

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?*

Cindy Firestein – Emerging Leader

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- *NACADA experiences and leadership goals.*

I have been involved in NACADA since 2009. My experiences have mostly been at the regional level. Since first joining NACADA, I have held the position of Massachusetts State Liaison, participated in several webinars, won a regional graduate student scholarship, won a global advising award, spearhead the planning for two state drive-ins, as well as attended several regional conferences as a volunteer and presenter. Additionally, I recently took on a new role within region 1 as the

UnConference Co-Chair for 2018-2020. This year I have pushed myself to get further involved beyond the region 1 level by being accepted to the ELP program and having a proposal accepted for the 2018 annual conference.

My initial thoughts regarding my goals for association leadership are related to region 1 involvement as well as becoming involved at the global level within the organization. At the regional level, I recently became the UnConference Co-Chair for region 1. I am eager to start my work in this new leadership role on region 1's conference committee. I am working toward achieving the position of region 1 conference chair in a few years.

After my commitment to ELP and the UnConference Co-Chair position, I would like to get more involved with the organization at the global level. For example, I'm interested in leading one of the global commissions/interest groups that I think were recently renamed. I also have a passion for writing and want to use this skill to contribute to the advising profession. Ideally, I would like to write for *Academic Advising Today* or co-author a chapter within a NACADA publication. Additionally, I am very interested in applying for a NACADA research grant and do research around best practices in supporting adult/online learners or helping advisors learn new ways to help students practice better self-care.

I have put a lot of thought into forming my goals. I feel as though they are well-formed and firm. However, I am open further strengthening my goals with the guidance and support of my assigned ELP mentor as well as NACADA leadership.

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

My name is Cindy Firestein. I am the Director of Undergraduate Advising at Simmons College. I am the proud mother of a young teenage daughter. I enjoy planning in advance, traveling, spending time with my daughter, trying new restaurants, date-nights with my boyfriend/partner, entering contest, and watching football. I like the New England Patriots but I was born in Brooklyn, NY so I also cheer for the New York Yankees. However, I don't follow baseball. My favorite places to visit are Puerto Rico, New York City, Savannah (GA) and Florida.

My most recent MBTI type is ISTJ (Introversion, Sensing, Thinking, and Judging). However, I have also been ESTJ and ISFJ in the past. I connect more with ISFJ (Introversion, Sensing, Feeling, and Judging). Some descriptors of ISTJ that I connect with the most include: loyal, organized, realistic, and dependable. Some descriptors of IFTJ that I connect with the most include: kind, practical, thoughtful, quite, and realistic.

I achieved my Master of Education in Student Affairs Counseling from Bridgewater State University (MA) in 2012 while the program was CACREP Accredited. I completed my Bachelor of Arts in Communications with a double minor of Writing and Advertising at The University of Tampa (FL) in 2003.

- *Strengths and needed resources.*

Being well organized, friendly, a great long-term planner, creative (both writing and event planning), reliable, and motivated are some of my strengths I envision myself bringing to NACADA's leadership. Additionally, I have good follow through skills, good at motivating people and making sure individuals are recognized for their hard work to any project. Lastly, I am easily approachable and easy to talk to.

I would say it would be nice to receive both support and be challenged to leave my comfort zone. Ideally, I would like to receive support from someone who has experience with writing for the profession, someone who has successfully completed grant research with NACADA and someone is confident in their leadership skills. One area of weakness for myself is not having enough confidence in myself or achievements, so having someone who can help be to develop more confidence would be nice.

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

Below are my top five/six characteristics that I feel would make a mentor a good fit for me. They are not listed in any special order.

1. **Experienced** - I am hopeful to have a mentor who has been in the advising profession longer than I have and has a lot of solid experiences they can pull from to support me.
2. **Involved** - Ideally, I would like my mentor to have been involved with NACADA at the regional and global level. I am currently interested in starting to write for NACADA, submit a grant research proposal and possibly take on a leadership role at the global/national level. Having a mentor with experiences in these areas would be helpful to guide me through each process.
3. **Reliable** – I would like a mentor that is reliable and someone that I can count on in supporting me during my two years as an ELP.
4. **Friendly** – I want someone who has a friendly personality and is easy to talk with about work, life and NACADA in hopes we can develop a good mentor/mentee working relationship.
5. **Creative/Motivational** – I would like someone who is creative and can challenge me to think outside the box. Additionally, a mentor who will motivate me to try something new outside of my comfort zone.

- *Communication style.*

The type of communication I am looking for in a mentor is someone who is friendly, easy to speak with and is flexible with their communication methods. I am happy to speak via email, Facebook, LinkedIn, phone, text, Zoom meeting, or in person.

I don't know how often I will need to communicate with my mentor. It depends on the situation at hand. There could be times I email a few times in one day. There could be other times we don't communicate for a few weeks. It really depends on what project(s) we are working on together and what guidance my mentor is providing to me at that moment.

- *Other things....*

I am currently the Director of Undergraduate Advising at Simmons University in Boston, MA. I am a new director. I started in my current position in late October 2017. I am still working to find my

director/leader style in my new organization. I was never an Assistant Director or Associate Director, so I am still getting used to leading a whole advising unit.

I have a 13-year-old daughter named Marissa who is going into 8th grade in the fall. I have been with my boyfriend Jordan for over eight years. He is a professional Sous Chef in Cape Cod, MA. I'm allergic to cats and dogs, so we have two guinea pigs that my daughter named Tornado and Phantom.

I am interested in learning about advising assessment tools/resource as well as starting to write for NACADA. I am not sure what type of publication type yet, but I enjoy writing. I have not written anything for years and would like to start writing again.

If my mentor wants to find things to talk about other than NACADA related stuff, I enjoy watching football. I am a New England Patriots fan since I live 20 minutes from Gillette Stadium. I also love to travel. My top five favorite places to travel to are (1) Aguadilla, PR (2) Brooklyn, NY (3) Savannah, GA (4) Florida and (5) Niagara Falls, Canada. Lastly, I love to volunteer. In the past I have volunteered with Habitat for Humanity, Cape Cod Cares for our Troops, and Messages of Hope Foundation. Currently, I have been volunteering at Weir River Farm helping with their Saturday Open Barnyard events. My daughter wants to be a zoologist and volunteering at the farm allows her to get hands on experience with the farm animals.

Domonique Carter – Emerging Leader

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- *NACADA experiences and leadership goals.*

NACADA experience

I joined NACADA 3 years ago when I first began my career as an academic counselor. My first activity was to present at a drive in conference. From that moment I knew I wanted to be more involved. So, six months after joining I signed on to be a proposal reviewer for the next regional conference, then a few months later for the national conference.

At the start of my second year I attended and volunteered at my first regional conference. Since then I've gone on to help plan and play a leadership role as a member of a regional conference planning committee.

Program Goals

My initial program goals were to increase the number of athletic advisors involved in the organization and attending conferences; work to increase the number of two-year college general advisors as well as program advisors; and participate in an initiative to increase undergraduate and graduate student participation.

These are all goals that I am still fairly passionate about, however I realize that it will take time. In order to see meaningful success I will need to focus on each goal individually to ensure all effort and resources are put in to it.

I believe goals are set as an idea and path towards success. They are not meant to be firm. There are too many unknowns and opportunities for things to go in a number of directions. Understanding that will provide the solace needed to continue on your journey towards success knowing things can, will and may need to change.

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

Education

Undergrad: Attended University of Tennessee; graduated from University of Delaware with B.A in Psychology

Masters: West Chester University of Pennsylvania, degree in Counseling with a focus in Higher Education and Student Affairs

Certificate: Delaware Technical Community College, certificate in Drug and Alcohol Counseling

Certification: N.B.C.C, Nationally Certified Counselor

Licensure: State of Delaware, Licensed Professional Counselor of Mental Health

Doctorate: Wilmington University, ABD/Doctoral Candidate

Interest

Reading

Cooking/Baking

Sports

Traveling

Different cultures

Passions

Learning

Counseling

Helping Others

Teaching

Traveling

Goals

Complete doctorate by end of the year

Become established within NACADA

Continue to develop and grow within advising and counseling

Personality Type

ENTP (Primary)

INTJ (Secondary)

- *Strengths and needed resources.*

The strengths that I believe I bring to the association's leadership arena is a varied background within higher education. I have had the pleasure of working with students as young as 5 to as old as 72 during my time at Delaware Tech. I began my career working with elementary, middle and high school students, providing higher education exploratory information, experiences and dual enrollment programming. I moved on from working with school aged students to adult non-traditional students in our workforce development program. In this capacity I provided advisement and counseling to our non-credit student population. This experience lead to me my time as an academic counselor for credit seeking students. As an academic counselor I have had the opportunity to work not only as a counselor but also as a student club advisor, mental health counselor, college-wide committee member, athletic advisor and program developer among other things. I have developed and maintained strong relationships college-wide as a result of my experiences.

Another strength that I believe I bring is my experience as a licensed mental health counselor. With this credential and educational background I am able to view advising, student learning and development in a different perspective. Having the opportunity to use my specialty in advising has been a great experience that I believe is rewarding for the students and myself. I am able to develop a strong rapport with many of the students I meet, which provides them with the encouragement to stay connected to the college community and reach out to me when they are in need.

The supports/resources I am looking for are more with honing my strengths into one focus. I find myself spread out and making successful attempts at being fairly versatile. So I guess I am looking for a way or direction to focus my strengths. I am also looking for resources/supports regarding mental health and advising.

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

- Patient/Caring
- Motivated
- Encouraging
- Open-minded/Inclusive
- Fun

- *Communication style.*

Regarding my mentor, the communication type that is most comfortable for me would be emails, online meetings and messaging apps. These are my specific preferences because I enjoy face to face meetings when speaking with someone, even if it is virtual. It is so much better than a phone call in which either party can be easily distracted (mainly me, haha). I also really enjoy having the ability to go back and look at the conversation and re-read it. In case I missed or forgot something it would be there to look up or reference when needed.

- *Other things....*

If communication becomes a little sparse, please charge it to my head and not my heart. I have the ability to become easily distracted trying to get a million things done at once, which is annoying and in doing so I may forget to respond to an email or forget to do something all together. I am a work in progress and trying to get things a little more organized.

I am currently working on my dissertation, which if you read my last statement you can imagine how that is going. I realize it is not my mentors responsibility but an extra person in my corner providing encouragement, redirection and gentle yet persistent nudging would be great.

I also just recently relocated back to my home state after being away for 25 years. I am really excited and anxious about that. I am still in student affairs but no longer in advising. I am the CARES (Mental Health) Case Management Coordinator at NC State. This is my fourth week here. I only had two days break/adjustment time from my last day at my previous position to my first day at my current position. However on my second to last week at my previous position I was in Cuba on vacation so I consider that my relaxation/transition period.

Lastly, I have been engaged for about 2.5 months, recently started the planning process with a hopeful date of April 2019.

So...there is a lot going on for me, not anymore than anyone else I imagine. Right now I like to compare myself to a duck in a pond. Calm and cool on the surface but pedaling like crazy underneath.

Jill Putman – Emerging Leader

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- *NACADA experiences and leadership goals.*

I have been a NACADA member since 2015 and attended my first NACADA event in spring 2015 at the Region 10 conference in Boulder, CO. I remember arriving on the first conference day feeling very intimidated by the level of expertise in the room and doubted if I would ever feel confident enough to be a conference presenter. By the end of the conference, I was “hooked” on the NACADA experience and community and set a personal goal for myself to become more involved in the association and present at a future conference. I received a travel scholarship to support my attendance at the 2015 annual conference and presented my first concurrent session with several CSU colleagues. After the 2015 conference, I joined the Region 10 steering committee as the first regional diversity chair and served as an awards reader for the region. I facilitated the common reading session at the Region 10 conference in 2016 and presented concurrent sessions at the annual conferences in 2016 and 2017. I have also served as a volunteer proposal reader for the annual conference. Since my time on the Region 10 steering committee ended in Fall 2017, I sought out leadership opportunities at the association-wide level and am currently a member of the First Generation Advising Community

steering committee. I submitted my first article to *Academic Advising Today* this spring, and it will be published in the upcoming June 2017 edition.

While I very much enjoyed my time serving on the regional steering committee, I am actively seeking out opportunities to get involved in leadership positions at an association-wide level. I am very passionate about first generation student success, so I am excited about the opportunity to become more involved with the First Generation Advising Community and broaden research and scholarship in this area. I am also hoping to become more comfortable with the publication process and expand my presentation and publication portfolio. I have personally benefitted from mentoring opportunities throughout my educational and professional career, so I am interested in serving in a mentorship capacity for others in the future.

I would say at this point that I'm very open to feedback regarding my proposed goals and willing to consider opportunities as they arise. Based on my previous experiences in the region, I feel fairly set on the goal to pursue association-wide involvement, but I have less clarity around future presentation/proposal directions.

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

Personal Profile:

I identify as a cis-gender, biracial, heterosexual woman and US Citizen. I am a first-generation college graduate and while I grew up in a low-middle class family and was a Pell Grant recipient in college, I currently am in the high-middle class income bracket. I am currently able-bodied and have just entered into my mid-30's. While I hold other identities, these are some of the most salient ones for me at this time. I believe these socially constructed identities influence the ways in which I view and have experienced the world and systems, and I continually work to own these identities and privileges as I interact with others. I feel it's important for a potential mentor to know that I hold these identities as they will impact the lens that I bring to our discussions and work together.

I earned a Bachelor of Arts Degree in Psychology and Political Science and a minor in Statistical Methods from Miami University. I have a Master of Education Degree in College Student Affairs Administration from the University of Georgia.

I joined Colorado State University in 2011 as a Career/Retention Specialist in the TRIO Student Support Services Program on campus. In 2014, I moved into the role of Academic Success Coordinator for the Department of Geosciences in the Warner College of Natural Resources, and this past May I was appointed to the role of Lead Academic Success Coordinator for the college. I am now responsible for coordinating college-wide advising/student success/retention initiatives in addition to serving as the primary advisor for my department. I previously worked in several other higher education positions including undergraduate admissions, student conduct, residence life, and alumni career services. I also spend two years teaching fifth grade in Atlanta as a member of the Teach For America program.

Outside of work, I am mom to two young kids (ages 5 and 6) and partner to an elementary school teacher. We like spending time outdoors, being active, music, and watching sports.

I think the people who know me best would describe me as loyal, authentic, trustworthy, and hardworking. I am a morning person and struggle with meetings/projects later in the day. I am really committed to maintaining healthy work-life balance, so I schedule myself to be out of the office on Fridays and will only work occasional evening hours when I'm home.

MBTI Type: **ISTJ**

- While I am comfortable talking to students in meetings all day long, I am a person who needs time to myself to recharge regularly, and conferences can be challenging as it's difficult for me to maintain energy when I'm in crowds or groups for long periods of time. I've found this to also be true as a parent; I am much more effective in my parenting when I have a chance to take some breaks for myself throughout the day (my commute to and from work is great for this!) I generally fall in the middle on the Thinking/Feeling scale as I am aware of and genuinely care about including others, but I tend to be guided a bit more by logic in my decision making. I am not a risk taker and prefer to have plans in place in advance. I like to be organized and can sometimes be a bit too controlling if I feel stressed or anxious. I tend to be more of an internal processor, particularly in large-group discussions, so it sometimes takes a little longer for me to respond to questions.

Signature Themes for Clifton Strengths: **Responsibility, Relator, Discipline, Consistency, Achiever**

- *Strengths and needed resources.*

I feel that I bring the following strengths to the association's leadership arena:

- *A passion for diversity, social justice, and inclusion issues* – Advancing NACADA's work in the areas of diversity, social justice, and inclusion is both a personal and professional commitment. I feel that my prior experiences working with students from underrepresented populations, as well as my own journey through the educational system as a biracial, first-generation student, help me to provide perspectives and ideas in this area.
- *Ethical and authentic leadership style* – I believe I am both an ethical and authentic leader in that I do what I say I am going to do. If I make a commitment to something, I fully engage and follow through on deadlines and assignments, and I can be counted on to contribute equally to a project and to give credit where it is due.
- *Continual learning* – I really enjoy engaging in a continual learning process. I subscribe to numerous education updates and set aside time each day to read articles of interest. I participate in multiple professional development conferences each year and look for ways to share and contribute to knowledge in the field.
- *Varied background in education* – I have experience in several areas of higher education as well as in the K-12 education system, which I feel is a unique asset.

I have room to develop as a leader in terms of my ability to work in groups and my comfort with networking. As someone who is more on the introversion scale, I find it challenging to maintain energy with large groups of people and sometimes struggle to build relationships in a conference-type setting where there are limited 1-1 interactions or there may not be time for more developed conversations. I am interested in strengthening my leadership skills and opportunities to engage in NACADA teaching/training activities and would appreciate mentorship and support in this area. I would also appreciate support and encouragement to engage in more writing activities for the association.

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

The top five characteristics that I think would make a mentor a good fit for me are:

1. *Being genuine/authentic* – I really appreciate people who know who they are, their values, and live in a way where their actions align with those values and their core.
2. *Organized* – I tend to plan pretty far in advance, so it would be great to have a mentor who is willing to schedule meetings with some notice.
3. *Innovative/creative* – I am the sole advisor in my department, and I have missed having an advising colleague with whom to brainstorm ideas on a regular basis. I don't think of myself as a very creative person, so having a mentor with that skill set may help me to grow in this area.
4. *Diverse interests across NACADA and education* – I have a lot of interests across NACADA in terms of advising communities and research areas. I would appreciate having a mentor that has also been engaged in lots of different activities across the association.
5. *Regular communication* – I appreciate timeliness and feel best about developing relationships with people when we're able to have somewhat regular communication. I feel that I would work well with a mentor who is fairly responsive and open to engaging in regular check-ins or communications.

- *Communication style.*

I appreciate a communication style that is open and responsive. I generally prefer to communicate by phone or email but am also open to communicating through Facebook exchanges. I feel that online meetings can be a little awkward, especially if technology doesn't cooperate, so I would prefer to avoid that medium if possible. I am usually connected to my email and Facebook throughout the day, so I feel those methods would be easiest for me to utilize for timely responses. I would appreciate checking in with my mentor regularly, at least on a monthly basis. I am not someone who likes having meetings for the sake of having meetings, so I am willing to be flexible about the frequency of communications given the time of year and where I'm at with progress toward my ELP goals. I do appreciate having a clear purpose/vision/expectation for meetings and would like to engage with my mentor to set the agenda for our conversations.

