NACADA Vision

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

NACADA Mission

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

NACADA Strategic Goals

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

*(Numbers do not indicate a priority)*
# Table of Contents

Vision, Mission and Strategic Goals of NACADA ............................................. 2  
Greetings  and keynote speaker ................................................................. 4  
Region Steering Committee ........................................................................ 6  
Region Conference Committee ................................................................... 7  
Schedule at a glance ...................................................................................... 8  
Important Conference Info ........................................................................... 11  
Pre-Conference Workshops .......................................................................... 12  
Concurrent Sessions and Abstracts ............................................................... 13  
Region Award Winners .................................................................................. 23  
Exhibitors and Sponsors ................................................................................ 24  
Future Event Info and Thank you’s ............................................................... 26  
Welcome Reception directions ...................................................................... 27  
Maps of Francis Marion Hotel ....................................................................... 28
Welcome to Charleston!

Glenn F. McConnell
President

May 28, 2018

Dear Conference Attendees:

On behalf of the entire College of Charleston community, it is my great pleasure to welcome you to the College, one of the finest liberal arts and sciences universities in the United States. Founded in 1770, we are the oldest institution of higher education south of Virginia.

I am pleased the College's Academic Advising and Planning Center, alongside the Region 3 2018 Conference Committee, could host the NACADA: The Global Community for Academic Advising Region 3 Conference here in Charleston. Few U.S. cities are as steeped in history and tradition as Charleston. Everywhere you go in this extraordinary city you will be encountering sites — marked or unmarked — that carry the memory of the connection between Africa and America.

If you get the chance to slip away from the conference, I encourage you to explore the Historic District on a horse-drawn carriage, on a bicycle rickshaw, or the best way — walking. In addition, it would be worthwhile to take a boat out to Fort Sumter, where the American Civil War began.

As we all know, academic advising is a crucial part of the collegiate academic and student experiences. You all play an incredibly important role in the development of college students as well as in helping them to graduate on time. It is quite evident from size and scope of your organization that you are making many positive contributions in the lives of numerous students. I, as well as the students you serve, thank you for all you do to inspire, motivate, and encourage academic and student success.

I wish you all the best during your time in Charleston. I hope you have a memorable and enriching conference!

Sincerely,

Glenn F. McConnell '69
Rénard has been at the College of Charleston since the Fall of 2005, and he was promoted to Associate Professor of Teacher Education in 2013. Spring 2017 Harris was appointed to serve as the Associate Vice President and Chief Diversity Officer of the college. Since his time at the College of Charleston and several years prior, he has explored various forms of storytelling, such as the blues as story, African-American folktales, and blending personal narratives with social studies. After being selected to be the Center for Partnerships to Improve Education Fellow for the 2013-2014 academic year, Harris began a service program and action research case study in Title I schools focusing on storytelling to enhance teaching and learning called T.A.L.E.S., Teaching And Learning with Engaging Stories.

Dr. Harris holds an Ed.D in Teacher Education from The University of Tennessee in Knoxville, TN where he completed his dissertation entitled An Interpretive Analysis of the Formative Period of Journal Publications related to Multicultural Education, 1977-1987 under the guidance of chair Dr. Thomas Turner. Prior to this, he completed a M.S. in Curriculum and Instruction at The University of Tennessee and taught for five years in Alcoa Middle School in Alcoa, Tennessee.

People love conferences for different reasons. Some eagerly rush from session to session, taking copious notes and absorbing every bit of information they can. Some spend every spare moment polishing and perfecting their own presentations, reveling in the rush of relief when they are done. I enjoy the people. I could spend my entire time at each conference catching up with colleagues, getting to know new people, and building a network of fantastic individuals that make this career path so rewarding.

For that reason, I really enjoy seeing the work that goes into planning a conference. It is teamwork, problem-solving, creative planning, and so much more. Each conference is special, not because of the location or venue or program, but for the touch of every unique individual who helped make it happen. I hope everyone in attendance this week has a fantastic time meeting people and growing as a professional. I also hope you’ll all take a moment to give a pat on the back to someone who helped make this event happen.

And if you haven’t done so yet, I hope you will consider volunteering to be a part of a team like this. Have a great conference!
NACADA Region 3 Steering Committee

Region Chair
Jeff Elliott, University of Tennessee- Knoxville

Region Conference Chair 2018
Karen Hauschild, College of Charleston

Past Region Chair 2015-2017
Suanne Early, University of Kentucky

North Carolina State Liaison

Kentucky State Liaison
Rachel Quick, University of Louisville (2015-2018)

South Carolina State Liaison
Kristin Goodenow, Clemson University (2016-2018)

West Virginia State Liaison
Michelle Poland, West Virginia University (2018)

Tennessee State Liaison
Elizabeth Johnson, University of Tennessee - Chattanooga (2017-2019)

Awards Coordinator
Jennifer Jones, Fairmont State University (2017-2019)

