trend on college campuses. Parental involvement is at an all-time high. As they continue to remove barriers for their children, our students are deprived the opportunity to develop proper coping mechanisms and cultivate resiliency. This session will review the victim mentality and provide helpful ways to empower students to take accountability for themselves.

*Amber Bollinger, Paula Calahan, Middle Tennessee State University*

### **There's a Major Solution: Guiding Student Informed Choice**

C9 | Salon E/F | 9:15-10:15 am

With majors being extremely important to college choice and directly related to student success, institutions are searching for innovations to provide students with a focused, starting point for exploration. This session explores three such success stories, including how one college recently decreased the rate of student program changes by 50% in just two-years.

*Amanda Jones, MyMajors*

### **Getting More Out of Appointment Campaigns**

C10 | Kanawha/Blueridge | 9:15-10:15 am

Have you tried to get students to attend advising appointments early in the semester and have not been successful? Been there! Through a multi-semester journey, we honed in on some techniques that have increased attendance to appointments early in the semester. This presentation will discuss the benefits of having advising appointments early in the semester for the student and the advisor, the techniques we tried and the best practices that we discovered, and ideas for advisors at any school to run successful appointment campaigns.

*Lacie Bittinger, Rodney Sanders, Sabrina Williamson, Chris Atkins, Marshall University*

Concurrent Session 3 – 10:30-11:30 am

The New Kids on the Block: Enhancing Your Internship Program with the Right Stuff

C11 | Salon A/B | 10:30-11:30 am

There is no step-by-step guide to creating an internship program, but it is absolutely possible to design a meaningful and intentional internship that is a win-win for your department and your interns. In 2013, NC State University's Academic Support Program for Student-Athletes' Internship Program was recognized as the National Association of Academic & Student-Athlete Development Professionals (N4A) Model Practice Award winner. This session will focus on how NC State University built a nationally recognized internship program since starting in 2005, including how and why the program has changed over time, the challenges faced, and lessons learned. These lessons will be translated into recommendations and best practices attendees can implement into their own academic advising internship programs.

Maria Crockett, North Carolina State University

Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing

C12 | Salon C | 10:30-11:30 am

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

Jennifer Joslin, Kansas State University

I'm So Extra: Integrating High-Impact Practices to Improve Advising Effectiveness

C13 | Salon D | 10:30-11:30 am

During this session, we will discuss high-impact practices to anticipate and prepare for student needs in advance by utilizing available technology. These approaches allow advisors to more effectively use the limited amount of time during the advising appointment. This session will focus on moving beyond the basics of advising and into high-impact practices resulting in the ability to more effectively serve students, make better use of time, reduce errors and eliminate the repetition of service. Participants will leave this session with implementation strategies to provide a higher level of advising utilizing these high-impact practices.

Lauren Solina, Middle Tennessee State University

Put On Your Own Oxygen Mask First: Prioritizing the Professional Development of Academic Advisors

C14 | Kanawha/Blueridge | 10:30-11:30 am

As advisors, we prioritize student success and development, but how often do you think about your own professional growth? There is rich dialogue regarding transfer students and how to best support them, but not for advisors. Given that our region houses approximately 372 universities, colleges and trade schools, it stands to reason that many of us have transferred between institutions. We both participated in the 'Charlotte Shuffle' ourselves, having transitioned between UNC Charlotte and Central Piedmont Community College. Our Round Table discussion will provide a networking opportunity for those of us 'multi-institutioners' to discuss how our unique expertise informs our advising practices, ways our current institutions eased our transitions, offered support for the learning curve, and brainstorm ways we as NACADA members can develop as professionals regardless of our institutional affiliations.

Kristy Lowman, University of North Carolina at Charlotte; Kelly Moore, Central Piedmont Community College

Let's Talk! Region 3 Needs Assessment Round Table

C15 | Appalachian/Cumberland | 10:30-11:30 am

We want to hear what you think! As the Region membership has grown and advisors, administrators, faculty and students move in and out of the region, it is often challenging for region leadership to keep a thumb on the pulse of what is happening in the minds and hearts of the membership. This round table discussion will focus on listening to member feedback to guide future programming and initiatives. Areas of particular interest are Communication, Inclusiveness and Membership, but other topics will be welcomed. New and seasoned members should join in this open forum to meet and share ideas and concerns with Region 3 leadership and other attendees. Together, we will grow stronger.