- *Other things....*

There are some recent and upcoming transitions that I think would be important for a mentor to know in relation to my involvement in ELP. In May 2018, I received an appointment (in addition to my department advising responsibilities) to coordinate college-wide advising and student success initiatives for my college. This has been an exciting professional development, but it has also been an adjustment as I am still learning/developing my new role and getting used to the increase in my work hours (from 32 hours/week to 36 hours/week). I am planning to be out of the office every Friday due to my reduced appointment, so I anticipate that I will not be as responsive or available on those days. This fall will be a time of transition for my family as both of my children will be enrolling in a new school and my youngest will be entering kindergarten.

Neena Fink – Emerging Leader

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- *NACADA experiences and leadership goals.*

I hope to gain more clarity and growth in the development of goals in the Emerging Leader Program 2018-2020. My goals for NACADA involvement include writing for the NACADA blog and perhaps the NACADA Journal. I would like to examine the power of storytelling within the academic advising framework and learn more about how storytelling can inform the advising practice. In addition, I would like to volunteer at the upcoming, national conference, in some capacity. Finally, I would like to become involved in NACADA communications or in another role or team within the NACADA association. I am thrilled to be a member of this program and to learn more about opportunities for involvement within NACADA.

My involvements and experiences with NACADA are below (from my original ELP application):

Professional Development

- Presenter, “Got Game? Elevate Your Peer Advising Leader Program,” NACADA Global Community of Advising Region 1 Conference, “ March 7 – 9, 2018, Springfield, MA
- Presenter, “CAS Assessment: Lessons from the Field,” NACADA Global Community of Advising Region 1, March 7 – 9, 2018, Springfield, MA
- Presenter, “Advisors as Storytellers: Wordsmithing, Worldbuilding, and Whimsy, NACADA Global Community of Advising Region 1 Conference,” March 7 – 9, 2018, Springfield, MA
- Fink, Neena, “Inclusivity and Microactivism in Advising” NACADA The Global Community of Advising Region 1 Newsletter, Advising Matters, Fall 2017
- Presenter, “That’s Awkward: Microaggressions and Conversations in Daily Advising,” NACADA Global Community of Advising Annual Conference, October 11 – 13, 2017, St. Louis, MO
- Theory and Practice of Advising eTutorial, July 5 – 31, 2017, to improve knowledge of theories and provide contextual basis for advising
- Peer Advising NACADA eTutorial, April 3 – April 28, 2017 to improve Peer Advising Leader program
- Presenter, “Advocacy in Advising: For Advisors, Teaching Students,” NACADA Global Community of Advising Region 1 Conference, “ March 8 – 10, 2017, Verona, New York
- Presenter, “That’s Awkward: Microaggressions and Conversations in Daily Advising,” NACADA Global Community of Advising Massachusetts Drive-In Conference, November 4, 2016, Boston, MA
- Book Review Publication, *Lesson Plan: An Agenda for Change in American Higher Education. (2016) Book by William G. Bowen and Michael S. McPherson. Review by Neena Fink. Princeton University Press. 184 pp., \$24.95, (Hardback), ISBN #978-0-691-17210-1*
- Professional Member, NACADA: The Global Community for Academic Advising since October 2016

Webinars

- 15 to Finish – Advising Matters NACADA Webinar, February 16, 2017
- Building an Academic Coaching Model Using Appreciative Advising Webinar, February 2016

Conferences Attended

- NACADA Global Community of Advising Region 1 Annual Conference, March 7 – 9, 2018, Springfield, MA
 - NACADA Global Community of Advising Annual Conference, October 11 – 13, 2017, St. Louis, MO
 - NACADA Global Community of Advising Region 1 Conference, March 8 – 10, 2017, Verona, NY
 - NACADA Global Community of Advising Annual Conference, October 5 – 8, 2016, Atlanta, GA
 - NACADA Global Community of Advising Massachusetts Drive-In Conference, November 4, 2016, Boston, MA
 - NACADA Global Community of Advising Annual Region 1 Conference, March 2016, Portland, ME
 - NACADA Global Community of Advising Annual Conference, October 2015, Las Vegas, NV
- *Profile that will help a mentoring partner discover who I am.*

EXTROVERTED · SENSING · FEELING · JUDGING

NEENA FINK

DEVELOPER · INCLUDER · ARRANGER
CONNECTEDNESS · RELATOR

“
THE MEANING OF LIFE IS
TO FIND YOUR GIFT. THE
PURPOSE OF LIFE IS TO
GIVE IT AWAY.
”
- William Shakespeare

HI, I'M NEENA.

I AM AN ACADEMIC ADVISOR, A LOVER OF BOOKS, A WRITER OF THOUGHTS, AND AN ADVENTURER AT HEART. I STRIVE TO SEE THE BEST IN PEOPLE, TO BE A LEARNER AND TO BE A DREAMER. THE OUTDOORS IS MY FAVORITE PLACE TO BE AND MY PASSIONS IN LIFE ARE DEVELOPING, EMPOWERING, AND EDUCATING OTHERS.

SOFT HEART

HOPEFUL

COMPASSIONATE

POSITIVE

LIFELONG LEARNER

WEIRDO

LOVER OF FAMILY, FRIENDS AND FOOD

HIKER OF NEW ENGLAND

VULNERABLE

DABBLER IN BAKING, READING, AND

MOVIE-WATCHING



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- *Strengths and needed resources.*

To the association's leadership arena, I bring a student-centered perspective, introspective reflection, deep thinking, quiet support and a positive, hands-on, task-oriented attitude. I believe that empowering and educating students is at the heart of advising and want my contribution to reflect that heartbeat. I want students to be seen and heard; and, most importantly, I want to be an advocate, a resource, and a support to students along their chosen educational pathway. To develop these areas, I hope to engage in writing for NACADA, develop a better understanding of conducting research, and learn more of the research needs of academic advising. In order to better my knowledge of these areas, I will need to engage in discussions, workshops, and conferences with NACADA members and higher education professionals.

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

The top, five characteristics that I feel would make a mentor a good fit for me include someone who is willing to challenge me to move past my comfort zone, someone who will support my strengths and aspirations, someone who is comfortable in their own skin, willing to share their successes and failures, someone who finds joy in teaching, and finally, someone who loves students and wants them to be their best selves. I am coachable and enjoy learning from others' experiences. I enjoy listening to others' stories and work at being authentically myself when sharing my own story.

- *Communication style.*

I'm looking for a mentor who can communicate via email, over the phone, by skype, or by zoom. I'm flexible on communication styles and formats. While email is helpful because writing allows me to collect and articulate my thoughts clearly; I'm also happy to communicate through other platforms, regularly, bi-monthly or on another timetable.

- *Other things....*

There's nothing in particular that comes to mind regarding significant life changes or personal preferences, but I'll keep you posted!

Lindsey Byrd – Emerging Leader

First-Time-in-College (FTIC) Advisor
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- *NACADA experiences and leadership goals.*

NACADA Activities:

- Distance Education Advising Commission Chair 2015-16 (Appointed) 2016-18 (Elected)

- Las Vegas 2015 Annual Conference Volunteer, Presenter (AC)
- Atlanta 2016 Annual Conference Volunteer, Presenter (AC)
- Phoenix 2018 Annual Conference Volunteer, Presenter (AC and HOT TOPIC Online Advising Practices Panel)
- Annual Conference Proposal Reader 2015, 2016, 2017, 2018
- NACADA Scholarship Global Awards Reviewer 2018
- Book Review June 2016
- Committees:
 - CIG Restructure Task Force 2017
 - Membership Recruitment and Retention Committee April 2018-
- ACD Steering Committee Member/Cluster Rep (Theory, Practice, and Delivery of Advising II Communities: Career Advising, Distance Education Advising, New Advising Professionals, Technology in Advising and Orientation Advising 2018-2020
- Emerging Leader 2018-2020

Region 4 Activities:

- Savannah, GA 2014 Region Conference Presenter (Poster Tech in Advising)
- Auburn, AL 2015 Region Conference Volunteer
- Orlando, FL 2016 Region Conference Presenter, Volunteer (Demystifying Online Advising)
- Pine Mountain, GA 2018 Region Conference Presenter, Volunteer (Region 4 Program)
- Region 4 Mentor-Mentee Program Inaugural class, 2015-2017 (Mentee)
- Appointed Chair of Region 4 Mentoring Program 2018-2020
- FLACADA (Florida Academic Advising Association- an Allied NACADA member)
 - Editor, *Sunshine Times* (state of Florida Advising newsletter) Aug 2015-September 2016
 - State of FL steering committee Aug 2015-Sept. 2016
 - UNF State Drive-In, Steering Committee planning board May 2016

NACADA Goals:

- Be a successful cluster representative for five ACs. I hope to use my experience as a past chair to oversee these ACs and help increase the presence of each AC at both regional and annual conferences.
- Publish an article with NACADA on hiring the right people for advising roles and retaining them in the profession. I have the topic, but need assistance with the direction, outline, and research of the project. I then hope to use this document and confer with the Membership, Recruitment, and Retention Committee to see if there are ideas that can be used to help further create a sense of community within advising.
- Become more involved at the Region level with conference planning in order to familiarize myself with the process of planning a successful conference. I hope to run for Region 4 Chair in 2020 and knowing the expectations of what the region requires and how the steering committee works with the Executive Office would be beneficial.
- Submit a proposal at each regional and annual NACADA conference that relates to some aspect of advising community college students and if accepted, overcome my fear of public speaking. I

would like to present on an individual basis since my past experiences presenting have all been as a co-presenter.

- Learn skills that will help further my leadership development. I know what type of leader I'd like to be and I adhere to the 'lead by example' motto, but I am not familiar with attributes that hiring officials want at the administration level. It's a goal to learn these characteristics and make them part of my daily routine.

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

I have had a preserving spirit from the moment I was born three months premature. At six months gestation, the eyes are not fully developed. This was the case with me. I was born with no sight out of my right eye and limited vision out of my left eye. I did not know it then, but the fighting spirit I needed to survive was the foundation for my work ethic going forward in my life.

My disability and work ethic are two factors that motivate me as a person. I have known people for years that do not know I have a disability. I try very hard to not let my disability be a hindrance. I am sure pride plays a part in this, but I have learned to adapt to situations. It was harder when I was younger (I was the nerd that had to sit in the front of the class because I couldn't see the chalkboard sitting in the back). As I've grown older, I am more vocal about my needs, but they've changed as technology has advanced. Instead of enlarging textbooks, I can now ctrl+ on computer screens. When I used to be shy to ask for any additional resources, I've realized with age that these resources help me get my work done in a time efficient manner. My experiences have also helped me advise students with disabilities and serve as an example that our disabilities do not have to hold us back from accomplishing our goals. Which, brings me to my work ethic.

Regardless of personally or professionally, I give 110% to whatever I am doing. I do make lists to ensure I get everything done. I do better with time management if I have more to work on versus less. I like projects and am usually the first to volunteer to work on something regardless of what it is. I'm tenacious and will finish my work each day before leaving the office.

Personally, my work ethic carries over into my home life in that I like to have things orderly. I can't relax knowing there's laundry to do or dishes to wash. My five-year-old's room is the exception. The patience I've had to learn as a mom has carried over into all aspects of my life. My son, Tucker, is a joy, but he challenges me every day. I grew up with two sisters and girl cousins; I was scared when I realized I was having a boy. I've discovered, though, that my love for football (Crimson Tide, Denver Broncos) has carried over to Tucker. He likes to play T-Ball and Soccer, both of which I enjoy. He likes being outside, which is fine for me as long as it's warm (I HATE COLD). I'd rather eat my calories in cake (not pie) than ice cream (because ice cream is cold ☺). I love all things travel related. Exploring and seeing places I haven't seen is high on my bucket list. I never know when I'll go completely blind (it's happened twice already), so my outlook is to see what I can see when I have the opportunity to see it.

This is part of the reason I choose to pursue Hospitality Management at the graduate level. My undergraduate degree is in English. I chose this because I enjoy reading and writing. I graduated when Nick Saban was hired to bring the Crimson Tide back to glory. I didn't grow up in Alabama; my dad was military so we moved around. I inherited college football but there's way more heart in the game than in

the NFL and I wanted to watch Saban coach...so I stayed at UA and pursued a degree I knew I could travel with and use anywhere.

I always enjoyed school, so when the BP Oil Spill happened and the hotel I was managing was bought by another corporation, I applied to be an academic advisor. This gave me better insurance and much more stable hours. That was seven years ago. I may have stumbled upon advising, but it is my heart and I could not imagine doing anything else as a career. I still work in hospitality from time-to-time just to keep me current in best practices. It also gives me the ability to travel for less money, which is always a benefit when your salary comes from an education entity.

Now to explain my creative profile:

I like to play board games (not so much mind games) so I thought I'd create something that would show my likes on a fun level.



- ISFJ: Scrabble is one of my favorite games. I wish I were funny, but most of the time, I am super serious. In social settings, I challenge myself to be an extrovert, but I get a serious case of anxiety just randomly talking to people I don't know. I tend to make spontaneous decisions and I think this is because I consider this to be more carefree than serious. My high work ethic does not allow me to fail.
- Candy Land and Easy Bake Oven: I like candy. My favorite is chocolate. I'm not a huge fan of hard, sour, or gummy candies. Tucker helps me cook in the kitchen. It's our bonding time. We both enjoy cooking and baking. It relaxes us and gives us something to do.
- Hungry Hungry Hippos: I love to eat. My motto is I'll try anything once. I've discovered I'm not a fan of duck and really prefer simpler tastes like chicken or beef.
- Fighter Plane: Top Gun is my all-time favorite movie. Top Gun 2 is coming July 2019 so be ready people! I grew up in a military household (Coast Guard) so I was fortunate to move around and see places I normally would not have been able to see and experience. When we lived in California, we were able to visit the Top Gun filming sites. It was awesome. The military is very near and dear to me and if I wasn't blind; would have been my career.
- Sequence: This game is one of strategy. You have to play offensively and defensively so it allows you to exercise brain muscle while having fun. It's challenging to see what your opponent will do next and it's a bit of a thrill when you make a sequence and beat your opponent (I don't usually win games-I play for fun not competitively).

- *Strengths and needed resources.*

One of the primary strengths I would bring to NACADA's leadership role would be my diverse background in advising. I have multi-institutional advising experience. I currently work for a 2-year institution and have previously worked for a state university and a for-profit online university. My primary role has been as an academic advisor. As of December 2017, 2-year and for-profit institutions were the lowest represented institutional types within NACADA leadership. The population of students I've advised have included non-traditional, FTIC, first-generation, low-income, undergraduate, graduate, and online students in varying degree programs. Having advised in so many different areas allows me to relate to NACADA membership as well as being able to advocate for career advising professionals.

I am motivated, task-oriented, organized, and dedicated to the development of career advisors. I am not afraid to ask questions to get to the root of the problem so that I can better advise/assist my students. I have daily lists of tasks that I want to accomplish and plan out my day in order to best serve my students and tackle said tasks. I treat each student like they are my kid and adhere to the "what would I want my kid to know if he were sitting in front of me" mentality when advising. I offer all options to the student while giving them my full attention during our meetings. I have found that this helps them trust me, which is the essential foundation of building the advisor-advisee relationship (I follow the Appreciative Advising Model).

At my community college, we have a large student population that is first-generation, low-income. Retention of these students is difficult as they are non-traditional being that they are usually working one or two full-time jobs, have families and are taking classes. Resources/best practices others have found at their institutions relating to retaining these students would be helpful in developing this as an advising strength.

Resources/training programs people have developed at their institutions to help create career advisors would be helpful as well. It's important to hire the right people to serve in advising roles; it is even more important to help them develop a sense of community in order to stay in the advising profession. One day, I hope to become an advising administrator, but I need help with developing my leadership skills. I have managed people in previous roles (outside of advising) and I know I am capable, but my hope is to be a leader first and a manager second.

Regardless of my longevity in advising and my experience in advising different student populations, I have not published any articles. I have several ideas, but seek resources and support to build my ideas into an article while getting guidance on the research process. I have presented online advising sessions but as a co-presenter. I seek support in developing my public speaking skills while coming up with a topic that is interesting enough to gain acceptance at a region/annual NACADA conference.

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

These are in no particular order:

- Conference planning experience
- Region Chair and/or state liaison experience and/or has served/will serve on a steering committee for NACADA
- Publishing/Presenting experience

- Community College and/or multi-institutional experience
- Task-oriented

- *Communication style.*

If I had to rate preferred method of communication, I'd say text messaging, email, Zoom, phone calls (in that order). I'm a millennial and can hold complete conversations via text messaging and am fine with this. With text messaging, you can take the conversation with you and don't have to worry about being overheard or being somewhere that has a lot of background noise. Emails are quick (for time management purposes). Zoom is fun because it's a face-to-face meeting so you still get to establish a connection while putting a name to a face. I'll throw Facetime in along with Zoom as a preferred method of communication.

- *Other things....*

I was raised in a military household (my dad was Army and Coast Guard) so I moved around a lot. I love seeing new things and traveling. In the fall, I live and breathe college football (Alabama and Michigan are my teams). My five-year-old, Tucker, is a huge part of life outside of work, so having a mentor that has kids/a kid under 18 would be beneficial on a personal level. I've found that people without kids usually don't want to hear about your kid stories (I used to be one of these people). Other than that, you will find I'm straightforward and prefer not to sugar coat things. However, a mentor that knows how to do this while keeping a straight face and playing the political game would also be beneficial to me since I can't play the game well but know I need to learn ASAP!

Kelly Briggs – Emerging Leader

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- *NACADA experiences and leadership goals.*

Involvement with NACADA

I first joined NACADA as a student in Kansas State University's Master of Science in Academic Advising program in June 2012.