Communication Chairs
Erica Harper, Clemson University (2018)
Eddie Bobbitt, University of Louisville (2018)
Conference Chair
Karen Hauschild, College of Charleston

Registration, Hospitality, and Transportation
Cristy Landis (Chair), College of Charleston
Vikki Bernotski, University of Tennessee Chattanooga
Carol Brasington Wilson, Wofford College
Jordan Flynn, College of Charleston
Ron "Smitty" Smith, College of Charleston
Marian Teachey, ACED College Liaison

Program Proposal and Selection
Stephanie Leahy (Chair), College of Charleston
Diane Bowers, College of Charleston
Twaina Harris, Claflin University
Kelly Kernich, Trident Technical College
Tieren Scott, Central Piedmont Community College
Mary Trent, College of Charleston
Frankie Weeks, Coastal Carolina
Silvia Hanna, College of Charleston

Exhibits, Donations, and Entertainment
Maggie Szeman, College of Charleston
Marilee Smith, College of Charleston
Stephanie Brown, College of Charleston

Conference Promotion
Anne Muldrow (Chair), College of Charleston
Julie Mulligan, College of Charleston
Susan Gourdin, College of Charleston
Stephanie Brown, College of Charleston

Site Coordination
Wendy Stephens (Chair), College of Charleston
Laura Suggs, College of Charleston

Administrative Support
Susan Gourdin, College of Charleston
## Conference Schedule

### Monday, May 28, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Presentation</th>
<th>Location (Capacity)</th>
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<tbody>
<tr>
<td>11:00 am - 6:00 pm</td>
<td>Registration &amp; Hospitality Desk Open</td>
<td></td>
<td>Mezzanine/Meeting Level</td>
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<tr>
<td>11:45am - 1:45 pm</td>
<td>Pre-Conference #1 (2 hrs)</td>
<td>How to Turn Your Advising Office Into a Triple Threat for Success</td>
<td>Carolina A (100)</td>
</tr>
<tr>
<td>12:00 pm - 4:00 pm</td>
<td>Pre-Conference #2 (4-hrs)</td>
<td>Developing Your Advisor Toolbox for Motivation and Satisfaction</td>
<td>Colonial (270)</td>
</tr>
<tr>
<td>1:00 pm - 4:00 pm</td>
<td>Pre-Conference #3 (3 hrs)</td>
<td>QPR &amp; F: Suicide Prevention Toolkit for Advisors</td>
<td>Carolina B (100)</td>
</tr>
<tr>
<td>2:00 pm - 4:30 pm</td>
<td>Pre-Conference #4 (2.5 hrs)</td>
<td>Mindfulness for Advisor-Care</td>
<td>Carolina A (100)</td>
</tr>
<tr>
<td>4:45 pm - 5:45 pm</td>
<td>NACADA Orientation/ New Member</td>
<td></td>
<td>Colonial (270)</td>
</tr>
<tr>
<td>6:00 pm - 7:30 pm</td>
<td>Opening Session: Welcome &amp; Keynote</td>
<td></td>
<td>Carolina Ballroom (375)</td>
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<tr>
<td>7:30 pm - 9:30 pm</td>
<td>Welcome Reception</td>
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<td>City Bistro</td>
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### Tuesday, May 29, 2018