Karen Hauschild, College of Charleston; Jeff Elliott, University of Tennessee, Knoxville; Suanne Early, University of Kentucky

State Meetings

11:30 am-12 pm

- Kentucky.....Salon A/B
North Carolina.....Salon C
South Carolina.....Salon D
Tennessee.....Kanawha/Blueridge
West Virginia.....Appalachian/Cumberland

### Concurrent Session 4 — 1:30-2:30 pm

#### Becoming an LGBTQ+ Ally 101

C16 | Salon A/B | 1:30-2:30 pm

As advisors, students often come to us with questions and complications that go well beyond the classroom. Many of us feel pressure to know the right thing to say (or do) to help, but we don't always have the answers. Educating ourselves about inclusive practices in regard to sexual orientation and gender identity makes us better equipped to support our students. This session is a safe space to learn and explore terminology, processes, and ally development for LGBTQ+ students and colleagues.

*Christopher Harrison, University of Tennessee, Knoxville*

#### A Conversation with NACADA Leadership

C17 | Salon C | 1:30-2:30 pm

NACADA's Region Division has been charged to embark upon a review similar to those the Administrative and Advising Communities Divisions recently completed. This review is being conducted to determine how to provide the best possible professional development to members. We are taking the time to reflect on what it means to be a global organization in relationship to the regional structure. To this end, a survey was sent to all NACADA members in late 2018, and focused discussions are being conducted both virtually and in person. This session is another venue to gather input from our members and will focus on the region review project. Please attend ready to share your opinion regarding how the NACADA Regional Division can best meet your needs today and in the future. If you prefer to participate in a virtual focus group please visit the NACADA Region Review website: [nacada.ksu.edu/about-us/NACADA-leadership/regional-division/region-review](http://nacada.ksu.edu/about-us/NACADA-leadership/regional-division/region-review)

*Joan Krush, NACADA Executive Office*

#### Healthy Recipes for Your Advising Chef

C18 | Salon D | 1:30-2:30 pm

Our presentation will display advisors being chefs who identify multiple ingredients to serve students. As new advisors, we will discuss processes, tools, resources and experiences we have utilized to facilitate, reinforce and deliver effective student support. We'll discuss how we blend our new advising model at the University of Tennessee and NACADA competencies to aid in producing successes. We'll share details that have led us to bite off more than we can chew and scenarios that have scored students' sandwiches of success. New and experienced advisors will facilitate analysis of strategies and approaches. We'll recall self-learning processes to deliver a lunch bag filled with fresh ingredients, healthy ideas and resources for students to whip, toss or sauté upon their return to campus.

*Lance Collier, Lindsey Boggess, Riley Finch, University of Tennessee, Knoxville*

#### Holistic Advising: Beyond Academics

C19 | Kanawha/Blueridge | 1:30-2:30 pm

Transitioning into and navigating through college is a challenge for many students. The student population needs are increasing beyond academics. However, having someone who is approachable, available, and non-judgmental is essential and key when building relationships with students. Building rapport with students takes effective communication, trust, and being intentional. Students arrive to college from various backgrounds and circumstances that are unrelated to their academics; however, these variances could affect their academic success. Life happens, and change is inevitable. As higher educational professionals, we must look beyond the surface to reach students and help them navigate through their academic career. It is through our communication and interaction with students that we demonstrate that we are intentional in helping them through one of the most pivotal parts of their lives.

*Nicole Montgomery, University of South Carolina*

#### Identifying Potential Barriers to Academic Success

C20 | Appalachian/Cumberland | 1:30-2:30 pm

Are your students struggling in their course work, dropping classes, or withdrawing from their programs all together? Do you want to improve your ability to recognize academic pitfalls before they arrive? Do you want to learn some strategies to assist them in recognizing those challenges, and being proactive in managing them? How could you assist students in setting SMART goals, and progressing towards reaching them? Come learn ways you can identify potential barriers to your students' success. In this interactive round table discussion, you will have a chance to practice strategies that can make identifying barriers, setting goals, and monitoring student progress more feasible. These strategies can improve persistence, retention, and graduation rates.