Since I joined NACADA, I have had the chance to attend several conferences. I am honored to have been able to attend, and present at, the Kansas Academic Advising Network Annual Conference each of the past four years. When Manhattan, Kansas, hosted the Region 7 conference in 2016, I volunteered on the scheduling committee and also worked at the reception table during the conference. This past February, I was pleased to present at the Region 7 conference in Little Rock, Arkansas, and I am excited to travel to the International Conference in Dublin in July where my proposal was accepted for the

poster presentation session. While I was not able to attend the Annual Conference in St. Louis last year, I did review the New Advisor Annual Conference Scholarship applications. It was inspiring to see the amazing things new advisors across the country are working on.

In addition to attending conferences, I have been lucky enough to have had the opportunity to engage in more focused professional development with NACADA. In February 2014, a colleague and I attended the Technology Institute in Albuquerque, New Mexico. While there, we developed a plan to implement the use of Canvas as our Learning Management System. In July 2015, I attended the Summer Institute in Colorado Springs, Colorado. My goal for the summer institute was to create a plan to get students more involved and invested in the Honors Program in the College of Education.

In February 2016, I attended the Research Symposium in Manhattan, Kansas. Using ideas and feedback received at the symposium, our team has now completed a manuscript which is currently under review for publication in the *NACADA Journal*. In addition, the symposium gave me the confidence to return to an earlier project the office had presented at the annual KAN conference in 2014. That project, "The Winding Road" was published in *Academic Advising Today* in September 2016.

I am currently on the steering committee for the Advising High-Achieving Student Advising Community. As part of the steering committee, I am currently working on developing a definition of high-achieving students for the community's reference guide. Starting in the Fall, I will also be a member of the Webinar Advisory Board.

Goals for NACADA Leadership

I have several goals for increasing my leadership within NACADA, some of which are well-formed, but most are fairly nebulous. I have been lucky enough to have been able to identify issues that I feel passionately about and have been able to work for change within my office, my college, and across campus. Thus, one of my goals is to help other advisors figure out how to turn their passion into action. I believe that advisors are in the perfect position to generate ideas for positive change, but that because many of the issues advisors see are institutional, they feel that they don't have the opportunity or influence to make a difference. Others feel they don't have time to get more involved and still effectively work with their students when they are dealing with a large caseload. I understand these feelings and would like to help advisors realize that they are able to lead from where they are if that is what they truly want to do. With support from my mentor, I would like to develop a plan to help advisors, both new and experienced, see their own potential to create change. In addition, because it was such a positive experience, I would like to serve as faculty at a summer institute and be able to help other advisors develop their ideas into action plans. Finally, I would like to work with a mentor to develop a plan to continue my research.

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

I am originally from Ontario, where I earned degrees in Classics before turning my attention to teaching. I taught ESL in Toronto, Ontario and Guangzhou, China, then returned to the University of Toronto to complete an education degree with an emphasis in multi-cultural classrooms. I then lived and taught in Cairo, Egypt for 8 years before moving to Kansas. I just graduated from the M.S. in Academic Advising program in December.

During my education program, I completed two assessments that have stuck with me. According to the **True Colors Personality Assessment**, I am a **Gold**. Words commonly used to describe Golds include: Responsible, Loyal, Organized. As a very strong Gold, I get like structure and stability. I am very goal-oriented and get stressed out when I can't see how all the pieces come together. I like to see that everything is planned out and can be overwhelmed when too many things are going on at the same time.

These results are similar to what I learned from the **Anthony Gregorc Mind Styles Inventory**. Concrete – Sequential (CS) learners favor a step-by-step, orderly approach to organize sensory information. They appreciate order, precision, schedules, physical hands-on experiences, and a product-based effort. They prefer structure and practicality; and are results-oriented and time-line/deadline oriented. They often tap hands or feet, when they think something is taking too long (thus impractical). As is true for each style, the CS nickname suggests the greatest strength and greatest limitation of someone dominantly of this style: "Keeper of the keys." Concrete-Sequentials ask "How?". Key words: Ordered/Practical/Doer.

When I started advising, I took **Gallup's CliftonStrengths Inventory**. Based on the previous assessments, I was surprised by my results - not by what was there: **Learner, Input, Communication, Achiever, and Intellection**, but by what was not, particularly Discipline and Responsibility.

These are excerpts from my personalized Strengths Insight Report.

- **Learner** - you typically enroll in demanding classes. You thrive in situations where you can test your talents as well as your endurance to discover how much you can accomplish. You need to prove yourself to yourself each day. Instinctively, you acquire knowledge more easily when you can talk with others about ideas, concepts, or theories. Thoughts come alive for you when questions are posed and answers are proposed. You have a delightful time thinking out loud and listening to intelligent people express themselves.
- **Input** - By nature, you read to acquire new information or to collect insights about unique discoveries, events, or people. Characteristically you conduct an in-depth examination of a subject. Your curiosity is not easily satisfied. You like to exchange information, share observations, or offer tips for doing things more easily, efficiently, or swiftly. You are happiest collaborating with individuals who are not stingy with what they know. You have an ability to figure out how everyone on the team can benefit from each other's knowledge, skills, experiences, or wisdom.
- **Communication** - You relish the opportunity to share your insights. You derive pleasure from actively participating in conversations when group members propose ideas, seek solutions, or debate issues. You afford individuals an opportunity to be creative, study, reflect, speculate, or tell stories. These activities stimulate your thinking.
- **Achiever** - You can mentally zero in on tasks for hours at a time when you have a goal to reach. It's very likely that you normally strive to do things right. Taking shortcuts strikes you as unprincipled, thoughtless, and careless. You likely refuse to produce sloppy work or engage in unethical practices. Instinctively, you decide for yourself what course of action to take. You work in earnest to see clear distinctions between right and wrong.
- **Intellection** - Chances are good that you absorb the written word like a sponge sops up water. Driven by your talents, you continually expand your sphere of knowledge by reading. The printed word — whether on paper or on a computer screen — is your passport to new destinations. Like world travelers, you pick up a variety of souvenirs from your reading, such as facts, data, characters, plots, insights, or tips.

Summary: I definitely see the relationship between my Achiever theme and my Gold and CS results, and while the others were not what I was expecting, I do agree that learning and collecting information and ideas are very strong traits I have. In fact, with my background and varied interests, I like to joke that I should have been born during the time when I could be a professional houseguest where my sole job was to be entertaining at dinner parties!

- *Strengths and needed resources.*

I process information quickly and am able to see how disparate things fit together. This means that I am able to look at a situation and come up with ideas on how things can change to improve. But, I am not always the most tactful or diplomatic, nor do I don't have a really strong understanding of the political structure and nature of higher education and need someone who can help me figure out the best way to negotiate the political landscape to enact change. I am passionate about the importance of what we do and about students. I am still learning where best to focus that passion in order to make the biggest impact.

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

1. A critical friend. I process information verbally and often need something to talk to as I am thinking through a problem or plan.
2. Someone who can help me narrow and refine my focus. I am interested in a lot of things and have trouble getting focused in and getting started. I just want to know and do EVERYTHING and have issues breaking it down into what is manageable.
3. Patience when I get stuck in a particular path and can't see how it is not productive or that it will be beneficial for me to stop and start again.
4. Encouraging when I get down on myself because things aren't happening as quickly as I would like or in the way that I want.
5. Someone who is straight-forward but still fun.

- *Communication style.*

I am flexible with communication. I am on my email a LOT, and have no issues communicating that way, although I am sure there will be times that I will want a phone call or Zoom conversation. Since I process verbally, there are just times I need to talk though my ideas and have a real time conversation to work through my chaotic thoughts. At this point, I have no idea how frequently I will want/need contact. Until I know more about the program expectations, I won't be sure, but I would guess at least once a month I would want to be touching base.

- *Other things....*

K-State, the College of Education, and the Center for Student Success, is undergoing a great deal of change at the moment. We are in the process of hiring a new provost (hopefully soon!!), the vice-provost will be leaving over the summer and we don't know if he will be replaced or how. The vice-provost is also the director of the Honors Program. So, I'm not sure how that will affect things as college coordinator for the Honors Program. Within the College of Education, our Associate Dean for Research retired last year - and has not yet been replaced, and both Assistant Deans are retiring this summer. One

of these is the Director for Center for Student Success and my boss. With all these changes, there is a great deal of re-structuring going on. We have hired a replacement for the Director of the Center for Student Success, but his job description is much different than the out-going director, and of course there will be a period of adjustment as he settles in. At the same time, I just started a two-year term as the Co-Chair for the Faculty Senate Professional Staff Affairs Committee, which puts me on the Faculty Senate Leadership team. I am just learning what this will entail but have already realized it means a lot of emails and meetings!

Comfort Sumida – Emerging Leader

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- *NACADA experiences and leadership goals.*

Throughout my tenure as an academic advisor, NACADA has been an invaluable resource, providing me with a variety of experiences, a wealth of knowledge, and a positive network of support. My experiences within the NACADA Community have covered a wide range of opportunities, each of which has helped me to grow as an advisor and professional.

I am currently the Hawai'i Liaison on the NACADA Region 9 Steering Committee, my first formal position within NACADA. In addition, I have (co-)presented in Region 9 and Annual NACADA Conferences, on topics such as mandatory advising, reverse transfer, and mindset. These have helped me to develop and strengthen my presentation skills, increase my confidence, and obtain feedback on areas of improvement. In February 2017, I served as a panelist in a NACADA Webinar, *Mindset, Right to Fail, and Persistence: Academic Advising in Support of Student Success*, which has been my greatest accomplishment with NACADA thus far for many reasons.

Through these experiences, I have learned and developed new skills as an advising professional, and have gained the courage and motivation to explore and pursue further contributions I can make within NACADA. Of the opportunities provided, I am most interested in writing for a NACADA publication. I have written NACADA Book Reviews in the past, but would like to pursue other possibilities. Looking forward, I am also interested in pursuing other roles within the Region 9 Steering Committee, and contributing to the advancement of our region.

Although I have identified interests within NACADA, I am definitely open and receptive to exploring opportunities and adjusting my objectives as I gain insight from those with more expertise and different viewpoints. I am fluid in my goals and flexible in my pursuits. I look forward to learning from others within the community.

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

My advising career began at the University of Hawai'i at Mānoa (UH Mānoa), where I was attending graduate school. I was drawn to academic advising because of my positive experiences as an undergraduate and the opportunity to help other students learn and grow as individuals and academics. At UH Mānoa, I worked with the Colleges of Arts & Sciences and later the Mānoa Advising Center. Five years ago I returned to my alma mater, the University of Hawai'i at Hilo, as an Academic Advisor with the Career and Academic Advising Center.

My Myers-Briggs Type Indicator: ISTJ (Introversion, Sensing, Thinking, Judging)

"Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized - their work, their home, their life. Value traditions and loyalty."

The Myers & Briggs Foundation. *The 16 MBTI® Types*. (2018) Retrieved from <https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/the-16-mbti-types.htm>

In general, I would say there were no surprises in my Myers-Briggs results. I have a tendency towards practicality, dependability, and a sense of responsibility. Growing up, I have often been described as shy and am usually the quietest one in the room, as it takes time for me to be comfortable in new situations.

On a personal front, I am married with a six-year old son and multiple cats. I grew up on the Big Island of Hawai'i and feel fortunate to be able to return home to raise my son. My free time is spent with my family, watching television, or reading.

- *Strengths and needed resources.*

Open-minded and flexible. I believe we each have something unique to contribute. I enjoy learning from others and am open to new ideas and perspective. Although I have worked in advising for over a decade, I feel I have a lot to learn and room to grow.

Calm and Logical. I have a tendency towards being logical and can take a step back and assess when things get chaotic. I prefer to gather information and to weigh all options and do not rush into making important decisions.

Analytical. My educational background has provided me with numerical and analytical skills that have been useful within my unit and the broader campus. I believe I can use these further to contribute to NACADA and the advising community.

Throughout the years, I have learned strengths can work both ways. I can be overly logical and analytical at times. It would be nice to have support in helping me to define where I can best contribute, and to give me direction in how to accomplish these tasks. I appreciate having structure and am open to new experiences and opportunities, as I don't know much of what is available within NACADA. I tend to not have enough confidence and can be overly critical of myself and my work, so it would be great to work with someone who can help me to develop better strategies in this area.

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

- **Patient.** Takes the time, and gives me the time, to step back and see the big picture.
- **Practical and Structured.** Provides clear expectations, guidelines, and deadlines.
- **Positive Thinker.** Helps me to better see the opportunities that come from failures.
- **Experienced.** Has had relevant experiences they are willing to share and draw upon.
- **Open Communicator.** Willing to discuss successes and challenges without judgement.

- *Communication style.*

I am a quiet person, and generally prefer to communicate via email or text. I appreciate the time to sort through and review my thoughts before responding. I am flexible with frequency of communication and anticipate this will vary depending on where each of us is within our term and what we are discussing.

- *Other things....*

Work-related: We are undergoing personnel adjustments in our unit, which are resulting in changing responsibilities and expectations. In addition, our institution has recently completed a reorganization of its largest college, which has caused changes campus-wide.

Personal: I have a 6-year old son who demands much of my time and attention. Otherwise, my life is pretty simple and quiet.

Leonor Wangenstein – Emerging Leader

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- *NACADA experiences and leadership goals.*

I became a member of NACADA in August 2013, at the same time I began my career in academic advising at the University of Notre Dame. I attended the 2014 NACADA Region V Conference in Madison and the 2014 NACADA Annual Conference in Minneapolis. I was a proposal reader for the 2015 NACADA Region V conference committee.

I presented at both the 2017 NACADA Region 5 Conference in Chicago and the 2017 NACADA Annual Conference in St. Louis on “Supporting a DREAM: Promising practices in advising undocumented students through understanding their unique needs and immigrant circumstances”. These presentations explore insights and best practices gathered within the last decade from both research and practitioner scholarship for effective campus support of undocumented students in U.S. higher education. I addressed how intentional integration of culturally responsive approaches to undocumented student services and advising can produce effective outcomes for student success in and beyond college.

Since fall 2017, I have been working closely with Jennifer Joslin as part of a resource team to establish NACADA advising resources in support of undocumented, DACA, and DREAMer students. Through the team's input, Jennifer has developed a Clearinghouse site called "Working with Undocumented, Dreamer, and Immigrant Students" that features my recently published article "Building Undocumented Student Support in Higher Education Through a Culturally-Responsive Lens" (2017). My article serves as the anchor reading for the spring 2018 NACADA Reads. This reading program included a webcast this past March, where I presented on a panel with two other NACADA members, Dr. Fai Howard and Michelle Sotolongo.

Most recently, I led efforts, with four other NACADA members, Ivette Barbosa, Tania Alvarez, Fabiola Mora, and Fai Howard, to submit a panel presentation proposal for the 2018 NACADA Annual Conference in Phoenix titled, "Painting the picture: A panel presentation on undocumented student stories, challenges, and research". We just learned that our proposal was selected by the Multicultural Concerns Community to be one of its sponsored sessions!

Last, I am part of the Advising First-Year Students Interest Group, which has been chaired by my First Year of Studies' colleagues Jennifer Fox and Laura Flynn, as well as in the High Achieving Students Commission, the First-Generation College Advising Interest Group, and the Multicultural Concerns Commission.

Goals for Association Leadership

Goal I: Continue work toward building NACADA Clearinghouse resources for advising undocumented students. This is an ongoing effort, led by Jennifer Joslin. I believe Jennifer has plans for the group in the fall – such as short informational videos.

Goal II: I would like to be involved in any Spanish language and Hispanic culture related administrative needs, such as translation of documents or being a NACADA ambassador for events in predominantly Hispanic locations worldwide, including the 2020 Puerto Rico NACADA Annual Conference. Leigh Cunningham has reached out to me regarding being part of a Spanish translation team, led by Ivette Barbosa, that is working on a full translation of the *Academic Advising Core Competencies Guide*. I agreed to collaborate on the translation team, and have already edited one document.

Goal III: I would love to be involved in establishing and promoting other NACADA diversity and inclusion efforts that closely align with my growing expertise in advising students of multicultural backgrounds and varied immigration statuses. I am specifically interested in initiating a new Interest Group for Advising Undocumented and Immigrant Students. This goal is very fluid – and I am open to any ideas!

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

I am a Hispanic woman, daughter of an immigrant, and a working, single mother of two young boys. I was raised in a multicultural and bilingual family, and was (thankfully) encouraged to always pursue my passions – art, education, nature, and people!

My educational background is in Spanish language, literature and culture. I also majored in studio art in college and I am *finally* building a small pottery studio in my home this summer. ☺ Through my master's degree program, I studied foreign language pedagogy, which led to teaching Spanish at Notre

Dame prior to become an academic advisor. I remain very active and passionate about culturally appreciative, critical race theory and strength-based advising and teaching approaches for support of underrepresented and vulnerable student populations. My biggest focus has been on undocumented student support.

I am detail-oriented, meticulous, organized, creative, and strategic... this can be good and bad depending on the situation, especially since I find myself multi-tasking A LOT. I might have some slight OCD and ADD that battle at times (lol!). I'm my own worst critic.

My mom has been my biggest role model of hard-work, resiliency, self-motivation, education as driver of opportunity, and women's rights and independence. I didn't have a traditional upbringing, which I think helps me see the world through different lenses and levels of privilege (or lack thereof).

My approach to advising is no different than my approach to life: I model authenticity in character, I build my own capacity to empathize through life experience, I respect diversity and individualism, and I practice listening as an integral component of communication. My advising approach welcomes a holistic inclusion of all areas of life that in some way affect and inform students' choices and perspective in their pursuit of education and career paths.

- *Strengths and needed resources.*

I am a very detail-oriented person and I am bilingual (English/Spanish). I have experience in communication and culture awareness within the Hispanic diaspora and undocumented and immigrant populations. I am creative and appreciate being involved in innovative ideas and problem-solving. I always try to be aware of the many ways in which diverse populations may be affected by certain institutional and/or historic policies, environments, systems, and structures. I value understanding and listening to multiple perspectives and experiences on any given situation. Although I prefer working behind the scenes (so-to-speak), I'm trying to overcome nervousness of public speaking and presentations. I want to become more involved in NACADA diversity, multicultural and inclusion initiatives. I would love to participate in some way in the planning or implementation of the Annual Conference in Puerto Rico if possible, and any bilingual support or volunteer/community service/donation ideas that could benefit students and educators in PR.