<table>
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<tr>
<th>Time</th>
<th>Description</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>7:30 am - 4:30 pm</td>
<td>Registration &amp; Hospitality Desk Open</td>
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<td>Mezzanine/Meeting Level</td>
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<tr>
<td>7:30 am - 8:30 am</td>
<td>Continental Breakfast</td>
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<td>Carolina Ballroom A</td>
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<tr>
<td>8:30 am - 9:30 am</td>
<td>Concurrent Session #1</td>
<td>&quot;I'm off probation, now what?&quot; - Helping Students Become Comfortable with Success</td>
<td>Calhoun (70)</td>
</tr>
<tr>
<td>8:30 am - 9:30 am</td>
<td>Concurrent Session #1</td>
<td>Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing</td>
<td>Rutledge (35)</td>
</tr>
<tr>
<td>8:30 am - 9:30 am</td>
<td>Concurrent Session #1</td>
<td>Looking back at the Finish Line: One Degree Completion Program’s Challenges and Successes</td>
<td>Laurens (35)</td>
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<tr>
<td>8:30 am - 9:30 am</td>
<td>Concurrent Session #1</td>
<td>LGBTQ 101: A Primer for Supporting Students</td>
<td>Pinckney (50)</td>
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<tr>
<td>8:30 am - 9:30 am</td>
<td>Concurrent Session #1</td>
<td>Advising First-Year STEM Students</td>
<td>Gold (125)</td>
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<tr>
<td>8:30 am - 9:30 am</td>
<td>Concurrent Session #1</td>
<td>An Academic Alert System: The Intersection of Advising, Technology, and Support</td>
<td>Colonial (215)</td>
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<tr>
<td>9:45 am - 10:45 am</td>
<td>Concurrent Session #2</td>
<td>Re-Imagining Group Advising: Using Technology and Assessment for a High Touch Experience</td>
<td>Calhoun (70)</td>
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<tr>
<td>9:45 am - 10:45 am</td>
<td>Concurrent Session #2</td>
<td>Advising Doctoral Students from Marginalized Backgrounds: A Metasynthesis of Retention and Completion Studies</td>
<td>Rutledge (35)</td>
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<tr>
<td>9:45 am - 10:45 am</td>
<td>Concurrent Session #2</td>
<td>When Advisors Teach, What’s Our Pedagogy?</td>
<td>Pinckney (50)</td>
</tr>
<tr>
<td>9:45 am - 10:45 am</td>
<td>Concurrent Session #2</td>
<td>Advising and Coaching with Purpose in Mind for the 21st Century Economy</td>
<td>Colonial (215)</td>
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<tr>
<td>Time</td>
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<td>9:45 am - 10:45 am</td>
<td>New Kids on the Block: A Discussion for New Advisors</td>
<td>Carolina A (150)</td>
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<td>Peer Advising: The Intersection between Students and Professional Advisors</td>
<td>Carolina B (150)</td>
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<td></td>
<td>Ready, set, let’s go: Designing an Interactive and Engaging Orientation Experience!</td>
<td>Gold (125)</td>
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<tr>
<td>11:00 am - 12:00 pm</td>
<td><strong>Concurrent Session #3</strong></td>
<td>Beyond the Advising Appointment - Ideas for Positive Interventions for Struggling Students</td>
<td>Calhoun (70)</td>
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<td>Cultivating Student Engagement in a 2-year Honors Program</td>
<td>Rutledge (35)</td>
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<td>“Student Success—Not just a buzzword, it’s a way of life, it’s an academic movement”</td>
<td>Laurens (35)</td>
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<td>Innovative Campus Connections: A Marriage of History and Culture</td>
<td>Pinckney (50)</td>
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<td></td>
<td>The Impact of Recruiting Readmitted Students to Finish their Degrees</td>
<td>Gold (125)</td>
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<td>Online Orientation: A New Innovative Advising Approach</td>
<td>Colonial (215)</td>
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<tr>
<td>12:15 pm - 1:45 pm</td>
<td><strong>Lunch and Awards</strong></td>
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<td>Carolina Ballroom and Calhoun (overflow)</td>
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<tr>
<td>2:00 pm - 3:00 pm</td>
<td><strong>Poster Sessions</strong></td>
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<td>Mezzanine Level, Pre-function Space B</td>
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<tr>
<td>3:15 pm - 4:15 pm</td>
<td><strong>Concurrent Session #4</strong></td>
<td>Academic Coaching: An Innovative and Empowering Intervention for Students</td>
<td>Gold (125)</td>
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<td>Advising Curriculum and Pedagogy: Expanding Advisor Toolkits</td>
<td>Calhoun (70)</td>
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<td>Supporting Faculty Advisors in a Split Advising Model</td>
<td>Laurens (35)</td>
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<td>Early College High School Participants’ Transition to a Research University</td>
<td>Pinckney (50)</td>
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<td>Tips and Tricks to Thriving During Peak Advising</td>
<td>Colonial (215)</td>
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<td>From the Watercooler to Reality: Implementing Innovative Practices</td>
<td>Carolina A (150)</td>
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<td>High-risk student Success: Institutional Collaboration through Academic Case Management</td>
<td>Carolina B (150)</td>
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<tr>
<td>4:30 pm - 5:30 pm</td>
<td><strong>State Meetings</strong></td>
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<td></td>
<td>Kentucky</td>
<td>Calhoun (70)</td>
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<td>North Carolina</td>
<td>Gold (125)</td>
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<td>South Carolina</td>
<td>Colonial (215)</td>
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<td></td>
<td>Tennessee</td>
<td>Carolina A (150)</td>
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<td>West Virginia</td>
<td>Rutledge (35)</td>
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<td>7:30 am - 8:30 am</td>
<td><strong>Continental Breakfast</strong></td>
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<td>Carolina Ballroom A</td>
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<td>Carolina Ballroom B</td>
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<tr>
<td>8:00 am - 9:00 am</td>
<td><strong>Concurrent Session #5</strong></td>
<td>Advising Appointments and Case Management</td>
<td>Rutledge (35)</td>
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<td>Experiencing “Life on Campus” before Attending College</td>
<td>Calhoun (70)</td>
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<td>From Electronics Engineering to Elephant Care and Fitness: Cultivating a Strong Collaborative Relationship between Academic Advising &amp; Career Services</td>
<td>Pinckney (50)</td>
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<td>Investigate. Create. Activate: Improving Academic Advising Through Training</td>
<td>Gold (125)</td>
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<td>Creating Meaningful Connections</td>
<td>Colonial (215)</td>
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<td>9:15 am - 10:15 am</td>
<td><strong>Concurrent Session #6</strong></td>
<td>CATS: Preparing Transfer Students Through Advising Advisors</td>
<td>Calhoun (70)</td>
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<td>The Tao of Advising</td>
<td>Pinckney (50)</td>
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<td>Innovation in Exploration: Guiding Students through Academic Decision-Making</td>
<td>Gold (125)</td>
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<td>Re-imagining the First Year Experience: Part One</td>
<td>Colonial (215)</td>
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<td>By Advisors, for Advisors: Integrating Technology in an Early Registration Process</td>
<td>Carolina A (150)</td>
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<td>Bringing the Flipped Classroom to Advising: One Advisor’s Innovative Approach to Advising Overload</td>
<td>Carolina B (150)</td>
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<tr>
<td>10:30 am - 11:30 am</td>
<td><strong>Concurrent Session #7</strong></td>
<td>The Importance of Being a Finisher</td>
<td>Calhoun (70)</td>
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<td>What’s Your Name? Implications of Student Name Use to Foster Inclusion</td>
<td>Pinckney (50)</td>
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<td>Career Readiness Rubric Development for Formative Assessment</td>
<td>Gold (125)</td>
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<td>Supporting Students in Health and Education</td>
<td>Colonial (215)</td>
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<td>No Longer “At Ease”: Fostering Student Engagement and Success of Returning Veterans</td>
<td>Carolina A (150)</td>
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<td>A Conversation with NACADA Leaders</td>
<td>Carolina B (150)</td>
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<tr>
<td>11:45 am - 12:30 pm</td>
<td><strong>Closing Session &amp; Best of Region</strong></td>
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<td>Colonial (215)</td>
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### Hospitality Window
Located next to the registration window. Lost and found, raffle tickets, Charleston city info and first aid will all be housed here.