*Jae Campbell, Randolph Community College*



## **Poster Session**

### **15 to Finish Initiative for HBCU Colleges**

*PO1 | Grand Ballroom Foyer | 2:30-3:30 pm*

With this session we will discuss the benefits of student coaching as a strategy for student success and completion through the process of advisement. We will also discuss how the "15 to Finish Initiative" has successfully enhanced the student experience among African Americans. Federal financial aid policies define full-time enrollment as 12 credits per semester, and as a result, many students taking only 12 hours think they are on track. In reality, taking only 12 credit hours per semester stretches the time it takes to earn a four year degree to five years.

*Terrance Felker, Tennessee State University*

### **Moving Forward: Using Technology to Track Clinical Placements**

*PO2 | Grand Ballroom Foyer | 2:30-3:30 pm*

Academic advising for those students who are required to complete clinical placements can be difficult. Just a few short years ago, all clinical placements and field experiences were tracked by pen and paper. For those who place clinical students, such as teacher candidates or social workers, this is a huge responsibility and takes an enormous amount of time, energy, and attention to detail. Technological advances have changed the trajectory of how clinical placements are being made. Four years ago, Marshall University purchased LiveText. LiveText is an online tool students use to maintain a collection of their work and to expand their use of technology. The purchase of the Field Experience Module has improved the collaboration between academic advising and clinical placements.

*Kandice Rowe, Alysha Nichols, Marshall University*

### **Plan BIS: Fostering Student Advising, Retention and Graduation through a Bachelor's of Interdisciplinary Studies at Western Kentucky University**

*PO3 | Grand Ballroom Foyer | 2:30-3:30 pm*

The BIS program at Western Kentucky University prides itself on openness and degree obtainment through flexibility and a hands-on, one-on-one approach in advising its students. BIS graduates largely come into the major as upperclass students. Many come after realizing they no longer want to pursue their former majors. The flexibility of the degree allows them to 1) tailor a program to their career and personal interests and 2) achieve graduation in a timely manner. This presentation will provide details of the BIS program and feature the faculty's approach to advising a diverse student population including adult learners, minorities, military students, distance education students, and student athletes.

*Sara McCaslin, Cort Basham, Western Kentucky University*

### **Fostering Success for Students with Experiences in Foster Care**

*PO4 | Grand Ballroom Foyer | 2:30-3:30 pm*

Approximately 70% of students with experiences in foster care report that they would like to attend college, but less than half enroll and 10% or less graduate. Students with experiences in foster care attend higher education institutions with diverse needs and challenges. This poster presentation will aim to increase the learner's cultural sensitivity and knowledge about this specialized population, and suggest practical methods an advisor or administrator can take with them to begin a support network at their institution.

*Amy Sosanko, Community College of Allegheny County, South Campus*

### **Advising Fine Arts and Design Majors**

*PO5 | Grand Ballroom Foyer | 2:30-3:30 pm*

Students in the fine arts and design majors have distinct academic and career advising needs requiring advisors to be well-informed and sensitive to the additional demands placed on this special population. Unique challenges include:

- the requirement of passing auditions or portfolio reviews
- critiques or rankings based on performance
- additional hours required for studio-based classes or practice times
- less time available for campus engagement (including advising meetings)
- parent buy-in to arts majors/careers
- student development focused on resume building and
- intense concerns about employment options after graduation

This presentation will engage participants in best-practices and creative problem-solving discussions focused on fine arts/design majors, but could be applied to other areas of study with increased demands on student time and performance.

*Tracey Downe, Virginia Tech*

### Concurrent Session 5 — 3:30-4:30 pm

#### **RBA: Respect, Bridge, Advise**

C21 | Salon A/B | 3:30-4:30 pm

Using an adaptation of the Appreciative Advising model, we will discuss how the Regents Bachelors of Arts program at Marshall University advises adult students to reach their educational goals. While adult students are our focus, other programs can also incorporate the strategies we use to recruit and retain students.