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

Honest, genuine and straightforward in communication. Organized with time and information. Positive, encouraging attitude. Good listener/sounding board. Able to give insightful and constructive feedback. Help with networking.

- *Communication style.*

I like online meetings for longer conversations since talking face-to-face seems more personal. Emails work fine for shorter communication. I don't mind being Facebook friends, but I don't use messenger too much, so that won't work. I would prefer to communicate during work hours since I have a very busy home life - taking care of my children. I'm not sure how often I would like to communicate. Maybe this could be something we can discuss together, in accordance with my goals.

- *Other things....*

Mary Carmel Etienne – Emerging Leader

Associate Director, Strategic Outreach and Retention
Center for University Advising
Hofstra University
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- *NACADA experiences and leadership goals.*

My Past Experiences in NACADA

I became actively involved with the association almost immediately after I became a member in fall 2014. In the summer of 2015 I was awarded the Wesley R. Habley Summer Institute Scholarship to attend the NACADA Summer Institute; at the institute I worked on an assessment plan for my department’s advising program. In 2015-2016 I co-chaired the Program committee for the 2016 Region 2 Conference and I also lead my team to present at the conference on our use of Appreciative Advising as the framework for our advising approach.

My Goals for the ELP

I am looking forward to continuing to actively participate in NACADA and I have four specific goals that I would like to work towards in the next few years:

1. Co-chair a Region 1 conference
2. Publish an article in NACADA Journal
3. Present at a NACADA national or international conference
4. Develop my expertise of advising so that I can serve as a NACADA consultant or institute faculty member.

My goals are pretty firm at this point, though I would be open to exploring other goals that maybe I haven’t imagined yet. Three of my goals are centered around developing expertise in an aspect (or aspects) of advising and that area of expertise is not firm in my mind yet. I am interested in several content areas and would like to explore my interests during this program. My other goal is more organizational, but I am also looking forward to developing my ability to lead the coordination of a major conference.

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

I am an INFJ with Connectedness, Restorative, Learner, Deliberative, and Empathy as my strengths. I like being social and I LOVE my alone time. And I think that the work I do is well suited to my personality, strengths, and interests. I love working with people and processes. Working in the Advising Center at my university gives me the opportunity to do both. I advise a caseload of students and I work as part of a team to develop advising practices and processes for the center.

I was inspired to seek out positions working towards student success after reading an article in New York Times Magazine about who gets to graduate. (<https://www.nytimes.com/2014/05/18/magazine/who-gets-to-graduate.html>). I've always loved education. I looked forward to going to school as a kid and I still get excited about taking classes today. I value learning in all forms, but believe that education has the potential to be transformative. I want to help provide an experience for students that allows them to be successful in their lives. I know that preparing students for the job market is a valid and important aspect of higher education, but I deeply believe that we also need to prepare students to affect change in the world and to be whole human beings.

I identify as being a learner and I've started to approach all new tasks and life experiences as a learning process. At work I spend time learning about how to implement technology into advising practices, how to improve retention, how to develop strategic plans. I want to build some time and space to learn some new skills, including a programming language and new advising practices. Recently I've started to think seriously about going back to graduate school to continue developing my expertise.

When I'm not learning at work I spend most of my time learning Argentine Tango. I enjoy the social aspects of dancing tango quite a bit. I've made many friends and it gives me the opportunity to connect with people I might otherwise never come into contact. What I really love about dancing tango is learning to use my body to interpret music and communicate non-verbally through improvisation.

I also love cities. I've lived in Philly, DC, and New York so far. I love taking public transportation, working in coffee shops, and being up late.

- *Strengths and needed resources.*

I've taken Strengths Finders twice and have accumulated eight strength themes in the process: Learner, Restorative, Connectedness, Deliberative, Empathy, Input, Intellection, Context.

I identify very strongly with the first three:

- I am a **Learner**. I truly enjoy learning new things. I like learning because of the process, not necessarily because of the outcomes of my learning. In my work it means that I am always seeking new knowledge. I'm not afraid to take on projects that are not clearly defined or where I need to learn new information. I am comfortable learning how to use new technology and creating new processes using my new knowledge.

I even like learning about learning. I've been considering starting a blog about learning and I would like to study learning in my professional work or perhaps in a graduate degree program.

I resonate with these two quotes from Strengths Finders: "As far as possible, shift your career toward a field with constantly changing technologies or regulations. You will be energized by the challenge of keeping up" AND "Because you are not threatened by unfamiliar information, you might excel in a consulting role (either internal or external) in which you are paid to go into new situations and pick up new competencies or languages quickly" –It is for these reasons I would love to develop my leadership skills to be able to contribute to the association as a consultant and/or researcher/writer.

- I am **Restorative**. I love solving problems. I am energized by situations where I must work to create new, more efficient, ways of doing things. I especially like to create new processes. In my current position I work as part of a team that helps to implement new software into our department's advising processes.

I also enjoy working with students to help them develop solutions to issues they are having: choosing a major, choosing the appropriate courses, finding resources on campus.

I believe my restorative strengths would allow me to contribute to major projects such as planning conferences and consulting.

- I value **Connectedness**. I am absolutely 'certain of the unity of humankind'. I believe that we are all connected and I value humanity. I am always seeking to understand how my work fits into the larger picture and into my department's mission. I appreciate opportunities to help people make connections across difference. This could take the form of cross-cultural understanding, making connections between advising practices and technology, or helping my advisees make connections between what they are learning in class to their goals for their future lives. This strength would help me connect the work I am involved in as a leader to NACADA's mission.

Given my strengths and leadership interests, I would love to have the following resources/supports:

- **Planning events:** I am interested in being on planning committees for the regional, national, or international conferences and I would like to develop the skills necessary to co-chair a conference in the future.
 - **Shadowing NACADA consultants:** I am interested in being a consultant so I would welcome the opportunity to shadow consultants as they work with universities to achieve their goals.
 - **Research & Writing:** I would like to learn more about how to contribute to NACADA publications and would like to seek opportunities to collaborate on research projects with colleagues.
 - **Training in Technology:** I would like to continue to develop my expertise in advising technologies and would like to use part of my stipend to take a NACADA webinar on using technology in advising, the next time it is offered.
 - **Building relationships:** I would welcome mentorship around how to build meaningful relationships within the association, using my strengths and personality traits.
- *What will make a mentor a good fit?*

I think the top five traits that would make a mentor a good fit for me are:

1. Ability to provide real feedback, both positive and constructive. I value honest feedback and appreciate when someone takes the time to point out what I'm doing well, but is also caring enough to help me see where I need improvement.

2. Appreciation of difference. I value difference and would like to work with someone who also values difference, whether cultural, ways of thinking, or ways of being.
 3. Influencing Strengths: someone who knows how to create relationships within the association. As an introvert it usually takes me a long time to build meaningful relationships with people so I would love to learn from someone who has these skills.
 4. Experience with research, writing, and/or consulting. I am interested in developing my leadership skills in these areas of the association so I would love to work with someone who has some of these experiences.
 5. Maximizer strengths. A maximizer seeks excellence (according to Strengths Finders). I am intrinsically motivated, but sometimes I'm afraid to take the next step; working with a maximizer would help me focus on my strengths and support me to continue to strive for excellence.
- *Communication style.*
 - *Other things....*

Jessica Staten – Emerging Leader

Director of Advising for Students in Transition and Advisor Professional Development
 Office of the Vice Provost for Undergraduate Education
 Indiana University Bloomington
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- *NACADA experiences and leadership goals.*

NACADA Experiences since joining the association in 2008.

- 2010 Region 3 Awards Co-Coordinator – Lexington, Kentucky
- 2010 Region 3 Conference Co-Chair – Lexington, Kentucky
- 2011 Region 3 Awards Co-Coordinator – Knoxville, Tennessee
- 2012 Annual Conference Evaluations Co-Chair – Nashville, Tennessee
- 2012 – 2017, Region 3 Steering Committee
- 2012 Region 3 Awards Coordinator – Charlotte, North Carolina
- 2013 – 2015, Annual Conference Advisory Board
- 2013 Region 3 Awards Coordinator – Greenville, South Carolina
- 2014 Region 3 Awards Coordinator – Morgantown, West Virginia
- 2015 Annual Conference Evaluations Co-Chair – Las Vegas, Nevada
- 2015 Region 3 Conference Planning Committee & Awards Coordinator – Covington, Kentucky
- 2016 Annual Conference Evaluations Co-Chair – Atlanta, Georgia
- 2016 Region 3 Conference Planning Committee & Awards Coordinator – Chattanooga, Tennessee
- 2019 Annual Conference Poster Chair – Louisville, Kentucky

I am a dreamer and I dream big. It is easy to share that I see myself as a future NACADA president. What is not easy to share is how I will attain that goal. By participating in the Emerging Leaders Program, I hope to learn and understand the organization structure and paths toward future leadership. I am a realistic optimist and realize that my trajectory could change as I am enveloped into future NACADA leadership roles. At this point, my goals are fluid and I am open to any opportunity presented.

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

My higher education practices, methods, and philosophies are significantly influenced by my undergraduate studies. I earned my BFA in Performing Arts (Musical Theatre and Dance) from Western Kentucky University in 2006. As a performer, I was taught many skills that seem specific to the craft; however, they are transferable to a variety of fields. Higher education is no exception.

As a performer, I had control over very few factors that influenced my life. My life had three constants: unemployment, rejection, and uncertainty. I am certain these factors affected my MBTI ENTJ “Commander” personality. True to the descriptors below, I love to take charge and think this control is a byproduct of the lack thereof I once had in my life.

- Extravert – Likes to be around people. Active, has high energy. Likes to take initiative. Outgoing and enthusiastic. Talks more than listens.
- Intuitive – Imaginative, creative, and introspective. Good at analysis of complex topics. Focuses on the future instead of the present. Trusts gut instincts.
- Thinking – Makes decisions based on logic rather than emotions. Ruled by the head, not the heart. More concerned with facts than protecting people’s feelings.
- Judging – Organized, strategic, and disciplined. Responsible with a strong work ethic. Likes to use checklists and stick to schedules. Likes to be prepared and plan.

My top 10 strengths

1. Competition
2. Achiever
3. Strategic
4. Command
5. Activator
6. Significance
7. Analytical
8. Discipline
9. Focus
10. Positivity

What else can I share? I have a MA in Communication and contemplate the need, want, desire, and necessity of someday entering into a doctoral program. I am married to a wonderful human who loves me despite all of my faults and flaws. We are childless by choice but love our 10-year-old Shorkie: Marley. Outside of work, I enjoy finding order among the chaos by cleaning, cleaning, organizing, and making lists. I have a love-hate relationship with office supplies and post-it notes. I find it gratifying to find four-leaf clovers and often use these in craft projects. I collect post cards, old stamps, and funky umbrellas. I love playing in the rain and seeing the latest, greatest musical. Too bad Hamilton tickets are so expensive. Summation: I am a chameleon rooted in my beliefs, with a bit of unpredictability thrown in for good humor who tries not to take herself too seriously.

- *Strengths and needed resources.*

I am a democratic leader who is thoughtful, caring, appreciative, dedicated, student-centered, and anti-bureaucratic with the ability to play the game for the greater good. I honor my commitments and am quick to offer solutions to a problem. When taking on a new role, I establish a routine and document this for my successor. My solution to every problem begins with a spreadsheet. I am a lifelong learner who tries to adapt for the betterment of any team with whom I am working. My organizational skills are exceptional and I love to share the resources that I create.

The resources and support that I hope to find will help me navigate the NACADA structure, discuss possible leadership roles, and find my fit. I would like to learn the pathways and methods of obtaining leadership roles. I need assistance and direction to design a fluid plan for myself within the Association. As I work to achieve the goals of that plan, I hope to have ongoing support and a sounding board. When I get off plan, I hope to have a supporter to help me get back on track.

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

My ideal ELP Mentor is some who is:

1. a sincere, honest, and approachable communicator.
2. willing to share knowledge.
3. supportive and challenges my goals.
4. able to effectively manage failure and success.
5. an innovative doer who realizes that we can always achieve more.

- *Communication style.*

I would like to communicate with my mentor as much and as often as necessary. It is my hope that this ELP opportunity yields another colleague with whom I can share ideas and career plans. That said, I would say that I look for a flexible form of communication in a mentor. I would like to let the reason for the communication dictate the method. My preferred communication methods are phone or online meetings when communicating for longer periods of time and email, messenger, or texting for any check-ins or questions. It takes me longer to express my thoughts in written form than verbally and thus my preferred methods. Also, writing gives me great anxiety as I feel that I am being judged for the written content. I would hope to communicate with my mentor at least once a month for a more substantial meeting (30 minutes or longer). It would be nice to have quick check-in as time and schedules permit; however, I understand work schedules, advising demands, and life may take priority.

- *Other things....*

Significant life events? I am deciding to which (if any) doctoral programs I will apply for August 2019 start date. If I apply, the application deadline is 12/1/2018. To be fair, I have been making this same decision every year for five years. ☺

Sarah Howard – Mentor

Academic Counselor & Staff Assistant
University Exploration
The Ohio State University
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- *Leadership experiences*

Appointed or Elected Leadership roles:

Technology Advisory Board Chair, appointment beginning October 2018-2020

Publications Advisory Board member, appointment beginning October 2018-2020

Technology in Advising Commission chair, 2015-2017

- Accomplishments: Tech Labs at 2017 Annual Conference; Development of rubric for conference proposal evaluation

Technology Advisory Board appointed member, 2015-2017

Webinar Advisory Board appointed member, 2014-2017

Technology in Advising Commission steering committee member, 2011-2015, 2017-present

Presentations at NACADA Annual Conferences:

2017:

- HOT TOPIC: NACADA's Technology Core Competency
- Tech Lab: Using LinkedIn As a Major Exploration Tool
- Tech Lab: 4 Quick Tips for Managing Email

2016:

- HOT TOPIC: Ethics & Data Use in Advising
- Advising to Learn: Helping Re-Deciding Student Explore Majors Systematically Through a For-Credit Course
- 'Forensic' Advising: Putting Information Literacy Skills to Use

2014: IT Interested? Encouraging IT Experimentation in Academic Advising

2011: #AcAdv Chat: The Online Advisor Learning Network

2010: Hitting all the Parks: Exploring Motivation for Multiple Majors and Minors

Awards:

- Commission & Interest Group Division Service Award winner, 2017
- Outstanding New Advisor Certificate of Merit Award Winner, NACADA, 2011

Other involvement:

- Manager and moderator for advising professional development chat on Twitter (@AcAdvChat), 2010-present
- Reviewed annual conference proposals, 2011-2018
- Reviewed Region 5 conference proposals, 2018
- Reviewed manuscript drafts 1 & 3 for upcoming NACADA publication, *The Power of Story: Narrative Theory in Academic Advising* by Dr. Peter Hagen
- Reviewed conference proposals for 2017 international conference in Sheffield, England

- Annual conference social media team member: 2011, 2013, 2014

I didn't know exactly how I wanted to be involved in NACADA, but other people helped open up pathways for me. A former supervisor invited me to participate in a research study, which turned in to my first NACADA annual conference proposal and presentation. At that conference, I met the Chair of the Technology in Advising Commission who invited me to become part of the Steering Committee. After serving for four years on the Steering Committee, that Chair encouraged me to run for the Chair position. As part of that Chair position, I served on several advisory boards, which has now led to my appointment as Chair of the Technology Advisory Board (beginning in October 2018).

Once I got involved as part of the steering committee for a (former) Commission, I realized that the people in leadership often didn't have that much more experience than I did or perhaps didn't have many different skills than I did. What helped them (and me) become a leader within NACADA was a willingness to say "yes" when presented with an opportunity. And those opportunities have opened up other opportunities for different leadership positions. Apparently, once you're in NACADA leadership, it's hard to get out!

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

Myers-Briggs: ISFJ

Gallup StrengthsQuest: Relator, Learner, Responsibility, Strategic, Connectedness

Holland Code: Social, Enterprising, Artistic

I earned a dual degree (BS in Mathematics and BA in English) from Ashland University and completed a MA in College Student Personnel from Bowling Green State University.

My past advising positions:

Graduate assistant advisor, Pre-Major Advising, Bowling Green State University (2006-2008)

Academic Advisor, Natural & Mathematical Sciences and pre-professional health, University of North Carolina at Chapel Hill (2008-2011)

Academic Advisor, applied science majors (Engineering, Architecture, Agriculture, & Environmental Sciences), The Ohio State University at Newark (2011-2015)

Academic Advisor, University Exploration, The Ohio State University (2015-present)

I am interested in undecided and re-exploring, high-achieving, at-risk, and first-generation student populations, as well as the incorporation of technology and social media into academic advising, major exploration, and professional development.

- *How being mentored has helped me.*

I don't know that I would identify one specific person who has served as a mentor to me. There have been a number of people who have helped me develop leadership skills over the years.

My current supervisor has taught me a lot about advocating for change through the use of data and information, especially during difficult transitions. While I am not privy to all of the conversations she has, I appreciate her openness and willingness to keep our team in the loop about where things stand

and what efforts she is taking. As a leader, I think it is important to share information, when able, to keep everyone roughly on the same page.

A previous supervisor taught me a lot about caring for team members as individuals, not just as employees. It is important to recognize that people have lives outside of work; as a leader, acknowledging both celebrations and concerns does a lot to bolster a team.

Yet another person has helped me understand the need to ask academic questions and to consider both the quantitative data and qualitative data that help us learn more about those questions. The encouragement to dig in to research, both literary inquiry as well as looking at actual student data, is an important foundation of the work that good advising leaders do.