### Lactation Suite
There will be a lactation suite available in Room 204 at the Francis Marion hotel during the conference. This space can be accessed by checking out a key at the registration window with a driver’s license.

### Raffle Info
All registered conference attendees will receive 1 raffle ticket with registration. Raffle goodies will be on display at the Hospitality window and additional tickets are available for purchase here too. Proceeds from the raffle will benefit the Swipe Away Student Hunger program sponsored by the College of Charleston Student Alumni Associates.

### NACADA and Exhibitor Tables
These tables will open from 11:00am—7:30pm on Monday, 7:30am—5:30pm on Tuesday, and 7:30am—12:30pm on Wednesday.

### School Supply Closet
If you brought items to contribute to our school supply closet, please drop them off in the big wrapped box beside the hospitality window. These items will benefit under resourced students at the College of Charleston. Please visit advising.cofc.edu/student-resources/student-supply-closet.php for more information.

### Location for Meals
Please look on the back of your name badge for directions to your designated lunch location for Tuesday’s Awards lunch.

### Wi-Fi Instructions
Wireless Network: **NACADA**  
Password: **Region3**

### For those staying at the Francis Marion Hotel
Enjoy complimentary Fitness Center Access and 10% off at the spa located in the base level of the hotel.
How to Turn Your Advising Office Into a Triple Threat for Success  
11:45am - 1:45pm  
Frannie Miller, Matt Johnson  
East Tennessee State University  
Room: Carolina A

Effectively advising large numbers of students with a small staff can seem like a disastrous musical theatre production that will not satisfy the crowd, the critics, or the administration. Is it realistic to expect one advising method to produce great advising relationships and facilitate student learning? This workshop will demonstrate how we have blended best practices of three methods of academic advising: Group, Peer, and Individual Advising to create a 'Triple Threat' of learning and self-actualization for the students. We will provide the tools to help you choreograph an advising progression that harmonizes methods with student needs. Learn how to embrace diversity of student advising in an organized and sequential process that results in rave reviews.

Developing Your Advisor Toolbox for Motivation and Satisfaction  
12:00pm - 4:00pm  
Janina DeHart, Jenny Stewart  
Western Carolina University  
Room: Colonial

As members of a helping profession, advisors are often faced with burnout among our students, colleagues, and within our own practice. How do we ensure we are taking care of ourselves, so that we can best serve our students and maintain positive working relationships with our colleagues? During this interactive session, participants will engage in a variety of self-reflection and group activities to define advisor stress, recognize signs of impending burnout, identify and apply strategies to combat burnout, explore factors that contribute to advisor effectiveness and job satisfaction, and develop a self-care plan and personal artifacts for future use. Participants will discuss how to employ techniques on their respective campuses and will choose an accountability partner for future encouragement and support.