By reviewing the literature on nontraditional learners and daily interaction with adult students; we have found three advising principles that have positively affected our enrollment and persistence. Through demonstration and discussion, we will look at how to address nontraditional students in three ways:

- Respect of individual student's life and experience
- Bridging the gap between their educational aspirations and their life/institutional barriers
- Advising holistically and individually based on student need

*Sarah Brown, Marshall University*

#### **"Advise Me!" Understanding Student Perceptions of Learning in Academic Advising**

C22 | Salon C | 3:30-4:30 pm

Teaching and Learning. A magical buzz-phrase in advising. Advisors as teachers is not a new concept; the concept of advising as a teaching and learning environment has been around for decades. We all want our students to learn something during our interactions. But how do we know learning actually occurred when students walk away? What can advisors do to affect the likelihood that learning will take place? In this session, we will examine research results grounded in theory that answer those very questions. Come learn specific advising behaviors that have a statistically significant effect on learning, planning strategies that encourage a true teaching and learning environment, and possible training program tips for new advisors.

*Schylar Simpson, Rachel Dixon, University of Kentucky*

#### **New Advisor, New Learning Community Coordinator- How to Balance It All When You're Still Learning It All**

C23 | Salon D | 3:30-4:30 pm

You've been hired to work as an Academic Advisor and Learning Community Coordinator. Where do you start? When you're new to both roles, you can find yourself unknowingly serving as the bridge between two different worlds- Academic Affairs and Student Affairs. Are you prepared to speak the language unique to each group? Do you understand the demands and peak times of each role? Can you articulate the transferable skills that will make you an asset in each position? We'll dive into best practices

for preparing to take on and succeed in two distinct, but complementary, roles and how to maintain balance when being pulled in divergent directions.

*Lisa Gaskin, University of North Carolina at Charlotte*

#### **The M & M's of Advising: A look at Advising Multi-Generational and Multi-Student Groups**

C24 | Salon E/F | 3:30-4:30 pm

This presentation will examine ways in which one advising center has implemented best practices for advising a wide variety of student groups as well as the generations within those groups. Learn how your advising center can successfully reach these students in challenging budget times while still offering quality service and incorporating the Appreciative Advising Model. Those working with the following groups would benefit from this presentation: Accessibilities, Veterans, Transfer, Online, First Time Students, Baby Boomers, Generation X, Generation Y (Millennials), and Generation Z. A model of this advising center along with best practices will be provided to participants. Format will be a combination of lecture ending with discussion time and question/answer session.

*Deanna Shelley, Kyle Manley, Amanda Scheidegger, West Kentucky Community and Technical College*

#### **Understanding International Graduate Students' Career Needs**

C25 | Kanawha/Blueridge | 3:30-4:30 pm

International graduate students choose to pursue a graduate education for a variety of reasons. However, they may often possess a narrow view of their career path and may be unaware of alternate career pathways. Data obtained from interviews with twenty-one international graduate students confirms this notion, as well as a lack of engagement in career development opportunities. While they reported that they received notification of events offered by their departments and the university, many confessed that they simply didn't have the time, nor saw the purpose of attending these events. The purpose of this round table conversation is to discuss how career and academic advisors can better serve this population and how marketing and branding of these events needs to change.

*Thomas Teague, Nina Marijanovic, University of Kentucky*

### Concurrent Session 6 — 8-9 am

#### When Your MAJOR is MORE than Expected

C26 | Salon A/B | 8-9 am

Choosing a major is NOT a life choice but for some students finding a major that fits is more than expected. Available majors on campuses are numerous and walking through the maze can be overwhelming for some students. Come learn how a large research institution has embedded academic advisors, called Major Exploratory Associates, within the career center to support exploratory students. Major Exploratory Associates provide drop-in and scheduled appointments, partner with college academic advisors, and are the first point of contact for students who are exploring or considering a major change. From understanding the curriculum to providing career assessments, Major Exploratory Associates bridge the gap between academic and career advising. This presentation provides an overview of the model and how it can be replicated on your campus.