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

In no particular order, the top 5 characteristics and/or skills I think will be important for NACADA leaders to have in the coming decade are:

- Technology competence and comfort: More and more meetings are taking place in virtual environments. There are some areas of NACADA that are already using technology to ease the transition between people in leadership roles, but I envision this will become a greater focus moving forward. Additionally, using technology to engage with members creates more opportunities for collaboration after in-person events.
- Flexibility: We often hear that “the only constant in higher education is change” and I think this filters up to NACADA, as well. Steering committee members may stop communicating for months; a project that you hoped would come to completion may take longer than expected. NACADA leaders need to remain flexible during these times and remember that even small steps forward are still progress.
- Commitment to diversity: The students entering higher education institutions are becoming more and more diverse; the people who advise those students should also reflect that increasing diversity. For NACADA leaders from dominant identity groups, an awareness of and a commitment to bringing up leaders who more greatly reflect the diversity of our organization is key.
- Sense of humor: Our work can be stressful at times. Managing and leading a group of semi-committed volunteers can be stressful. It is important to be able to laugh and see the humor when things don’t necessarily go as planned, or when you’ve set expectations too high for yourself.
- Openness to new ideas/willingness to push beyond established “cliques”: Anyone who has spent any time at an Annual Conference has probably observed the closeness of NACADA leadership. I don’t think that this is inherently a bad thing, but it does make it more difficult for new folks to consider stepping in to leadership roles. When the leadership seems “above” everyone else, it is more difficult for newer members or leaders to share their ideas or opinions. While nearly all leaders are willing to have one-on-one conversations with general members, the “clique-y-ness” of multiple leaders together in groups makes them seem unapproachable.

- *Communication style.*

I am comfortable with pretty much any type of communication: phone, Facebook, emails, online meetings, etc. I have experience keeping up with other colleagues/friends by all of those modes, and I

am happy to continue with whatever is comfortable with my mentee! I would be available for a monthly, more in-depth check-in if that's desirable, or more often or less often, depending on the needs/interests/availability of the mentee I'm paired with. Despite living 400 miles almost due North of Chicago, I'll be in the Eastern time zone (and am used to converting to other time zones, based on my previous Technology in Advising steering committee membership!).

- *Other things....*

So many life events happening right now! My family is relocating from Columbus, OH (average snowfall: 22 inches per year) to Calumet, MI (average snowfall: 202+ inches of snow per year) for my husband's work. He completed his Master of Divinity degree from Trinity Lutheran Seminary in May and became an ordained minister in the Evangelical Lutheran Church in America (ELCA) in July. Our daughter, Abigail, will be turning 6 and starting kindergarten in September. Our son, Jonah, will be turning 3 at the end of August, and our third child is due in mid-December. I am fortunate to have been approved to move into a part-time, remote work position through Ohio State; I am maintaining my affiliation with the University Exploration Office as an advisor (in title), but will primarily be working on some longer-term projects in support of advising at the University, in addition to some online teaching.

Joanne Damminger – Mentor

Recently retired from Delaware Technical Community College; favorite position was Assistant Vice President for Student Affairs
Adjunct Professor at Wilmington University, DE (Doctorate in Higher Education Leadership and Innovation)
Adjunct Professor at Rowan University, NJ (Masters in Higher Education)
Consultant for NACADA's Academic Advising Consultant and Speaker Service
Lives Mullica Hill, NJ (Region 2)
damminger@comcast.net



- *Leadership experiences.*

- Academic Advising Consultant and Speaker Services Consultant, 2012 to present.
- Emerging Leaders Program Mentor, 2018-2020
- Values Review Work Group, Co-chair, 2015 to 2017.
- Faculty at NACADA Summer Institutes, 2011 to 2016.
- Task Force for Exploration of Advising Research Center, Member, fall 2014 to 2015.
- **President October 2013-2014.**
- Vice President, 2012 to October 2013.
- National Board of Directors, 2011-2014.
- Finance Committee Chair, 2008-2010.
- Consultants' Bureau Advisory Board Member, 2006-2008.
- Region 2 Membership Liaison, 2004 -2007.
- Finance Committee Member, 2003 - 2004.
- Board Member and Chairperson of Member Career Services Committee, 1998-2001, 2003.
- Mid-Atlantic Regional Conference Committee Member, 2001-2002.

One of my greatest learning experiences with NACADA was my role as Finance Committee Chair from 2008-2010. The Finance Committee is a very important component of NACADA's organizational structure. The NACADA website explains the mission of the Committee as "Oversees financial operations of the Association, makes funding recommendations to the Board of Directors, and recommends policies and procedures regarding income and expenditure" (retrieved April 18, 2018 from <https://www.nacada.ksu.edu/About-Us/NACADA-Leadership/Administrative-Division/Finance-Committee.aspx>). All facets of revenue and expenditures pass through the Finance Committee. The Committee provides stewardship over NACADA funds and provides a check and balance system in a shared governance model.

I was excited to be Committee Chair both for what I could bring to the position and what I would additionally learn related to finances, especially the finances of a premier association. As Chair, I had the opportunity to interact directly with the Executive Director of NACADA. I also enjoyed a good deal of interaction with the Executive Office who assisted in providing all the reports that the Committee was called upon to review. My responsibilities as chair included leading the Committee in a review of the annual budget and offering suggestions that would benefit the Association. The Committee met often by video and in person at the Annual Conference. I quickly learned that there is a good deal of reporting and reviewing of reports that are necessary to provide the checks and balance that is a major role of the Committee.

I do not have anything to offer about what I know now that I wish I knew then, because by the time I assumed that role, I already knew a good deal about NACADA and the tremendous support the Association, Executive Office Staff, and other members offer when one assumes a new leadership role. An important realization when one considers taking a new position is that you are not alone when you are a leader with NACADA. You will get the support you need to be successful. This is an important message to all emerging leaders of NACADA.

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

The Emerging Leaders Program is designed to develop leadership in NACADA members and increase mentees' knowledge of NACADA as an association and how to aspire to, and attain, leadership positions if they so desire. Therefore, I will focus my writing this section on who I am as a leader and my own leadership development.

I have acquired leadership experience through my education and my experiences. My Masters in Student Personnel Services helped me to learn a great deal about who I am. My Myers-Briggs type is **ESTJ**. The assessment would describe me as organized, honest, dedicated, dignified, and believing in doing what is right. I believe that my colleagues, friends, and current mentees would agree with those descriptors and an additional identifier that predicts I am happy to take the lead and work with others. People often look to ESTJs for guidance and counsel, and the ESTJs are happy when they are asked for help. I think these are all good characteristics for building an effective mentor:mentee relationship.

Perhaps even more informative than my MBTI type are my first used patterns in the way I relate to others and like to receive information. According to the "Let Me Learn Advanced Learning System" and its inventory called, the "Learning Connections Inventory," I lead with sequence and precision; my next used pattern is innovation/creativity and then technical reasoning. Putting all of that together, I am very organized, like to apply new and creative ideas, and due to my attention to detail, I will not let anyone

down as I do what I say I will do and always follow-up when promised. I think these are also good traits for a mentor to possess and use to assist others.

My doctorate is in Educational Leadership and through my studies and applied experiences totaling over 30 years in education, I have learned a great deal about leadership. I am a very transformational leader who believes in leading and following so that others can be empowered and encouraged to develop their own leadership. I am also very democratic and affiliative as a leader and put others before myself, also demonstrating servant leadership.

I believe that I have applied my major characteristics in the leadership positions I have attained. My favorite position in higher education was Assistant Vice President for Student Affairs at Delaware Technical Community College. I loved working collaboratively to increase and support student success and enjoyed supervising others and assisting them in developing their strengths. My favorite position in NACADA was being the President from 2013 to 2014, but I must say that the role of Past-President is also very enjoyable as I continue to remain very involved in NACADA and the field of academic advising. I actually teach a masters level course at Rowan University in NJ that is entitled "Academic Advising in Higher Education." As a consultant for NACADA's Academic Advising Consultant and Speaker Service, I have the privilege of keynoting and presenting workshops at colleges across the country and also do program reviews of academic advising programs at other institutions.

I very much look forward to sharing my experiences and knowledge about NACADA with a mentee over the next two years. I know I will learn equally as much from my soon-to-be-mentee as I hope to impart to him or her.

- *How being mentored has helped me.*

My supervisor when I obtained my first position in higher education many years ago is one of my favorite mentors. That mentor initially helped me by **believing in me**. I remember when she first asked me to attend an Annual NACADA Conference and said she wanted me to present. I had only been in my Assistant Director position for a short time, but she assured me that I knew enough to provide a great presentation. She told me to remember that I would be the expert in the room and others were attending to get more knowledge. She reminded me that I did not need to have all the answers because I could always call on a resource and get back to the person who had the question once I found out the answer. This did a great deal to boost my confidence.

Another thing that she did to show her faith in me was one day soon, after I began working in the Career and Academic Advising Center with her, she told me she saw a lot of leadership potential in me. She asked me to think about where/how I wanted to develop my leadership potential outside of the office. It was one of the reasons that I explored and then got involved with NACADA. I am very happy with the results!

Having someone believe in you who is willing to work with you to develop your potential and empower you can be monumental in your development. It was in mine!

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

It is not easy to only write about five characteristics/skills, but I will base my answer on the NACADA core values (<https://www.nacada.ksu.edu/Resources/Pillars/CoreValues.aspx>) and my own core values for effective leadership. Our future leaders must be committed to the values of the Association and its members.

I believe the top five characteristics/skills for NACADA leaders include:

- The ability to **build caring relationships** grounded in **mutual respect** - I believe this is key to effective leadership that can build a great team and empower others.
- **Inclusivity** - We must be attentive to the needs of all populations and accepting of all forms of similarity and difference. Such characteristics must be included and viewed as strengths that contribute to a diverse and empowered team.
- The ability to **create and communicate a vision** effectively. It is not enough to have a vision; it can only be attained if it is shared and there is buy-in from all constituents and stakeholders.
- **Integrity** - All leaders must be committed to the people they serve and doing the right thing!
- **Professionalism** - In the words of Kouzes and Posner (2017), a leader must model the way.

Reference

Kouzes, J. M., & Posner, B. Z. (2017). *The leadership challenge*. San Francisco, CA: Jossey Bass.

- *Communication style.*

I am open to any and all forms of communication. The only thing I ask is that the mentor/mentee relationship be mutual - by this I mean, that both parties are equally invested in the mentoring relationship and willing to work at it. There might be times when the mentor initiates communication but other times when the mentee has a question or wants to discuss a situation and s/he reaches out first. Both parties need to be mutually invested in open communication that is a two-way street. With that in place, the relationship can thrive and be fun!

- *Other things....*

The only thing I would like to reiterate is that I applied to be a mentor now because I recently retired from full-time work. In this stage of my life, I have time to be available when needed, I have lots of experience and knowledge about the Association to share including being a past-president of NACADA, and I am committed to creating and sustaining beneficial and fun mentoring relationships. I look forward to this one!

Kevin Thomas – Mentor

Director of Retention and Student Success
Southern Illinois University Edwardsville
Edwardsville, IL (Region 5)
kethoma@siue.edu



- *Leadership experiences.*

- Advising Community Steering Committee Member (2016 – 2018)

- Diversity Task Force Member, CIGD (now Advising Community division), 2017
- Chair, 2017 Annual Conference in St. Louis, Missouri (2017)
- Annual Conference Advisory Board Member (2016 – 2018)
- Academic Advising Administration Commission Chair (2014 – 2016)
- Co-Chair – Evaluations, 2012 Annual Conference in Nashville Tennessee (2012)
- Co-Chair – 2010 Region 3 Conference in Lexington, Kentucky (2010)
- Founding member – Kentucky Academic Advising Association (KACADA), 2008 – 2011
- Kentucky Representative to NACADA Region 3 (2008 – 2010)

As I reflect back on the start of my membership to NACADA and attempting to become a leader within the organization, I am left with many positive memories but also many lessons learned. The one that stands out to me now, several years later, is that I cannot do it on my own. The great thing about the NACADA leadership structure is that it ties you to working with others. As a “do it myself” introvert, that is a struggle sometimes. That structure, however, has shaped the people in my life, both inside and outside of NACADA. Working with and relying on others has been a good growth for me that has broadened my involvement and comfortableness with working with others.

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

About Me

I will gladly admit that “labeling” myself through this assignment is actually a difficult task – then to do it creatively is even more difficult. While I do share about who I am as a person, professional, and leader, that usually comes with a trusting relationship with a friend or colleague. So this assignment was actually insanely difficult for me.

Below, you will see information from when I took StrengthsFinder roughly 10 years ago. It had been a long time since I looked at it and I will absolutely say, I believe that most are still spot on. In fact, one of my current personal goals is to take these strengths (because I do believe they are that) and refocus them to my current life, and not what my life can/could be in the future.

And if some of my strengths weren’t already a contradiction, my MBTI is ISFJ. Yep. The one that most people struggle to believe is that I am an introvert. Well, I am. I am one of those introverts that are living in an extrovert profession and world. It is exhausting – my fellow introverts will understand that statement. Twenty years ago I have no doubt that I was more of an extrovert, but that has faded.

I also included some fun things to me. I am a big fan of certain genres of movies and television shows. I figured those assignments likely say as much as some of the more serious ones and in turn, likely show more of my “label” than any other might. Superhero, Harry Potter, Star Wars, and The West Wing (hit NBC television show) are some of my favorites so I figured why not? Enjoy!

Strengths Finder 2.0

My top five strengths are:
Relator | Communication | Significance | Belief | Woo

Relator: Pulls toward people I already know. I don't shy away from meeting new people but I get a great deal of pleasure and strength from being around my close friends

Communication: Like to explain, to describe, to host, to speak in public, and to write; feel a need to bring ideas and events to life, to energize them, to make them exciting and vivid – to tell the story.

Significance: Want to be significant in the eyes of other people; want to be heard and stand out – a desire to be known. Want to be known and appreciated for the unique strengths and skills you bring. Need to be admired as credible, professional, and successful.

Belief: Have certain core values that are unchanging; out of these values emerges a defined purpose for their life

Woo: Winning others over; enjoy the challenge of meeting new people and getting them to like you. Strangers are rarely intimidating to me.

Myers-Briggs Type Indicator

ISFJ

Introversion

Sensing

Feeling

Judging

Type Description: ISFJ

- If your closest personality type is ISFJ then you are interested in knowledge and experience, particularly in relation to family, friends and colleagues. You are a quiet, serious observer of people, listening intently and getting to know a great deal about them. You pay attention to their emotions and feelings, and are keenly aware of the state of relationships between them and you take your responsibilities to them very seriously.

Characteristics Frequently Associated with ISFJ:

- Reliable, stable and down-to-earth
- Enjoys order and structure
- Dislikes conflict and confrontation
- Kind, warm-hearted and considerate
- Practical-minded
- Likes concrete information
- Very aware of other people's feelings
- Has a great memory for details

Which Superhero Are You?

Wolverine

You're a straight shooter, but you don't trust people very easily. That's something that, in your opinion, needs to be earned. You've got something of a tough exterior, but you're a good person, and if you come across as a little too gruff sometimes, well, that's only because you're focusing the energy you'd use to be nice on stuff that's more important.

What Is Your Hogwarts House Percentage?

You Are 41% Gryffindor, 25% Ravenclaw, 21% Slytherin, and 13% Hufflepuff!

Just like Hermione Granger, you were ultimately placed in Gryffindor, but the Sorting Hat seriously considered putting you in Ravenclaw. You are a natural born leader, often taking control of the reins from others whose recklessness or dedication to facts and knowledge clouds their judgment. You are intelligent, but acknowledge that there are more important things in life, and therefore aim to use your intelligence and determination to fight for what you believe to be right.

Your slight compatibility with Slytherin house suggests a determination to succeed, though not at the expense of traits from your more dominant houses.

Which Star Wars Character Are You?

Obi-Wan Kenobi

Wise and experienced, I am a Jedi Knight who is more than he seems. You're a cautious leader whose sage guidance and zen-like calm make you an excellent teacher. You don't seek conflict and rely on communication first but if a fight comes your way, you'll be ready.

Which The West Wing Character Are You?

Toby Ziegler

There is the right thing to do and then there's your job. Sometimes things get mixed up and you can't help going against what's expected and doing the right thing, regardless of how that will affect you and your career. You seem mild mannered, and yet have a few hot buttons that keep you interesting.

- *How being mentored has helped me.*

I have been fortunate to have many wonderful professionals that have helped guide the professional I am today. And while I do reflect upon the positive more than the negative experiences and guidance, I think that both have shaped the professional I am and continue to strive to be in and out of the workplace.

The decision to utilize a "mentor" to me is more abstract than a formal process. I know in my current position I have had people come to me and ask if I would be willing to support them as a mentor. While that is a way that this can work, my personal experience with those who I view as a mentor have been less formal. As I begin to learn about my colleagues and supervisors, I start to realize all the things I can learn from them to be a strong person and professional. For me, those are the people I have grasped onto. From back in my Housing and Residence Life days with Neil McMillion (at Murray State University) to my days at WKU with Dr. Ellen Bonaguro, I have been fortunate to have mentors that have guided me professionally to strive for more, grow as a professional, and set goals for my development and outcomes.

This is a good question. For me, it is similar to a person defining nature. We all know what nature is but try to describe nature in the way that we see it or envision it. It's tough right? Some of us might describe a scenic view or animals within it but there is not usually one way to describe nature. If you, however, are near a mountain or looking at a beautiful picture of fall trees blooming, you know that is nature.

Mentorship is like that for me in that I have a difficult time describing it. I know that in those I view as mentors, I have a trust in them that they are providing the most unselfish of guidance and advice. The people I trust are there for me in good times and bad – they are my go to. They are my people and it is important for us to have people. They don't have to be a supervisor, although I will say that a couple of

my mentors have been that (Neil and Ellen). Mentors can also be friends and colleagues. Along my journey, people that I have supervised have had aspects of a mentor relationship. As much as I am proud to have supervised crazy-talented individuals like Jessica Staten, Tyler Phelps, and Maureen Bell-Werner, I am even more proud that I continually learn through their passion, expertise, and knowledge. I am proud of my involvement within NACADA but I can say without a doubt that I view Brody Broshears, Erin Justyna, Rebecca Hapes, Rhonda Baker, Karen Archambault, and Janet Spence as being mentors in my development inside and outside of the association.

And what do the people above provide? Trust. Honesty. Bluntness. Perspective. Positivity. Belief. Understanding. Listening. Heart. Empathy. Direction. Growth. Communication. Preparedness. Approachability. Availability. A love for learning. Objectivity. Fairness. Compassion. And probably as much as any of these, a genuineness that leaves me knowing that they care about me as much as I care about them.