QPR & F: Suicide Prevention Toolkit for Advisors  
1:00pm - 4:00pm  
Theresa Hitchcock  
University of Louisville  
Room: Carolina B

Suicide is never a comfortable topic of conversation but it is one of the most important talks. Academic success extends beyond the classroom and when life stressors take over how can advisors help? This presentation is designed to give advisors tools to having this conversation and getting the student the help they need. QPR (Question, Persuade, Refer) is a suicide prevention technique designed for anyone. This presentation customizes QPR for advisors with specific advising case studies, suicide prevention literature and legal responsibilities, and the presenters combined 30 years of experience in higher education. Finally, the presenters will add “F” for Follow up to QPR to include an important aspect of the advising relationship that is necessary for student success.

Mindfulness for Advisor-Care  
2:00pm - 4:30pm  
Jennifer Jones, Julien Nguyen, Dedra Cobb, Irene Maundu  
West Virginia University, Fairmont State  
Room: Carolina A

Are you prepared to reduce burnout and compassion fatigue? Join us as we introduce the concept and benefits of mindfulness in the field of academic advising. In this interactive session, be prepared to explore and experience a sample of our favorite contemplative practices (mindful listening, silence, and more). A digital packet with our Mindfulness Resource Guide will be provided. Attendees will leave with content and resources that can be used by academic advisors at any institution and tailored to meet professional development initiatives at their institutions.
"I'm off probation, now what?" - Helping Students Become Comfortable with Success

Brandi Lovin
Tennessee Technological University
Room: Calhoun

A best practices presentation for higher education professionals, especially those who work with probationary students. I meet with many probationary students who work hard to return to good academic standing, and some achieving Dean's List. I speak with them often about how school is continuing but not asking, with great depth, what skills or advice they carry with them to maintain their improved grades and progressing towards graduation. This presentation allows you to hear from current and former probationary students (via video) as examples of the skills and habits they develop as participants in our program for at-risk students. This will show how students are being best assisted, and offer ideas that other attendees can carry to their institutions.

Looking back at the Finish Line: One Degree Completion Program’s Challenges and Successes

Ashley Coffer, Michele Schlinsog, Gini Beran
University of Memphis; College Board
Room: Laurens

As state funding for higher education is increasingly tied to outcomes, and as students look for ways to cut college costs, the Finish Line program at the University of Memphis is boosting graduation rates without increasing student debt. This program graduates a high percentage of Pell-eligible (75%), first generation (63%), adult (93%), and underrepresented students (67%).

Since presenting at the NACADA Region 3 Conference in 2016, Finish Line has increased from 123 graduates to 390+. This presentation seeks to share the unique ways in which the Finish Line program assists students in completing their degrees while saving time and money. Advisors will share both successes and challenges encountered as the program has grown. Additionally, new research from the CLEP program that supports adult learners will be discussed.

LGBTQ 101: A Primer for Supporting Students

Wendy Schindler, Frankie Weeks
Gateway Community & Technical College
Room: Pinckney

As advisors, educating ourselves on diversity and inclusion makes us better equipped to support LGBTQ students. However, understanding the differences between sex, gender, sexual orientation, and expression can seem like a daunting task for beginners. Even those of us who have an understanding of certain terms and concepts may be lacking knowledge in other areas; maybe you have an idea of what it means to be gay or lesbian, but not transgender. Having at least a baseline level of knowledge is crucial to creating a safe and inclusive environment for our students while fostering retention. This presentation will explore basic terminology and concepts regarding LGBTQ students, as well as practical applications for student support, while offering tips for self-reflection.

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

Twaina Harris
Claflin University
Room: Rutledge

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

The university can be a scary place for the first-year student, but some students have one more stressor with which to cope - being in a STEM major! During this session, we will explore the academic life of a STEM major from orientation to the end of their second semester of freshmen year. Topics will include, but are not limited to, math readiness, curriculum planning, self-advisement, major change conversations and intervention. We will begin by presenting the advising model utilized by the College of Engineering and Computing at the University of South Carolina. Then we will open the floor for best practices and hot topics specific to the institutions represented during the session.

An Academic Alert System: The Intersection of Advising, Technology, and Support  
Sarah Ballard, Marianne Young  
*University of Kentucky*  
**Room: Colonial**

We know that advising is integral to student success and we wanted to leverage technology to support our students. Academic advisors were instrumental in the development of the academic alert platform, demonstrating not only a successful collaboration with information technology developers, but also the value of such partnerships. Because academic advisors were engaged in all phases of development – design, testing, and implementation – advisors can effectively use the platform to support students, especially first-year students. In this session, we will share strategies to establish advising as central to technology development and data analytics; lessons learned; and goals moving forward to improve technology in advising at the University of Kentucky.

Re-Imagining Group Advising: Using Technology and Assessment for a High Touch Experience  
Sarah Pickel  
*UNC Charlotte*  
**Room: Calhoun**

For advisors with large advising caseloads, registration time can be a struggle to meet student advising needs. For some the answer is utilizing group advising. However the perception of group advising brings to mind impersonal lectures and a lack of developmental advising. This session will help advisors explore some easy ways to rethink this traditional view. We will discuss the recent changes to the Belk College of Business’ freshman group advising initiative by exploring the interactive technology used to make sessions engaging, and easy assessments developed to identify students who need additional assistance and outreach. Come learn about a new way to do group advising and see how you can adapt these strategies at your own institution.