*Matthew Deffendall, Christine Blank, University of Kentucky*

#### Mistakes, Mishaps and Next Steps

C27 | Salon C | 8-9 am

Have you ever made a mistake, personally or professionally? Well, you are certainly not alone. What makes your experience unique is what you do following those mistakes. Do you feel defeated or do you embrace it as an opportunity to improve yourself, your advising practices, or your services to students? Either way, this interactive session will help you focus on being resilient in those moments. The presenter will share her own experience with failure and how her resilient attitude led to the development of a successful information session. Then, you will be called upon to share some of your own mistakes and discuss how resilient thinking, specifically the three C's of hardiness, can be practiced to improve services to your students.

*Deloris Foxworth, University of Kentucky*

#### GRASP - Exploring Grade Recovery & Academic Sustainability

C28 | Salon D | 8-9 am

Despite exhaustive efforts by countless colleges and universities, many undergraduates continue to suffer low academic performance. Often times, advising practitioners watch their students struggle academically as a result of poor study habits, undecided program interests, and negative self perception. The GRASP Initiative at Southern Illinois University Edwardsville is a proactive approach to assisting undergraduates who find themselves on academic probation or reinstatement. GRASP (Grade Recovery & Academic Sustainability Program) provides populations with a structured plan for academic recovery and persistence. The expectation of the program is that students will find themselves not only repairing prior academic damage

but also thriving for semesters to come. The objectives for this presentation are to explore the potential synergy of campus support and to identify archaic barriers of student success.

*Tyler Phelps, Taylor Held, Sara Kirkley, Southern Illinois University Edwardsville*

#### Peer Mentoring for High-Achieving Students as a Mechanism for Developing Self-Management and the Burden of Non-Autonomous Responsibilities in College Students

C29 | Salon E/F | 8-9 am

For many students, freshman year may be their first glimpse of autonomous freedom; their first time away from home, their first experience of having to re-establish a friendship or peer group and their first time integrating with students from different backgrounds. What can we do to minimize anxiety related to freshman year of college?

This program highlights the importance of peer mentoring for incoming freshmen in a high-achieving college environment, as a way to alleviate anxiety associated with new students integrating into campus and finding their path. This program will also discuss the challenges that peer mentors face in dealing with being responsible for other students while maintaining their own responsibilities, deadlines and autonomy.

*Holly Williams, Clemson University*

#### Ahoy New Advisors! Tips for New Advisors to Adjust, Succeed, and Grow in their First Year as an Academic Advisor

C30 | Kanawha/Blueridge | 8-9 am

This session will focus on tips and recommendations for new advisors to succeed in their first-year as a new advisor. This will include open-discussion on handling dilemmas and working through challenging scenarios. These scenarios will be based on real-life situations as an advisor, and participants will have the opportunity to learn how to be proactive and be prepared and prevent a mistake from occurring. The presenter will also provide recommendations to advisors that he has learned since starting as a new advisor.

*Patrick Ramsay, College of Charleston*

## Concurrent Session 7 — 9:15-10:15 am

### One School of Nursing's Special Program to Help Prospective Students with Previous Low Grades Become Competitive

C31 | Salon A/B | 9:15-10:15 am

Many advisors speak to nursing school aspirants with grades so low there is no way for them to be competitive for acceptance. They may be traditional or nontraditional with a history of low or even failing grades. We have developed a unique program to give hope to these students. Referred to as our 16/2 Internal Forgiveness Program, students are required to complete specific classes to prove they can be successful in difficult courses. There are specific requirements to be met and it is a challenging program that has had great success. Statistics and specific cases will be discussed with time left for questions and answers.

*Kathy Simmons, University of South Carolina Aiken*

### Integrating Career Development into the Academic Experience for Graduate Students

C32 | Salon C | 9:15-10:15 am

Career advising for graduate students is either handled by faculty or by the primary career office on campus rather than by a professional individual located within the college of study. This approach can lead to uneven employment outcomes and career readiness. This presentation will chronicle how one college initiated a series of initiatives to incorporate career development, alongside graduate academic advising, for graduate students pursuing degrees in business. We will provide an overview of how career development seminars were introduced into the academic curriculum, how existing career advisors within the college were trained, and ultimately, how we created a new position for a graduate career advisor.