In my mentors providing these things to me, I am more than a better professional, I am a better person than I was before they came into my life. For me, that is the lasting impact of a mentor. I am better off with them than I ever could have been without them.

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

In losing back-to-back elections for the Board of Directors within NACADA, I have had a lot of time to think about this type of question. And I mention losing because it happens. In those challenges, however, I don't view myself any less of a leader within the association than I did before the results were released. I know that I could have just easily been bitter about it all and found a different path professionally. Would that have been best for me? I don't think so. Would that have been best for my profession? Nope. Would that have been best for my institution? Absolutely not. I do think that **perseverance** is one of those traits you must have engrained in you.

I also mention these things because I think one of the characteristics and skills that are needed in future NACADA leaders is **adaptability**. While I envisioned a path of leadership for me that involved the Board of Directors and maybe beyond, it didn't go that way. Instead, how else can I grow as a leader in NACADA and what more can I do to support this wonderful organization. For me that is being able to be involved in programs like ELP, looking at writing for NACADA publications, and furthering my advising/student success/retention knowledgebase to be a strong professional. Can I lead in that way? Yep.

One of my colleagues at SIUE, Tyler Phelps, is currently finishing his dissertation on asynchronous academic advising – or as he is calling it “cloud advising.” As he started this process, I didn't get it. I get bogged down in meetings, emails, phone calls and the whirlwind that is the day-to-day work that we all have on our tables. Tyler, however, took time to dream and think “what if.” I believe **being a dreamer** is a massive part of leading. Most competent individuals can manage the status quo of leadership or an organization but the dreamers, they move it forward and to greater achievement. And yes, I am not telling you what “cloud advising” is at this moment – reach out to Tyler and ask him about it. It is his passion to share at this point.

I hate being forced to a number so I will end by saying that there is no true path to being a leader in NACADA. As I reflect on those admire and who have elevated the organization higher already, I see

passion and love for what NACADA provides to its membership. In those individuals I see a belief that advising is the answer. On college campuses higher level administrators are looking for answers on how to impact student success, retention and persistence, and the leaders within NACADA understand that advising is the answer. Advising is teaching, learning, growing, research, student success, retention, persistence, and graduation. Advising is advising. If you are going to be a leader in NACADA, or at your home campus, there has got to be a strong **understanding and belief** that advising is way more than what advising is sometime perceived to be on our campuses. It is far more than course selection and registration. Advising is crucial and critical and future leaders need to have that belief.

- *Communication style.*

In my experience, I have been comfortable with many types of communication. Face-to-face will always be the preference but that is not always the case. I am often utilizing social media platforms and would be glad to do that in this role as well.

I am available often. I won't say always but I am really able to chat most days and times to connect with a mentee – pretty flexible on my end.

- *Other things....*

Life is always happening. There are things that we all face and I look forward to discussing any and all of those opportunities and challenges as we move forward.

Sara Ackerson – Mentor

Academic and Career Advisor
Coordinator, Academic Advisor Learning Program
Academic Success and Career Center
Washington State University
Pullman, WA (Region 8)
sara.ackerson@wsu.edu



- *Leadership experiences.*

NACADA Leadership Roles

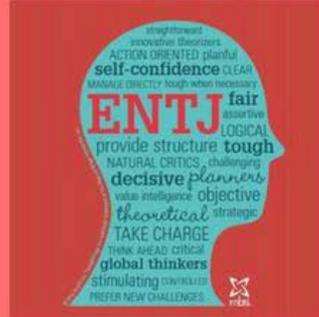
- Region 8 Technology Coordinator (2016-2018)
- 2016 Region 8 Conference Committee Program Proposal Submission & Review CoChair
- Professional Development Committee (2016-present) o Sub-committee for the Conceptual Core Competencies and also consulted on the Informational Core Competency with regards to technology
- Webinar Advisory Board (2017-present)
- Moderator for the #acadv bi-monthly Twitter chat, hosted by the Advising Technology Community (2016-present)
- WSUACADA President (2017-2018)

One of my first leadership roles with NACADA was as Region 8 technology coordinator. I was excited to become more involved with NACADA and this seemed like a good opportunity. I was already helping

moderate the #acadv chats and launching new technology initiatives on my campus. Honestly, in retrospect, I do not feel like I succeeded in that role and that's okay. What I wish I had known (or had done) was the fine print. Read the fine print, or in my case, the other leadership positions to see if any overlap with yours. In this case, the technology coordinator role really is in need of an update or a revision and I didn't see that when I applied. Nonetheless, I still gained fabulous opportunities from that particular one and it opened the door to new experiences and professional relationships that I'm grateful for.

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

Sara Ackerson, M.Ed



Instagram & Twitter:
@saraaim43

INDIVIDUALIZATION
ACTIVATOR
STRATEGIC
LEARNER
MAXIMIZER

I believe in
laughter,
smiling, lists,
photography,
exploration,
travel, &
storytelling.

Just be
kind.

- *How being mentored has helped me.*

I've been blessed to have several mentors in my professional life who have each helped me in developing my leadership skills in different ways. Some are more subtle; I've learned from watching them in meetings or tricky conversations. Some are more direct; where they have let me "fly" and see how I do and then offer feedback or suggestions on my approach or ways to improve. For me, I learn the most by doing (it's that activator in me) and I appreciate my mentors have been comfortable with watching me try something, perhaps fail, and then offer feedback.

- *Skills / characteristics needed to be an effective NACADA leader.*
 - A commitment to social justice – walking the walk, not just talking the talk
 - Openness to new ideas/approaches to advising
 - Willingness to listen to members (and to solicit feedback from advisors at institutions who may not support membership)
 - A sense of humor
 - Willingness to try something to see if it works, and if it doesn't, to move on to something new.
- *Communication style.*

I am comfortable with most kinds of communication, although I prefer using Zoom or emails/FB messenger. As my calendar gets rather full, it's most helpful for me to have a consistent meeting time on my schedule. I have a lot of autonomy over my calendar so I would anticipate at least 2/month would be very doable.

- *Other things....*

I will be traveling a bit in the fall and spring for work, and possibly abroad in the summer but I am always reachable! I am a morning person, so late day/evenings aren't the best for me. I am pretty open about my chronic health issues online, so knowing that sometimes my anxiety and/or fibromyalgia/etc may mean I need extra rest is important and may delay a reply (but usually not). I'm pretty much an open book once you get to know me.

erin donahoe-rankin – Mentor

Director of Students
Utah State University–Tooele Regional Campus
Tooele, UT (Region 10)
On July 16, made a move to:
Director of Advising
College of Visual Art & Design
University of North Texas (Region 7)
Erin.Donahoe-rankin@unt.edu



- *Leadership experiences.*
 - Advising Communities Division (ACD) Steering Committee Member, 2017-2019
 - Liberal Arts Advising Commission Chair, 2014-2017
 - NACADA Region 10 Conference Co-Chair, 2012
 - Theory, Philosophy, & History (TPH) Commission Steering Committee Member, 2010-present
 - Annual Conference Proposal Reader, various since 2010

What do you know now that you wish you had known before you stepped into an early NACADA leadership role?

I think the number one thing I wish I knew sooner, and certainly before stepping into a conference co-chair or commission chair role, was that the learning is in the doing. I joined NACADA in 2007, and spent years observing before I got involved. This was useful and the relationships I developed in that time are ones I treasure to this day. However, looking back, I could have asked sooner about engaging more deeply. I am not one that naturally wants to take risks (in professional spaces); if I undertake a project, I want to do it *well*. I want to anticipate needs and have a clear direction from the outset. Yet, once I began working with other NACADA volunteers, certain lessons were driven home in ways that far surpassed a simple intellectual understanding. One must be willing to ask questions, engage with a wide variety of ideas, and be open to a change of direction. What one can get accomplished is often determined by the unique skills of those volunteers willing and able to participate. This also means that, like so many things, timing is key. It may mean timing based on the part of the year you start, or want to finish, a project. It may also mean the timing in a larger context, such as what issues are “hot.”

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

CliftonStrengths Theme Sequence (Top 10):

1. Ideation - People who are especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
2. Input - People who are especially talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.
3. Learner - People who are especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.
4. Woo - People who are especially talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.
5. Communication - People who are especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
6. Context - People who are especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.
7. Activator - People who are especially talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.
8. Connectedness - People who are especially talented in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.

9. Strategic - People who are especially talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
10. Intellection - People who are especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.

- *How being mentored has helped me.*

I have never had a formal mentor, but I have had great supervisors, colleagues, and role models. As a non-traditional student/student employee turned staff member, I can point to a few faculty that were particularly instrumental. I think, in looking back, they did three things well: 1. They saw and communicated the value of my experience and my strengths. 2. They pointed out and provided opportunities for me to use my knowledge and skills in ways that also taught me new avenues in which to apply them. And 3. Their commitment to teaching and learning goes beyond the formal student-teacher paradigm and instead is about genuine friendship and investment in others. These are people who have all been, at some point or another, my instructors, my supervisors, and my colleagues. Their feedback becomes more invaluable as time passes and with each new role. And regardless of the helpfulness of it, I am most proud of their continued friendship.

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

This is a question I have not considered before. My initial reaction to the question was to wonder how one can tell the future and committing to just five characteristics seems problematic when we can't know that future. But, then I realized these questions lead directly to the first characteristic/skill I would think NACADA leaders will need: an ability to embrace change. With innovation comes risk. We really know two things about the future, that it will be different and that, chances are, we will have been wrong about some aspect of it. This leads me to a second skill: intellectual humility. Humility isn't about a lack of confidence, but rather an acknowledgement of our mutual and perspectival human limitations. Therefore, intellectual humility is about admitting the limits of our personal and collective knowledge, in ways that also encourage deeper understanding. It seems only right then, having admitted those limits, that we also highlight the benefit of working with those whose perspectives, experiences, and/or strengths are different than our own. For the third characteristic then, I would say NACADA leaders ought to value differences, defined broadly. The fourth thing is that they also have the skills to actively demonstrate that they value difference through inclusive practices. I would be surprised to meet anyone in NACADA for whom the aforementioned items would be controversial. However, for number five, I would add that we ought to be unapologetic in our advocacy of advising through professionalization. For my part, I have seen NACADA successfully make space for scholars and practitioners and support the vital interaction between them. Without abandoning the previous four characteristics/skills, it is time to set a higher standard of expectations-internally and externally.

- *Communication style.*

First, I am a very open and active communicator. I love to meet people and learn about them, but I find I am most comfortable when we can have dialogue and there is an exchange ideas and stories. Active listening is vitally important to me, but also a skill I am constantly working on. I am a recovering interrupter, and to paraphrase a saying, I just randomly remember things and get really excited!

Face-to-face communication is typically my best mode of communication. I appreciate facial expressions and the nuance that happens when you see and talk to a person. Admittedly though, this may also be because I am known to talk with my hands and my hearing isn't great. (I use facetime, skype, and zoom pretty regularly.) When I communicate with folks at a distance, using written forms of communication is helpful-email and text work great. This doesn't mean no phone calls, just that I don't rely on the phone as much or make it my primary tool.

I would be delighted to communicate regularly with a mentee, and in fact prefer a "set" time (ex: every other Tuesday, every Friday, the third Wednesday...). I live and die by my Outlook calendar; so as long as we get it scheduled, it will work.

- *Other things...*

I hope I can convey that my engagement with this summer's assignments is not a reflection of my care and commitment to my ELP role. I sincerely apologize for what may have come across as a lack of communication or consideration. There are no excuses, but by way of explanation, there have been big changes happening for me, professionally and personally. I took a new position in a new state; I am now the Director of Advising for the College of Visual Arts & Design at the University of North Texas. Personally, this meant moving my family from Utah, where we had been for many years, to Texas. I am married, have an adult child (still in Utah), and a grade school child, and my partner is currently the "front line parent" while considering their options after/during this big transition. (And yet, even with all that, I am considering doctoral programs, though cannot imagine starting one until at least a year from now!) Point being, things are beginning to settle down and I am **not** trying to convey (subtly or not so subtly) that I am asking for a mentee to be "low maintenance." I am thrilled to get to know any and all of you and cannot wait to get started!

Jared Burton – Mentor

Academic Advisor
Student Advising Center
Emporia State University
Emporia, KS (Region 7)
jburt3@emporia.edu



- *Leadership experiences.*

My past and current NACADA service is as follows:

- Served as the Arizona representative on NACADA Region 10 Steering Committee from 2013-2015. – 2+ years
- Served on the NACADA Region 10 Communications Committee. – 2+ years
- Mentored four newer Academic Advisors through NACADA's Region 10 advisor mentor program. – 2+ years
- Served as co-chair for our University Professional Advising Council (UPAC) to promote professional development for University of Arizona academic advisors. – 4 years

- Currently serving as the Kansas representative on NACADA Region 7 Steering Committee. – October 2017 - 2019
- Currently serving on the KAAN (Kansas Academic Advising Network) Steering Committee. – October 2017 - 2019
- Currently serving on the NACADA Emerging Leadership Program Advisory Board. – October 2017 - 2019

My first real leadership position with NACADA came at the regional level. I volunteered to serve as the four-year state representative for Arizona in Region 10. I really wish that I had known the correct channels of how to become involved within the association leadership structure.

I made the mistake of not researching how extensive/complex the organization was and that official channels existed. Because of this, I went in to the position thinking “that’s a good idea, let’s do it”, not realizing how many different stakeholders a decision may impact. I think that there were times that I would get a little frustrated because things did not always go in the direction that I had assumed or wanted them to go in. While that was a small thing in the grand scheme of things, I think that it is vital to the success of NACADA that check and balances exist.

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

Hello my name is Jared Burton, and I am currently an Academic Advisor at Emporia State University in Emporia, Kansas. I currently advise for our first year students in the Liberal Arts & Social Sciences undergraduate programs. I have been at the university for nearly two years and before moving to Emporia my partner and I lived in Tucson, Arizona where I worked as an advisor for five years at the University of Arizona.

While attending school, I never thought that I would be an academic advisor. My undergraduate degree is in Communications with an emphasis in Media Production. Media production was my passion; I enjoyed and still enjoy producing things like radio, television, print media or anything dealing with the art of Communications. However, the seemingly never-ending grind was not something that I wanted or needed to be happy any longer and I needed to find something new that was going to make me happy. I remembered taking the Holland Code personality test while I was in college and I scored highly in the Social category. This was not shocking to me as I have always felt better in my life while I was in the service of others. One year after I graduated with my undergraduate degree, I was miserable and working on various television and film productions. I needed a change.

I semi-stayed in touch with one of my former general education instructors at my undergraduate institution. In the time that I was away he became the vice president of the university and wanted to offer me a job working with students who were having academic difficulties. I said okay, but had no clue what it meant to advise students and soon found that I was in a new world of Academic Advising.

Soon after I was hired I learned that I had no a clue what I was doing and wanted to change that. I found the Academic Advising Master’s degree program offered through Kansas State University and was incredibly happy to find something that used the skills that I have and was interested in. I have been working in Academic Advising since 2009 and see myself working in this important field for as long as a higher education institution will allow me to do so.

As far as my personality is concerned, every time that I take the Holland code assessment I have been very strongly placed into the Social side of things. I am helper at my core who cannot say no to anyone or anything and this can be both a blessing and a curse.

I have recently retaken the MBTI & my results were (<http://www.humanmetrics.com/personality/infj>):

I – N – F – J

Introvert (11%) – **iN**tuitive (25%) – **F**eeling (12%) – **J**udging (44%)

I again found the assessment to be extremely accurate in describing me. The results state: “INFJs are deeply concerned about their relations with individuals as well as the state of humanity at large. They are, in fact, sometimes mistaken for extroverts because they appear so outgoing and are so genuinely interested in people -- a product of the Feeling function they most readily show to the world. On the contrary, INFJs are true introverts, who can only be emotionally intimate and fulfilled with a chosen few from among their long-term friends, family, or obvious soul mates.” This statement is very accurate for me as I am not the type of person to share my feelings on deep issues freely. While I am boisterous in some discussions and topics, I feel that it is to keep deeper topics I hold my cards very close to the chest.

Also, it was interesting to read about professions that I may find rewarding or a good fit as I truly enjoy working with students regardless of the situation. “INFJs are generally well-suited to the ‘inspirational’ professions such as teaching (especially in higher education) and religious leadership... INFJs are champions of the oppressed and downtrodden. They often are found in the wake of an emergency, rescuing those who are in acute distress.”

Finally, if you are the type who utilizes the Clifton StrengthsFinder tool, my top 5 strengths are:

1. **Restorative** - People especially talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
2. **Empathy** - People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others’ lives or others’ situations.
3. **Relator** - People especially talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
4. **Learner** - People especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.
5. **Individualization** - People especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively

These are just a couple of tools to help my future Emerging Leader get to know me a little better. At my core, I am a very driven person who very much cares about my work. I care strongly about professional development and feel as though if I am not doing all that I can to better myself, then I am doing my students, institution, co-workers and my profession a disservice.

- *How being mentored has helped me.*

I have had the opportunity to work with a few different people that I would consider to be “mentors”. These interactions have been in an official and a non-official capacity and I feel that I gain something in each of these interactions.

I have been very discouraged in the past by a couple of interactions with a mentor, but for the most part the interactions have been helpful in my overall growth and development both professionally and personally. I think that it helped me the most in the times where I was discouraged with my professional development within NACADA. My mentors helped me realize my potential and pushed me to be the best professional and play to my strengths.

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

1. Patience
2. Empathy
3. Critical Thinking
4. Collaboration/Communication
5. Flexibility/Long-Term Planning

- *Communication style.*

For communication purposes I prefer skype or the phone over emails. I am dyslexic and I have never liked email correspondence, so because of this, I would much prefer to hear or see someone. I like to think that I am open to most types of communication. I am comfortable with once a month or bi-monthly correspondence if it is easier for my mentor.

- *Other things....*

My partner is still recovering from a very serious medical condition which came out of nowhere. Because of this, I may need to attend to some things that take my attention away from some activities. It should not impact my responsibilities within ELP.