Advising Doctoral Students from Marginalized Backgrounds: A Metasynthesis of Retention and Completion Studies  
Chelsea Lyles  
*Virginia Tech*  
**Room: Rutledge**

Nearly 50% of doctoral students fail to complete their degree programs, and this percentage is higher for underrepresented groups (Purgason, Avent, Cashwell, Jordan, & Reese, 2014). The apprenticeship model is primarily used in advising and researcher identity development for doctoral education in the United States (Felder & Barker, 2013). However, the traditional one-on-one mentoring model has been criticized for failing to address the needs and inequitable experiences of students from historically marginalized backgrounds (Hall & Burns, 2009). Findings from a metasynthesis of qualitative and quantitative studies addressing advising, retention, and degree completion for doctoral students from historically marginalized back-
grounds in the United States will be presented and discussed. Participants will be invited to critique the study, offer recommendations, and discuss implications for further research and practice.

When Advisors Teach, What's Our Pedagogy?
Carol Wilson
Wofford College
Room: Pinckney

When advisors explore Marc Lowenstein’s seminal question—“if advising is teaching, then what do advisors teach?”—a second question arises: “When I teach as an advisor, what is my pedagogy?” Do we deliver information directly and check students’ understanding of it? Yes. What else? Do we guide student research? listen to reports? facilitate discussion and critical thinking? collaborate in creating hypotheses and assessing conclusions drawn? What else can/should we do? In this session, groups of advisors will first suggest learning outcomes advisees often fulfill and then discuss methods and practices appropriate for guiding students in meeting them. Since individualizing instruction can serve students’ needs well, our goal will be to expand our possibilities for practice, not to establish one pedagogical stance.

Advising and Coaching with Purpose in Mind for the 21st Century Economy
William Johnson Jr
UNC Greensboro
Room: Colonial

Did you know that research predicts that the next economy will be the Purpose Economy? Are our students prepared for this change? Are we prepared for this change? There are more books, articles, and research studies supporting the notion that Purpose WILL be the foundation for the next economic engine. We, as advisors, have an opportunity to instill purpose and meaning in our students. The session will provide participants with a quick overview of a program focused on developing this change of thinking in students, using quick activities and resources that can be implemented immediately that will allow students to change their thinking from “what’s in it for me” to “how can I serve something bigger than myself.”

New Kids on the Block: A Discussion for New Advisors
Anne Marie Roberts
The University of North Carolina at Asheville
Room: Carolina A

Being a new advisor can feel like building IKEA furniture without instructions! This open dialogue session will address novice advisor’s questions and doubts concerning competency, professional development, assessment standards, and most importantly, freedom to be your true and authentic self within any role you fill. No matter where you are at in your advising career, this workshop is a safe space to share ideas and support. You are not alone!

Peer Advising: The Intersection between Students and Professional Advisors
Silvia Hanna, Page Keller
College of Charleston
Room: Carolina B

An innovative peer advising program was initiated in 2016 consistent with the mission and history of peer education programs on our campus and as reported by NACADA. The program was developed to enhance peer to peer mentoring relationships, to allow professional advisors time for other responsibilities, and to provide a student perspective among the advising staff. This session will be outlining: 1) the development of a peer advising program, 2) the role and function of the peer advisors, 3) how peer advisors are recruited, trained, supervised and evaluated, 4) how the position has impacted the peer advisor, and 5) the data collected on the advisees impacted by the peer advisor services. This presentation will engage the audience and promote group discussion.

Ready, set, let’s go: Designing an Interactive and Engaging Orientation Experience!
Gina Polizzi, Camea Cato
University of South Carolina
Room: Gold

New students are excited to be going to college. Their kindergarten enthusiasm for school has resurfaced and your orientation should capitalize on that. New student orientation should maintain the level of excitement for both students and parents. The First-Year Advising initiative at the University of South Carolina focuses on a unified and intentional approach to the first-year experience across the entire campus. The College of Information and Communi-
cations has translated students’ needs into an orientation experience assisting students with transitioning to college and becoming comfortable with the educational environment they will call home in the coming years. Presenters will share information about the unique orientation program created in response to obstacles new students shared during advising appointments.

Tuesday, May 29th 2018, Concurrent Session #3, 11:00am—12:00pm

Beyond the Advising Appointment- Ideas for Positive Interventions for Struggling Students

Anna Stryker, Joshua Brittingham
Northern Kentucky University
Room: Calhoun

How do you design an intervention for students on academic warning or probation that balances the punitive and the positive? Can you provide the necessary policy information while also keeping the students engaged? Using an empowerment/motivational model we created a workshop and one-credit course where struggling students can identify their strengths, review their priorities and set goals for future success. This presentation will review the research that underpins the program, and explain the structures in place for implementation, assessment and the evolution of the program. The presenters will encourage audience participation through demonstrations of exercises from the workshop and course as well as discussion of concrete ideas for how advisors can implement similar programs on their own campuses.