*Thomas Teague, Nina Marijanovic, University of Kentucky*

### The Magical Mystery of Creative Advising

C33 | Salon D | 9:15-10:15 am

Advisors are a diverse group of educators consisting of professionals from across a wide spectrum of backgrounds. Academic advising is for many, the "unexpected career," and creativity is the trait that all advisors share. Somewhere along the way, we can lose sight of what drew us to advising in the first place: the "magic" of the profession, the miraculous transformations we witness as we encourage students to recognize, mold, and ultimately achieve a dream. Elizabeth Gilbert's bestselling book, *Big Magic: Creative Living Beyond Fear*, brought our creative side out of hibernation. This session uses the book as a guide to reawaken our creativity to enhance our advising relationships and expect more from meetings with students: courage, persistence, enchantment, and yes, magic!

*Frannie Miller, Maria Grindstaff, East Tennessee State University*

### Gritty Advising: Coaching Passion and Perseverance

C34 | Salon E/F | 9:15-10:15 am

Can advising processes foster passion and perseverance through meaningful student interactions? Yes, they can! The purpose of this program is to articulate concepts of grit and growth mindset as a means of creating meaningful interactions with students during academic advising and academic intervention meetings. Through this presentation, participants will understand the core concepts of grit and growth mindset as identified by Angela Duckworth and Carol Dweck, current advising as coaching models, and how utilizing concepts from grit and growth mindset along with advising as coaching can be immediately implemented into advising and intervention interactions.

*Natasha Ramsey, Joe Ryan, Midway University*

### Peer Mentors in Learning Communities: Positive, Negative, Unprepared?

C35 | Kanawha/Blueridge | 9:15-10:15 am

What role do peer mentors play in your Learning Community? Have they been trained for the experience or are you crossing your fingers and hoping for the best? Whether you've found successful strategies for mentor development or are at the beginning of this journey, it's time to discuss how we can serve and build this student population. They have a major impact on their peers; what impact are we having on the mentors? Let's discuss!

*Lisa Gaskin, University of North Carolina at Charlotte*



### Concurrent Session 8 — 10:30-11:30 am

#### **Bridge to Success: Academic Intervention Program for At-Risk Freshmen**

C36 | Salon A/B | 10:30-11:30 am

Early alert systems and professional advising are prevalent methods to aid in retention. However, despite these interventions, some freshmen still finish their first semester on academic probation. Students may not respond to these early warnings. Instead, they struggle to fix the issue at the end of the semester, when it is often too late. Can we empower students to act on these warnings before they end up on probation? The Bridge to Success is a pilot program that identifies at-risk college freshmen at the point of midterms. Learn how our team of "Probation Preventers" offer support, guidance, and tools to address students' limitations to GPA success. We will describe in detail our program design and preliminary cohort success rates.

*Emily Gross, Christina Reich, Shepherd University*

#### **Who's in the Cockpit? How to Open the Door to the Flight Deck**

C37 | Salon C | 10:30-11:30 am

What does it take to become a professional pilot? Who has the "right stuff"? Taxi over for a discussion on opportunities in aviation and how to identify and advise potential pilots. We will explore what type of person is best suited for a career as a professional pilot and learn about pilot training requirements. The journey continues with a briefing on employment options and earning potential. The next waypoint is a review of the lifestyle of the professional aviator and an assessment of the associated risks and rewards. Finally, we approach the subject of how to determine if your students should make the switch to aviation. Learning to fly is a life-changing event. Stop by and participate in the pre-flight briefing.

*Frank Robbins, West Virginia University Institute of Technology*

#### **Using FYE Courses to Affirm Academic & Career Advising and Student Success**

C38 | Salon D | 10:30-11:30 am

To assist with the advising initiatives developed by "My Academic Pathway," First Year Experience Courses ACA 115, Success & Study Skills, and ACA 122, College Transfer Success, were asked to develop and implement various advising and career assessment tools to help ensure that students enrolled in the class are on the correct educational pathway. This presentation will explore the tools that were created, their relevance to the advising process, and their success in the classroom. This presentation is aimed at administrators, advisors working in FYE programs, and those interested in the integration of career and academic advising.