Pamela Stephens – Mentor

Director, Center for Educational Support Programs
Coordinator, RBA Degree Program
Title IX Deputy Administrator
Fairmont State University
Fairmont, WV (Region 3)
Pamela.Stephens@fairmontstate.edu



- *Leadership experiences.*

Previous NACADA leadership experiences:

- NACADA Awards Oversight Committee, October 2008-October 2017

- 2009 Mid-South Region 3 Conference Planning Committee
 - Proposal Subcommittee
 - Program Subcommittee
- Mid-South Region 3 Chair, October 2011-October 2013 (elected position)
- NACADA Membership Committee, Member, October 2013-October 2018
- 2014 Mid-South Region 3 Conference Planning Committee
 - Program Subcommittee
 - Publicity Subcommittee

Upcoming NACADA leadership experiences:

- NACADA Emerging Leaders Program, Mentor, Class of 2018-2020
- NACADA Annual Conference Advisory Board, October 2018-October 2020
- 2019 NACADA Annual Conference Planning Committee, Evaluation Chair

What do I know now that I wish I had known before I stepped into the Region Chair role?

I wish I had known the value of networking before I became the Region 3 Chair. I had been a NACADA member for eight years before assuming that leadership role, but my interactions were limited primarily to a handful of members from within my state. I didn't know the histories of other members within the region or within the association. When it was time for me to seek new state liaisons, I was unsure who to contact or approach as viable candidates. I was also unsure about who might be exceptional conference chairs when it was time to begin planning the next regional events.

Fortunately, NACADA members and leadership are extremely supportive, friendly, and approachable. In fact, many times others approached me with encouragement, with advice, with the names of people I should talk to, with contact information for members who wanted to become more involved on certain committees but did not know how to do so. Overall NACADA provides leaders with continuous and valuable support and resources, and the informal connections among members are a true reflection of the values and principles of the association. I wish I had known at the beginning that I was not leading alone. I was leading with the full participation of those I was supposedly leading. Leadership in NACADA is a highly collaborative process that is made even better by the countless interactions that occur and the friendships that are made along the way, and no one expected me to do it alone.

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

Describe yourself in one word (or two): "Compliant Nonconformist"

MY ESSENTIAL SELF: *(Martha Beck)*

- Introvert, love being alone (but having loved ones near)
- Love being in or near nature
- Love kitties
- Enjoy being near water (stream, creek, pond, fountain)
- Always searching for identity, destiny, possibilities
- Dislike conformity, not a follower

StrengthsQuest Results (Gallup)

- **Intellection**
 - Characterized by intellectual activity
 - Introspective and appreciate intellectual discussions
- **Input**
 - Have a craving to know more
 - Often like to collect and archive all kinds of information
- **Learner**
 - Have a strong desire to learn and want to continuously improve
 - In particular, the process of learning excites, rather than the outcome
- **Ideation**
 - Fascinated by ideas
 - Able to find connections among seemingly disparate phenomena
- **Strategic**
 - Create alternative ways to proceed
 - Quickly spot relevant patterns and issues in any given scenario

I am someone who. . .Thinks, Reads, Archives, Strategizes, Synthesizes

Strengths:

- Analytical
- Synthesizer (order out of chaos)
- Unique perspective
- Accepting
- Even tempered

INTP:

Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical.

Weaknesses:

- Unemotional
- Tendency toward negativity/venting

My Brand Statement: I develop student-oriented solutions to complex academic issues while ensuring academic progress, rigor, and integrity by adhering to related policies and procedures.

(Shortened version: I solve complex academic issues.)

FIVE VALUES THAT UNDERLIE ALL MY LIFE:

- 1) **Individuality:** *be myself*
- 2) **Autonomy:** *control myself*
- 3) **Continuous learning:** *improve myself*
- 4) **Harmony:** *get along with others*

5) **Clear-mindedness:** *think clearly*

Education: Penn State University, B.A. in English; Troy University, M.S. in Educational Leadership; Penn State University, course work toward a D.Ed. in Higher Education; Marshall University, Leadership Studies. Ed.D. Program (currently enrolled)

Career history: Present position at Fairmont State University (since October 2003); West Virginia University, public relations specialist (2002-2003); West Virginia Wesleyan College, associate director of marketing and communications (1999-2002); various other college and university positions.

How you arrived at your field: Began working as a Field Advisor for Central Texas College, which did not include much academic advising per se, but I did complete credit articulations and assisted students with enrolling in courses. Then, when I was working on a doctorate in Higher Education, Dr. M. Lee Upcraft asked me to co-author a book chapter on academic advising with him. My contribution was essentially to update the demographic and numerical information in the article. What primarily led to my current position was working in the summers of 1997 and 1998 as an advisor for Penn State's First-year Testing, Counseling and Advising Program. Loved that experience and knew that was what I wanted to do professionally.

Biography: Pamela Stephens is Director of the Center for Educational Support Programs and Coordinator of the Regents Bachelor of Arts (RBA) Degree Program at Fairmont State University. She received her B.A. degree in English from Penn State University and her M.S. degree in educational leadership from Troy University. Her professional interests include post-secondary access and completion, student persistence and success, academic and career advising, and personal and professional development.

What pumps you up: Learning new things (information not processes); reading; thinking; self-assessment

Biggest challenge: Remaining present. Always "in my head" and usually in the future, in the past, or contemplating countless what-if scenarios.

Motto to live by: "Do what you feel in your heart to be right — for you'll be criticized anyway."
(Eleanor Roosevelt)

Best career advice: Act as if all of your actions were to make headlines (i.e., always act ethically and never express anything you'd regret seeing in print).

- *How being mentored has helped me.*

I've not really had one specific mentor who has helped me develop my leadership skills. During an interview between Darren Hardy, previous editor of Success magazine, and John C. Maxwell, best-selling author of numerous leadership books, they discussed the necessity of multiple mentors, including those we'll never meet such as authors and speakers. I've had many supervisors and professors who have helped me to grow in one way or another professionally and personally, but I am open to learning from everyone and in any way. Each article I read, each presentation I hear, each person I meet has the

ability to teach me something and to inform my leadership practices. Occasionally what I learn is what not to do as well.

That being said, I'd like to share some of the more impactful and meaningful things I've learned from my supervisors and professors:

From Dr. M. Lee Upcraft, when I was his graduate assistant in the Higher Education Program at Penn State University, I learned to always remember, in all things we do, we must ask, "If we do this, then over the course of four years, what lessons will students learn and will they become better educated?" Our decisions and practices must always put "students first."

From Dr. Pat Terenzini, also at Penn State University, I learned to always ask "So what?" Always dig deeper for the meaning and relevance.

From Joanne Soliday (indirectly), who was the Vice President for Institutional Advancement when I was at West Virginia Wesleyan College, I learned that perfection is not necessary. At that point in my life, I was trying to be perfect and to make no mistakes, but when Joanne was leaving the college for another job, the other staff members who had worked with her several years longer than I put together a video of many interviews recounting the times she had made mistakes and goofed up. She was very loved and respected, and I realized while watching the video that the staff members loved and respected her even more because she did make mistakes and had the ability to laugh about them. They made her even more human and personable.

- *Skills / characteristics needed to be an effective NACADA leader.*
 1. Adaptability
 2. Communication
 3. Openness
 4. Acceptance
 5. Research

- *Communication style.*

Generally, I prefer in-person, face-to-face discussions, but know that is not an option in this situation ☺ It's difficult to have a real discussion by e-mail, but I prefer that as an initial line of contact to set up a time to talk via phone or other means. I'm nearly always on the computer, so an e-mail is the quickest way to get my attention.

I only have a Tracfone flip phone since I live in a dead zone and must be 1.5 miles from home for any cell service. It's not yet been worth investing in a full-service cell phone since most of my time is spent in the office and I have a real phone right next to me ☺ and my iPad does nearly everything a cell phone would do (minus the phone calls and texts).

I would be available to communicate with a mentee as needed.

- *Other things....*

- Everything in my professional life is new or in transition: new president, provost, vice presidents, directors, organizational and departmental structures, processes, logos, and so forth.
- I tend to work to deadline.
- As an introvert (along with some other personality characteristics), I need time to reflect, process, and think things through before responding.
- I am extremely private and do not participate in any social media platforms.
- I'm not a hugger (but I tend to have friends and colleagues who are).
- I love learning, reading, and self-assessment.
- I'm going to keep one or two of the "things to know about me" for our gathering in Phoenix.

Kathy Davis – Mentor

Director, Academic Advisement Center
 Missouri State University
 Springfield, MO (Region 7)
KathyDavis@MissouriState.edu



- *Leadership experiences.*

Outline of NACADA Leadership Experience:

- Past Commission Chair Representative, Professional Development Committee, 2016—18
- Contributor, *“Academic Advising Core Competencies Guide,”* PG23
- Pre-conference Co-chair, 2017 NACADA Annual Conference in St. Louis
- Mentor, Emerging Leader Program, 2014—16 and 2016--18
- Member, e-Tutorials Advisory Group, 2014—15
- Steering Committee Member, NACADA Commission and Interest Group Division, 2010--2012
- Member, NACADA Video Advisory Board, 2005—2010
- Chair, Advisor Training and Development Commission, 2005—2007
- Contributor, *“What is Academic Advising? An Introduction to the Field,”* Versions PG01 and PG22
- Chapter co-author, “Building Your Team,” for *Academic Advising Administration: Essential Knowledge and Skills for the 21st Century*
- Chapter author, “Advising Administrator Perspectives on Advising,” for *Academic Advising: a Comprehensive Handbook*
- Chapter author, “Advisor Training and Development Workshops,” for *Advisor Training: Exemplary Practices in the Development of Advisor Skills*
- Presenter for more than 50 sessions (including several pre-conference workshops) at state, regional and annual advising conferences on topics such as training, recognition and reward for academic advisors, working with faculty advisors, advising for general education, ethics and advising, and careers in higher education.

Discussion of my early leadership role and what I wish I had known before I stepped into that role:

I think of my leadership within NACADA as beginning when I was elected as Commission Chair for the Advisor Training and Development Commission in 2005. I remember being honored to be nominated,

being nervous about running against valued colleagues, and being surprised to be elected. I did not know much about what would be expected of me, other than facilitating commission meetings. The outgoing commission chair was not able to attend the conference where I became commission chair, so I also did not have the opportunity to have much of a transition. I was suddenly in the role and trying to do the best I could without reaching out for help or support from NACADA colleagues or from the Executive Office.

Although I was not very confident about my new role, I wanted to seem like I knew what I was doing. Now I wish I had just been completely honest about how I felt and asked for help. Something I *did* know when at the beginning of my term was that I was passionate about the work of my commission and that I loved meeting others who shared my interest. Then and now, I love sharing information about advisor professional development. Having the chance to do that was the highlight of my term.

For beginning leaders in NACADA, I would offer the following counsel:

Ask for help. Looking back, I realize that I didn't want to bother anyone by asking for guidance and suggestions. I know now that fellow commission chairs and steering committee members would have been happy to talk with me about their experiences, strategies, and ideas. Make contacts with your fellow emerging leaders and all of the mentors in your class to expand the group of people who can give you suggestions and support.

Take advantage of resources. I realize now how much the Executive Office staff values the NACADA leader-volunteers and how willing the staff members are to help us understand our roles, come up with ideas, and understand the NACADA structure. I would also have asked more questions at the leadership meetings and been willing to acknowledge that I was a beginning leader in the organization and honest about what I didn't know. There are great training resources for new leaders. Take full advantage of those.

Recognize each leadership experience as unique and special. Each leadership meeting brings together a group of advising professional from diverse backgrounds and institutions. I encourage new leaders to really connect with those colleagues and recognize that each opportunity is a time that won't happen again. What a great time to be fully present and appreciative of that time.

Focus on the contribution you can make in the position. A two-year term sounds like a long time when you are committing to it, but the time goes quickly. Make a plan for what you would like to accomplish during that time. Gather suggestions from constituents and incorporate those into the plan. Use the time well because that particular opportunity won't come again. Enjoy the chance you have to make a difference.

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

Nineteen years ago, I wrote seven guiding principles for my career. I tacked the list on a corner of my office bulletin board where I see it each day. Nothing I could write would say more about how I try to live than these seven guidelines:

1. **You can love your job but it can't love you.** I believe in living my professional life in a way that will allow me to make a contribution and feel pride in my work, but I do not believe in allowing work to prevent the development of deep interpersonal relationships with family and friends. I

do not believe in allowing work to take so much time that it pushes out time for other important priorities—maybe for a defined period of time to accomplish a particular goal, but not in the long run.

2. **People are more important than tasks.** I really love getting tasks done and marking those “to do” items off my list, but I try to make certain that the people around me know they are more important than those tasks I need to accomplish.
3. **It is better to include than to exclude.** I try to follow this in both my personal and professional life, whether that means gathering people up for an impromptu lunch or allowing graduate students to attend workshops designed for full-time advisors.
4. **You will never regret being too kind.** When making a decision, I find that it always works for me to think, what response to this situation is most kind? Following the kindest response leads to the fewest regrets, for me.
5. **If you have a chance to help someone reach a goal, do it.** Much of our professional work as advisors is built around helping students set and reach their goals. Much of our professional life as supervisors is built around helping team members set and reach their goals. If I can help, I want to do that.
6. **Look for opportunities to make good things happen.** No one ever wins an award unless someone nominates that person. Innovations and improvements do not occur unless someone thinks creatively and makes thoughtful suggestions. I believe in celebrating every time we have the chance—whether those celebrations are for degrees earned, successful programs, birthdays, babies, weddings, retirements, or the end of a challenging semester.
7. **Don’t forget to feel and express gratitude.** A simple “thank you” goes a long way to motivate people to continue positive behaviors, so expressing gratitude helps the person who is thanked. I also believe that living with gratitude helps us all live more richly each day. Noticing and naming the beauty in the world helps me feel more connected and centered.

Nothing in my professional life has given me more satisfaction than serving as a mentor. I love seeing my former students and colleagues thrive in their careers and lives. The richness of a long career is being around to witness growth in others and to participate in their stories.

Relationships are central to every professional success. I remember with gratitude those who mentored me as a young professional, and I still seek out their counsel from time to time. It’s important to be able to share your weaknesses and your failures with someone who knows you well, wants the best for you, won’t judge you harshly, but will tell you the truth. I also believe it is important to revel in your triumphs with someone who believed you could do it all along. Having a mentoring relationship with someone who is not on your own campus can be an advantage, because you can call on an unbiased observer and you can sometimes share perspectives that you would not be comfortable sharing with someone who knows all the people involved.

My Myers-Briggs personality type is INFJ, although I am fairly close to the mid-point on the extroversion/introversion scale. My other preferences are strong. Although the INFJ type is somewhat rare, several of my best friends share my type. My strengths are Maximizer, Empathy, Arranger, Intellection, and Input, in that order. I definitely like to take something good and work to make it excellent. I like to organize, consider, and gather information. I keep records through journaling and photography. I do my best to look at situations from a variety of different perspectives.

Outside my work life, I savor time with my friends and my family. I married my amazing partner last October and we are planning our honeymoon in Dublin and Paris next month. I met her through NACADA so I love this organization now more than ever. This past year I also lived through an emergency caused by a medical mistake in what might have been a routine laparoscopic surgery. I had two major surgeries to fix the damage, had multiple complications, and took about seven months to heal. I feel blessed to be on the other side of that experience. My partner, my family, my co-workers, and my friends (including many NACADA friends) came through for me and held me up during the darkest days and nights. As Dickens said, it was the best of times, it was the worst of times.

I love arts and entertainment. I am passionate about movies and can be found at the local art theater most weekends, but I also love a good action/adventure movie or romantic comedy. I love good movies of all genres except horror. I love visiting botanical gardens and walking in my sweet neighborhood. I enjoy travel and often find myself frequenting locations where I can also visit those I love. I delight in visiting art museums, seeing live theater, and reading good books. I am looking forward to retirement in a couple of years when I think there will be a puppy waiting for me.

- *How being mentored has helped me.*

I have several mentors who have been influential to me in developing leadership skills and establishing my views on leadership. I will share three important people who have mentored me at different times in my career.

When I was a resident assistant and an assistant hall director, my supervisor, Betty Snodgrass, taught me the importance of building strong relationships with team members. I still use many of her community building tactics, from structured activities to social interactions, and I think of her fondly when I do. She taught me the power of celebrating the achievements of team members and of giving credit where credit is due. Having a focus on relationship development and expressing gratitude to all members of the team are characteristics that have served me well in all of my subsequent leadership roles.

Dr. Susan Komives was my supervisor at my first full-time professional job, and I still believe she is the strongest leader I have known. I feel grateful to have had four years to learn from her leadership style by watching her work. Susan taught me to have a strong commitment to professional development and that part of being a leader was to give back through dedication to professional associations and time spent mentoring students and new professionals. Although she had many responsibilities as a chief student affairs officer, she was always willing to spend time talking with the entry level professionals in her unit. One of the lessons I learned from her is that the leader must create an atmosphere where others can accomplish the goals of the organization. That means that team members must have the environment, the support, and the resources to do their best, most creative work. To achieve all that they are capable of doing, team members must be given enough freedom to set some of their own priorities, while contributing to the overall mission.

Susan and I worked together at a women's college, and she taught me to look at leadership from a feminist perspective and to consider diverse viewpoints when making decisions. Susan watched for growth opportunities for her team members, and encouraged them to pursue those opportunities. I remember having Susan approach me about a conference she thought I should attend and then giving me the resources to go. As I look for opportunities to make good things happen for my team members, I

think of how much it meant to me for her to think of me and approach me. Although it has been a long time since we worked together, every time I talk with Susan she expresses an interest in my work and gives me encouragement. Having the support of someone I respect so completely has been powerful in my career.

Mike Jungers was Dean of Students at my institution. He is someone I knew when I was a student, kept in touch with when I worked at other places, and worked with again when I returned to work at Missouri State University. Mike has always functioned as a trusted confidant for me. I can point to several difficult times in my life when I found myself in Mike's office, getting his advice, support, and encouragement. The most important leadership characteristic of his that I hope to have learned is fidelity. He keeps his promises to his students and his colleagues. He has never let me down. I admire and respect him, and I always want to make him proud.