Innovative Campus Connections: A Marriage of History and Culture

Casey Shadix
University of Kentucky
Room: Pinckney

Remember the feeling you had when you first became an Academic Advisor? The feeling of wanting to make positive change in the lives of your students and help them achieve their goals? This session will help you learn how to achieve positive advising outcomes at undergraduate, graduate, and professional levels to ensure students are accomplishing goals that are their own and establishing healthy connections to campus communities. With tools and tactics that encourage self-authorship and critical personal reflection, the presenter will help you envision daily work that enables you to have you and your students considering everything as part of a college education. You will leave this session knowing you can make a difference in students’ lives and how you can make it happen.

"Student Success - Not just a buzzword, it's a way of life, it's an academic movement"

Stacey Jones, Mirlesna Azor-Sterlin
North Carolina Central University
Room: Laurens

Do you feel your institution has experienced a disconnect in advising or communication with students? Recently, NCCU has been working to advance interpersonal and supportive relationships through a collaborative approach where faculty have vested interest in student success and growth within its nursing program. This newly created tool addresses the area of concerns that may jeopardize a students' progression and retention within the program. "Student Success - Not Just a buzzword, it’s a way of life, it’s an academic movement” will be an interactive presentation showcasing the proactive steps taken to cultivate positive relationships as well as holding faculty and students accountable for creating a culture of academic excellence.

Cultivating Student Engagement in a 2-year Honors Program

Natalie Stepanov, Virginia Stormer, Matthew Blaylock
UT-Knoxville
Room: Rutledge

The 1794 Scholars Program is a new honors program focused on holistic campus engagement. Scholars explore the program’s motto, “Discover your best UT experience!” through its four key pillars: Academic Engagement, Global & Cultural Awareness, Campus Involvement, and the Volunteer Spirit. Honors advising plays an essential role in upholding the experiential learning basis of 1794 by promoting strengths and inclusive academic planning. By encouraging reflection and self-authorship, advising uses discussion of long-term goals to guide ideas for completing the pillars. Additionally, our Living and Learning Community incorporates tutoring, lectures, and volunteer outings to create a lifestyle devoted to the program’s pillars. This presentation will explain the development of the 1794 program and how honors advising along with the LLC foster student excellence.
The Impact of Recruiting Readmitted Students to Finish their Degrees

Leana Zona, Debbie Smith

UNC Charlotte

Room: Gold

The terms, "part-way home", "stop-outs", and "readmits" all describe a special population of students we know all too well: students who enrolled, stopped out, and are now interested in returning to complete their degrees. This session will review the impact of recruiting readmitted students to attend our institutions, a review of UNC Charlotte's adult and readmitted student initiatives, and an overview of marketing techniques. Information will be shared on the best practices for the readmit admission process and advising strategies to strengthen recruitment and retention. This interactive session is foundational for those currently working with, or developing a program to work with, students who are readmitting to complete their degrees.

Online Orientation: A New Innovative Advising Approach

April Judge, Nadia Clark-Brown, Margaret Britenbach

UNC Greensboro

Room: Colonial

In an environment where we are all expected to do more with less resources, we need to think creatively. To ensure that our students get all necessary information without compromising individual relationships and specialized attention, we created a series of online orientation modules. These modules are required for all new transfer students and strongly recommended to freshmen. This session will explore how combining an online advising orientation component to a traditional advising model can quickly impact student advising learning outcomes and increase advisor/student time in an efficient and cost-effective way. We will demonstrate the steps and practices used to produce an interactive and prescriptive virtual orientation within an academic unit that services over 3,500 students annually.

Tuesday, May 29th 2018, Concurrent Session #4, 3:15pm—4:15pm

Academic Coaching: An Innovative and Empowering Intervention for Students

Kristen Rademacher, Marc Howlett, Theresa E. Laurie Maitland

UNC Chapel Hill

Room: Gold

Academic Coaching is a powerful form of academic support in higher education. A coaching conversation is a structured dialogue that empowers students to think critically, self-reflect, set goals and take action. Participants in this session will experience the university’s learning center academic coaching model through videos and demonstrations, will understand and practice the fundamental skills of academic coaching, and will develop action plans to implement coaching in their own professional settings. The university’s learning center has provided academic coaching for over a decade, has completed two randomized control trial studies on coaching, and has trained faculty, staff and graduate students on this method of working with students.