*Seth Buchanan, Central Carolina Community College*

#### **Training, Teambuilding, and Transforming through Technology**

C39 | Salon E/F | 10:30-11:30 am

How do you transform a group of new individuals with limited advising experience to a strong advising team? This presentation will focus on the application of an online learning management system, typically used for academic courses, for advisor training and professional development. Incorporating training and development as components of a course, we were able to bring consistency to training, provide a resource for advisors, and have methods to assess progress. Join us as we share the journey, challenges, and successes along the way.

*Suanne Early, Faith Cracraft, University of Kentucky*

#### **Cultivating an Appreciative Workplace**

C40 | Kanawha/Blueridge | 10:30-11:30 am

Supervisors and co-workers alike want to feel appreciated for who they are not just what they produce in the workplace. We spend a lot of time and energy thinking about, developing and appreciating our students, but in order for students to receive our personal best, we need to create a culture in our workplace that honors appreciation. The presenter, using interactive methods and examples from Chapman and White's "Five Languages of Appreciation in the Workplace" and other resources, invites participants to begin an appreciation revolution in their advising centers or on their campus by empowering the people in their organization. Appreciation does not have to be expensive; it just has to be personal. Ideas and best practices will be discussed to take home. Familiarity with the book is not necessary.

*Karen Hauschild, College of Charleston*

#### **Closing Session and Best of Region**

Salon C/D | 11:30 am-12:15 pm



## Upcoming NACADA Events



### Summer Institutes

June 23-28, 2019 in Lexington, KY  
July 21-26, 2019 in Little Rock, AR



### International Conference

July 8-11, 2019 in Hasselt, Belgium  
**Student Autonomy: Advisors Creating Positive Change for Students**



### Annual Conference

October 20-23, 2019 in Louisville, KY  
**In Their Corner: Advising Students to be the GREATEST!**



### "Throw Your Hat in the Ring" for the 2019 FUNdraiser!

Monday, October 21 | 6-7:30 pm

Held during the Annual Conference and on behalf of the NACADA Scholarship Fund, all proceeds support scholarships for members with limited institutional support to attend NACADA events. See you in Louisville, home of legendary boxer Muhammad Ali!



### 2020 Region 3 Conference

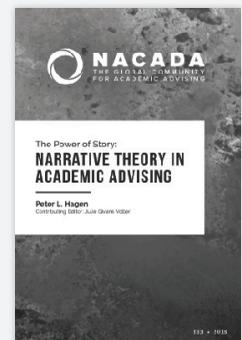
Lexington, Kentucky | April 2020

**Growing the Winner's Circle**

## NACADA's Newest Publication available in the NACADA Online Store:

### THE POWER OF STORY: NARRATIVE THEORY IN ACADEMIC ADVISING

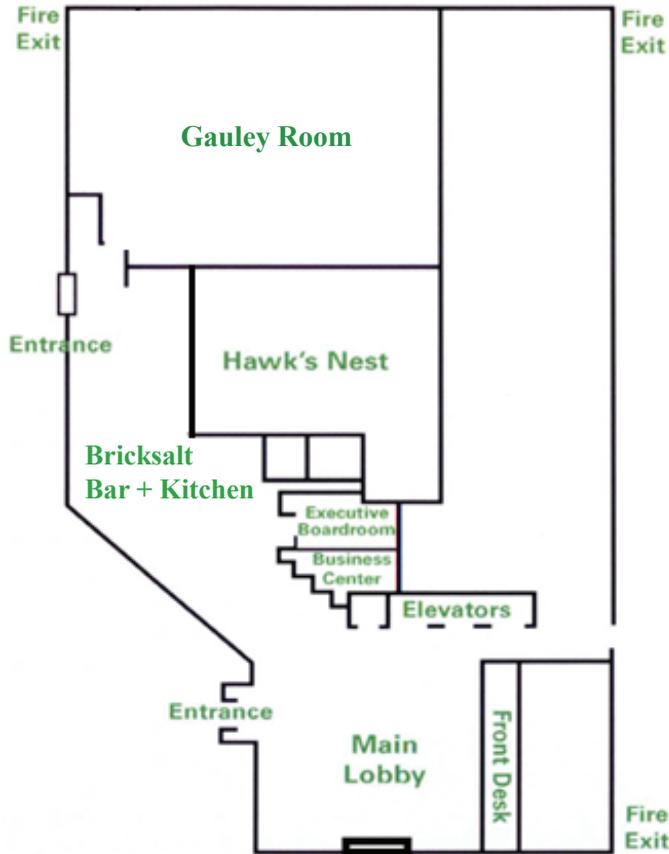
*The Power of Story: Narrative Theory in Academic Advising* acknowledges the power of story in academic advising. The power of story is present in advising interactions, in the unfolding of students' educational stories, in the ways advisors' own stories guide them, and in the impact of narrative skills that advisors possess. Activities and suggested readings are provided to enhance advisors' ability to understand the power of story.