- *Skills / characteristics needed to be an effective NACADA leader.*
 1. **Courage** to tackle difficult challenges facing higher education. Advising professionals are faced with increased involvement from legislators and foundations who seek to control or at least influence advising policy and practice. Because of our close relationships with students, advisors are faced with the realities of violence and discrimination and we need leaders who can help us respond to social justice issues on our campuses and in our communities. Financial crises and budget concerns are ongoing issues for higher education, and NACADA needs leaders who can help advisors meet fiscal challenges while continuing to provide excellent advising for our students.
 2. **Advocacy for students and advisors** to advance the advising profession as we seek to find new ways to help our students achieve their goals. Advisors and advising administrators need tools and research to help us reach upper-level administrators and governing boards with persuasive messages about the importance of academic advising and related programs. Accountability will continue to be important and members will continue to need up-to-date information about advising successes to share with decision makers. Many advisors are still working at institutions with little in the way of advisor training and development programming and without effective recognition and reward programs. A large proportion of advising is done by faculty advisors, and their efforts are often unrecognized in tenure and promotion systems. NACADA leaders will need to be prepared to support members as they address these needs.
 3. **Varied communication skills** will be necessary for successful NACADA leaders. The best leaders offer a dynamic leadership presence while being approachable to members. Engaged listening skills and enough flexibility to be willing to change views when presented with convincing evidence will continue to be important. NACADA leaders will need to be able to communicate effectively in a variety of ways, including social media and other technological platforms, written publications, presentations, and face-to-face conversations. NACADA leaders need to be able to advocate for transformational advising in the midst of a vast misunderstanding of advising as transactional.
 4. **Cultural competence** and an international perspective are needed in order to advance NACADA globally and provide necessary support for advising professionals worldwide. Cultural competence includes a commitment to continue encouraging members from diverse groups to participate in leadership within NACADA.
 5. **Vision for the future.** Leaders in the next decade will need to maintain a commitment to the long-term vitality of NACADA. Leaders will need to continue nurturing new leaders and scholars

in the field of academic advising and student success. Leaders will need a vision for the future to ensure that NACADA continues to meet the needs of our membership and inspire members as we do our best work for students.

- *Communication style.*

To me, the most comfortable type of communication is one that meets the needs of my mentee. I would like to meet face-to-face a couple of times at the annual conference, and at any other NACADA events where we are both present. My personal preference would be to have regularly scheduled phone or FaceTime appointments, each month or so, for about an hour each time. I also would enjoy connecting through social media and emails. I am open to calls at times other than regularly scheduled times, if we need more time to talk or if something comes up. If my mentee prefers different ways to connect, I'm open to that, as well.

I would expect to spend our conversations to focus on the emerging leader's progress toward completion of their goals, but also would like to have the opportunity to talk about our careers and our lives. I see the communication evolving based on the relationship we develop.

- *Other things....*

My main interests in advising are advisor training and development, staff recruitment, selection, and professional development, advising exploratory/undecided students, and advising administration. I also love working with faculty advisors.

I am completing my service as an ELP mentor for the 2016—18 class with Mehvash Ali as my leader. I was also a mentor for the 2014-16 class, with Wiona Porath as my emerging leader. I love this program! I am considering retiring in 2020 but I hope to continue to be involved in NACADA even after that.

Cecilia Olivares – Mentor

Senior Student Services Coordinator
Academic Exploration & Advising Services
Student Success Center
University of Missouri
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- *Leadership experiences.*

Years in NACADA: 9

National Elected/Appointed Offices

Board of Directors, Member (2018-2021, elected)
Council, Administrative Division representative (2016-2018, elected)
Chair, Emerging Leaders Program Advisory Board (2014-2016, appointed)

Committee/Task Force/Advisory Board Activities

Member, Leadership Support Fund Task Force (2017-2018)
Member, Emerging Leaders Program Advisory Board (2010-2018)
Member, Diversity Committee (2014-2016)

Regional Activities

Planning Committee Member, Region 5 Conference (2010), Bloomington-Normal, IL

Other Activities

Facilitated eTutorial "Theory and Practice of Advising" (May 2018 and March 2017)
Presented at regional conference (2018)
Panelist for Virtual Town Hall: Diversity, Inclusion & Engagement (January 2018)
Presented at annual conferences (2010-2014, 2017)
Panelist for webinar "Get Engaged in the Association: Let's Talk Involvement!" (September 2016)
Co-authored AAT article "Emerging Leaders Program Celebrates Ten Years of Successful Leadership Development" (AAT 2016)
Co-authored AAT article "NACADA Emerging Leaders Program: This Is Just The Beginning" (December 2011)
Completed Emerging Leaders Program (2009-2011)

My first NACADA leadership role was as a member of the Emerging Leaders Program Advisory Board (which I will continue through October). My ELP mentor, Sandy Waters, was the incoming ELP Advisory Board chair, and it was a convenient and comfortable transition onto an Advisory Board. I didn't know much about the association's structure at that time, so I really didn't know what my role meant in that context. It wasn't until sometime later, when I was an ELP orienteer, that we decided to present the association structure to incoming ELPers – and it finally clicked! We have presented that information in every ELP orientation since, to familiarize new leaders who may not understand the three divisions and the leadership structure and all the possibilities for involvement within it.

Starting with the ELP-AB was a "safe" way to step into NACADA leadership for me. I admit that I was intimidated by some of my fellow Emerging Leaders, who were incredibly ambitious in their leadership goals and jumping directly into the deep end of the pool. I felt like I was standing in the shallow end, observing and trying to figure out where I belonged. Being a team player on an Advisory Board first helped me better understand how things work in NACADA as well as observe the dynamics, relationships, and all the moving parts. I had goals as an Emerging Leader, and I accomplished them, but they didn't always feel bold and ambitious. (Imposter syndrome is real, y'all!) I look back now, though, and realize that goals don't have to be flashy and risky to result in a big accomplishment. I'm just the third Emerging Leader to be elected to the Board of Directors -- and I NEVER considered that for my goal list! Being true to yourself, doing things in your own time and in your own way, pays off too. I wish I hadn't doubted myself then, but I also recognize that is part of my ELP journey – so I can't say that I regret it!

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

My MBTI type has consistently been **INTP**. I am analytical, objective and logical. I'm curious. I love to read and learn; I love to think through ideas and can hyper-focus to solve problems. I am quiet,

introspective, patient, calm and tolerant. I value independence, and I'm flexible and adaptable. I respect and appreciate the predictability of schedules, but I don't like routines. Being an INTP also means that I need regular time to retreat emotionally and physically and spend time alone to think. Sometimes after a long day of interacting non-stop with others, I need to find some peace and quiet to unwind. If I turn down an offer to hang out, it's probably because I need to re-energize with some "me" time (reading, taking a drive or exploring, or journaling).

My top five strengths from StrengthsQuest nicely complement my MBTI personality type:

- **Adaptability:** I live in the moment with a "go with the flow" attitude and can respond to the demands of the moment, even if it means straying from my plans. I'm a very flexible person and enjoy doing different things all day long (like I said, I don't like routines!).
- **Individualization:** I value the unique qualities of each person and work hard to identify each person's strengths. This is one of the reasons why I love being an academic advisor; I meet with so many different people each day, with unique stories, abilities, skills, and aspirations, and I work hard to maximize their strengths and help them reach their goals. This is a strength I would like to continue to develop as a leader - identifying how different people can work together by utilizing their individual strengths.
- **Input:** True to the INTP personality type, I'm inquisitive and curious and a collector of information, ideas, pictures, books, quotes – often random, seemingly useless "stuff" for which I'll eventually find a use!
- **Learner:** Again, I love to learn and I love the process of learning. I like to learn as much as I can and then move on to the next subject, or tackle a short term project and move to next. I'll probably never be an expert in one area, but I love to push myself to try new experiences and learn whatever I can.
- **Responsibility:** I have a strong sense of responsibility and commitment to get things accomplished. I put a lot of pressure on myself to follow through on duties and responsibilities without making mistakes. I have to remind myself that it is okay to say "no" sometimes, so that I can find professional and personal balance and not burn out.

When I'm not working, I'm with my family and supporting their endeavors. My partner Rohrk is the head strength and conditioning coach at Mizzou, so you can find us at football games in the fall. Our kids, Memphis (16) and Grayson (12), keep me busy as a sports mom with soccer and baseball. And our three dogs, Deacon, Deyoge, and Zeke, keep us on our toes with their energy and antics. In my spare time (ha!), I love to try out new recipes in the kitchen and travel.

- *How being mentored has helped me.*

I would say the most influential person who has been a mentor for me in developing my leadership skills is Sandy Waters, my own ELP mentor. Her experiences as a working mother and advising professional were similar to my own – but she had gone through those challenges and victories before I had. Her ability to reflect, encourage, and share her insights helped me through my own journey. Having her listening ears and presence as a sounding board has helped me talk and walk through my own experiences as a supervisor, leader and developing professional over the years. She helped me make connections within NACADA, affirmed my passions and interests, asked questions to get me thinking beyond what I knew and assumed, and suggested alternatives or other ways to work through a situation when I felt stuck. She consistently role models the leadership characteristics I aspire to as an

unassuming, calm, observant listener who lends her experiences, knowledge and insights at appropriate times with care and concern. She is even-keeled and present in conversations, and she has found ways to balance her professional and personal life and passions by not being afraid to take time to care for herself first before she helps others. I love that she has combined her personal passion for painting with her professional passion for advising in unique ways – as a conference presenter who painted through her keynote address and leading team building activities through art. She is also more than just a mentor and a colleague; she is a friend. I hope that I can provide a similar experience to an ELP mentee!

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

I believe NACADA leaders need to be:

1. Active listeners, as there are so many voices to consider in our profession
2. Willing to advocate for others, directly and indirectly
3. Creative problem-solvers, especially in lean financial times
4. Effective conflict managers, because there are always multiple sides of a story, multiple perspectives to consider, and multiple competing priorities
5. Humble in character, because authentic leaders acknowledge when they aren't right or have made mistakes and never stop learning

- *Communication style.*

I am open to various types of communication with a mentee as well as frequency. I am comfortable with email, text messages, phone calls, and online meeting platforms like Skype or Zoom, so I can be flexible with my mentee's preferences. I lean towards email and texts first, but think that standing monthly phone calls are also great for checking in and catching up, especially during the first year. We can adjust as needed!

- *Other things....*

It would be beneficial for the mentee to know that I'm currently in the middle of bringing up a new transfer center (hiring, etc.) at Mizzou and continue to take on more responsibilities at Mizzou, so things are constantly shifting and changing in my daily life. The fall semester is also extra busy for me because it's football season and my partner travels with the Mizzou football team for away games and my daughter plays club soccer with out of town tournaments at least once a month in the fall. But, not to worry -- none of this affects my ability, interest, and commitment to being engaged and available as a mentor! It only challenges us to be creative in our scheduling! 😊 Also, I am applying to start a doctoral program next summer, but I'll keep my mentee and the ELP family in the loop as that process unfolds. I am very excited to be an ELP mentor in the 2018-2020 cohort and looking forward to getting matched at the annual conference!

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- *Leadership experiences.*

Leadership Experience:

Advising Communities Division Steering Committee/Cluster representative (October 2015-present)
Chair, Advising Adult Learners Advising Community (October 2013-October 2015)
Chair, Small Colleges & Universities Advising Community (January 2011 – October 2012)

Sometimes I feel I was thrown into the deep end when I started my leadership role in NACADA. I had run for chair for one commission/advising community, but was unsuccessful. However, NACADA called me in January 2011 because the chair of the Small Colleges & Universities Advising Community was unable to continue in the role; so NACADA asked me to step into the position for the rest of the elected term. I agreed, but with trepidation. While I was able to talk to a prior chair about the role, I didn't have the benefit of the training new chairs have up to taking on the role. All I could do is read every report I could find on the advising community and do the best I could to keep the community active and interested. I believe I did an acceptable job in the role; however I wish I knew more about utilizing a steering committee to divide up responsibilities and make the advising community even stronger. I also wish I knew it was possible, acceptable, and even recommended to be involved in more than one area within the three NACADA divisions. While I believe the Advising Community Division is an outstanding division that reaches out to so many of the association membership, being involved in another division could round out my knowledge of how NACADA works and would have made my tenure as a chair more effective in helping the members of my community.

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

Labelling myself is not a favorite thing. While most assessments have the element of truth, my sometimes contrary self wants to rebel against being told who I have to be because of a tool.

The MBTI assessment says I am ISTP, and for the most part I can agree. I always peg the Introvert scale, but most people would be surprised to see this, as I have made a point of being a non-introvert as much as I can. I make myself do public speaking at work and at conferences; and at the Annual Conference, I work hard to reach out to other attendees, especially those attending for the first time. But at the end of the day I prefer to, and usually need to, go back to my hotel room and recharge, rather than socialize with my peers.

Sensing and Thinking seem to go hand in hand for me. I focus on the detail and want the objective over the subjective. This ties in to the way I was raised. My mother always told me if you are going to do it, then do it right, or don't do it at all. This doesn't mean I'm not willing to bend the rules, but I don't rely on strict adherence to rules to make my decisions. I always have been an independent cuss.

That I'm Perceptive goes nicely with my introversion. I'm not one to jump into the decision making, but rather stand back and observe like introverts tend to do, then think things over before making a decision.

Wikipedia says this about the ISTP type:

“According to Myers-Briggs, ISTPs excel at analyzing situations to reach the heart of a problem so that they can swiftly implement a functional repair... Naturally quiet people, they are interested in understanding how systems operate, focusing on efficient operation and structure. But contrary to their seemingly detached nature, ISTPs are often capable of humorously insightful observations about the world around them, and will display a seemingly uncharacteristic enthusiasm for things of great interest to them. ISTPs abhor waste (be it in time, effort, and/or resources) but are highly adaptable, making them receptive to new information and approaches. They enjoy exploring new things, and can become bored with repetitiveness and routine. They can also be closet daredevils who gravitate toward fast-moving or risky hobbies, recreational sports, and careers.”
(retrieved June 13, 2018 from <https://en.wikipedia.org/wiki/ISTP>)

There are several characteristics friends would say definitely fit me: I'm naturally quiet but have wicked sense of humor that usually shows up after having observed a perceived absurdity in the world; I hate wasting time and can't stand being late; I love to travel and explore, and while I don't think I'm a daredevil, I love to ride on the back of my husband's motorcycle, and we are avid scuba divers!

My work ethic says I have to do the best job I can and don't shirk my role in team efforts. I'm most passionate about first generation and adult learners, wanting to help them and be the kind of academic advisor I wish I had had when going through my academic career. It took me some time to find this career, but I knew right away that working in academic advising was a perfect fit for me.

- *How being mentored has helped me.*

I come from an era where mentoring was less a thing, unfortunately, but I was able to observe many leaders over the years and that is how I learned what make a good leader and what make a poor leader. I have tried over the years to use the information gleaned from my observations to become a stronger and more considerate leader. I have had a rather informal mentoring relationship with a few individuals over the years, including some leaders within NACADA, and they have shown me the importance of being available to listen to the needs and concerns of the mentee, and the ability to give thoughtful responses, based on experience and knowledge, to the questions and queries of the mentee. There were many times over the years that just having someone to listen to me and bounce ideas off of made the difference in my career.

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

It isn't easy to predict where advising as a profession will be in five to ten years, but here are my top five characteristics/skills for the NACADA leader of the future:

1. Flexibility/adaptability: with advising evolving every year, the next generation of NACADA leader will need to be able to help the Association change to meet the evolving needs of the profession and the professionals within NACADA.

2. Passion: passion for so many things, including research, outreach, inclusivity, advising as a profession; and the ability to present this passion in a way that makes others appreciate what we do as advisors, both within the association and the profession as a whole.
3. Ability to listen: our leaders will need to really listen to what our members need from our leadership and hear what our member institutions need from their advisors to best meet the needs of their students.
4. Ability to communicate: taking it to the next level, our leaders need to be able to communicate up the chain of command what our members are asking for, as well as communicate to our members what we can offer to advance the profession of advising in higher education.
5. Self-care: while leadership within NACADA has great reward, both personally and professionally, it will be critical for our leaders to know when to step back to care for themselves; we cannot continue to help others (as advisors or leaders or as adults in general) if we don't first take care of ourselves, both physically and mentally. Think of the last time you were on an airplane and listened to the safety briefing: every flight attendant reminds us to put that air mask on our own faces before taking care of children or others. Why? Because if we don't we will end up being unable to help those around us.

- *Communication style.*

I am open to communicating any way and every way: email, Zoom, phone, whatever. As long as the communication is one-on-one, and it flows both ways, I am flexible. I don't think it's so much *how* we communicate as much as *what* we communicate. Open, honest discussion initiated by both partners of the mentoring relationship is what makes things work. I hope my mentee and I would communicate at least 2-3 times a month, scheduling specific days/times so that we both can keep this relationship a priority in a busy world.

- *Other things....*

After more than 20 years living in southeast Wisconsin, my husband and I sold our house, packed up, and moved to central Florida. I grew up on the east coast of Florida, so I knew what it was like, and I don't miss the cold snowy weather at all. It is hard that my daughter and her family are still in Wisconsin, but it was time to make that big change.

My preferred advising population is the adult learner, having been one most of my life, but I also enjoy working with the first generation/low income student as I was that as well. Both groups are underrepresented and at risk, so it's important to me that our institutions fight for this group and make sure we offer the services they need most in a way that meets their needs and when and where they can take advantage of them.

My advising philosophy is: advise the student in front of me. Use the advising style that the situation calls for. Sometimes we have to be intrusive, sometimes prescriptive, mostly I try to be appreciative and supportive, encouraging them when they need a cheerleader, cheering them when they do well, being a partner in navigating the snarly path of higher education and doing what I can to keep them on track. My goal is always to work towards kicking them out of school...with that diploma in their hands.

I'm currently working in a grant-funded program focusing on first generation and low income students at UCF. Since it is limited term grant, I don't have to feel locked into a position, but get to be flexible in what I do next. Yes, that is a little scary, but at the same time I feel a sense of freedom to explore new opportunities that I might have passed by in a more permanent position. But for now, I am fortunate to be able to make a difference here and help those achieve their educational goals.