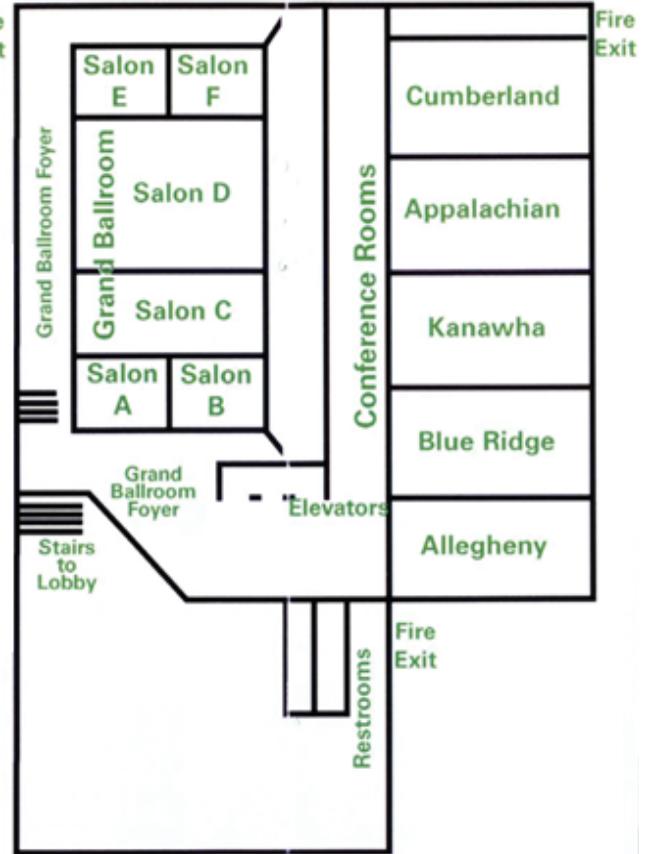


# Marriott Charleston Town Center Map

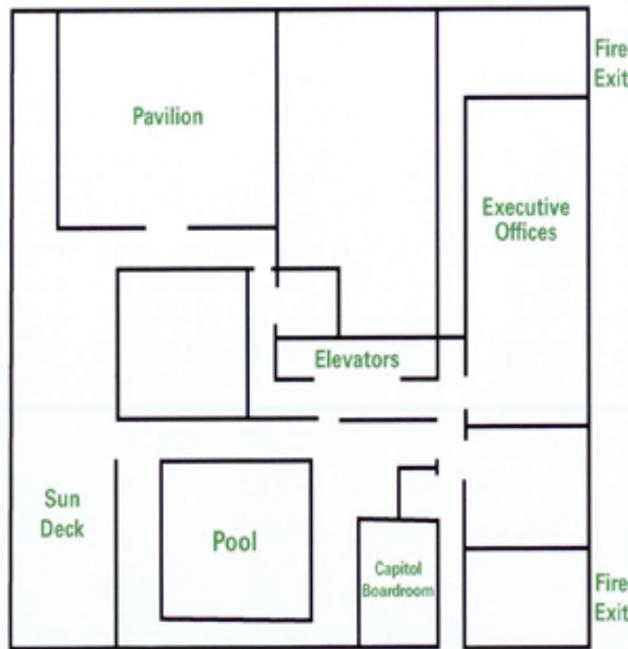
## First Floor



## Second Floor



## Third Floor





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