Advising Curriculum and Pedagogy: Expanding Advisor Toolkits

James Wicks

Middle Tennessee State

Room: Calhoun

Successful advising curriculum and pedagogy calls for human relations management, effective methods of communication and mentorship, learning coordination, career advising, and an emphasis on the role of advisor as a partner and mentor as opposed to an authority figure. Growing diversity among students in advisor caseloads means that for the successful implementation of advising curriculum and pedagogy, advisors need to broaden their advising toolkit to consider a wide range of student experiences. However, expanding advisor toolkits can be challenging due to advisors’ deeply embedded dispositions, and the difficulty associated with self-change. In this session, participants are presented with strategies informed by collaboration theory to improve students’ advising experiences while simultaneously broadening advisor toolkits.

Supporting Faculty Advisors in a Split Advising Model

Vikki Bernotski

University of Tennessee at Chattanooga

Room: Laurens

Often, in split advising models, faculty are tossed in to advising with little to no training. In this presentation, the presenter will discuss how they came in as a new professional advisor in the department and has created an advisor’s handbook and monthly training meetings for the fac-
ulty in addition to decreasing caseload for faculty. The pre-
senter will bring samples of the handbook and monthly
agendas for the attendees to review. The presenter will
start with how they have gained the trust of the faculty
before going into the current training and support initia-
tives they have established. There will be time for others
to share what they are doing on their campuses so ideas
can be taken back for all attendees.

Early College High School Participants’ Transition to a
Research University
Stacy Outlaw
Elon University
Room: Pinckney

While Early College High Schools (ECHS) are beneficial in
regards to graduating students from high school, little is
known about these student’s experiences once they con-
tinue their postsecondary education at a four-year institu-
tion. This may raise questions as to whether these stu-
dents are academically successful once they transition to a
four-year institution after high school. This session will
examine the findings from a research study that explored
the transition experiences of Early College students who
are now attending a research university. As the number of
ECHS continues to increase, it is imperative that educators
understand the needs and characteristics of this particular
student population to ensure that these students receive
adequate support services to be successful in college and
graduate.

Tips and Tricks to Thriving During Peak Advising
Nicole Montgomery, Janai Hawkins-Glenn
University of South Carolina
Room: Colonial

Whether this is your first year advising or consider yourself
a veteran with multiple “advising cycles” under your belt,
peak advising time can be overwhelming. It can be a chal-
lenge to manage the various demands place on you. This
interactive round table discussion will engage participants
in lively discussion around optimizing their calendar,
streamlining their technology workflow and participating
in self-care strategies that lead to a healthy mind, body
and soul. Implementing efficient and effective advisement
that is centered on student responsibility is valuable dur-
ing the registration process. This allow students to share
responsibility in the advising and registration process, and
minimizes overwhelming ‘urgent’ visits or appointments
by students. Participants will reflect on new ideas that will
help them thrive during peak advising.

From the Watercooler to Reality: Implementing Innova-
tive Practices
Faith Cracraft
University of Kentucky
Room: Carolina A

New initiatives can be overwhelming. Perhaps you have
been in the driver’s seat or in the backseat on such initia-
tives. Maybe you are coming up with ideas but are not
quite sure how to take a piece of conversation over the
watercooler to reality. How do we get from “wouldn’t it be
great if....?” to something happening and change occuring
from those on the front lines? This session will walk
through a Design Thinking approach, implementing use of
a Learning Management System to better support and
provide advising services to students. Participants will
learn about this process of implementation and work on a
solution to an issue/idea on their own campus.

High-risk student Success: Institutional Collaboration
through Academic Case Management
Kim Williams, Anna Vest, Sarah Wray
University of South Florida
Room: Carolina B

The University of South Florida (USF) put forth innovative
practices designed to increase investment in student suc-
cess in 2010. No longer under the auspices of one depart-
ment, student success became the responsibility of every
individual at USF. Academic Advisors are an integral part
of student success at USF, but large caseloads create a
challenge for Advisors to act as case managers for high risk
students while still maintaining focus on the rest of the
student population. The Office of Academic Advocacy
(OAA) was formed to provide this level of support. The
OAA created a new culture of collaboration and case man-
agement to enhance the student experience and help stu-
dents who are at risk of not persisting or graduating.

Wednesday, May 30th 2018, Concurrent Session #5,
8:00am—9:00am

Appointment Manager & Case Management
Boby Joseph
E2E Advising, Commercial Vendor
**Room: Rutledge**

E2E Advising is an enterprise solution for comprehensive student success and appointment scheduling platform that offers a two-way sync with advisor’s calendar (Microsoft Outlook / Google) in real-time. Our FERPA and ADA-compliant appointment scheduling and case management platform has been designed and developed exclusively for Higher education. Empower your students to self-schedule advising appointments by viewing and booking appointments online and having those appointments straight into an advisor’s calendar in a matter of minutes. Students get email and text notifications, reminders and much more. Plus, you can collect data for your advising assessment purposes. Join us to see Appointment Manager in action!

**Experiencing “Life on Campus” before Attending College**

Megan Roberts  
*East Tennessee State*

**Room: Calhoun**

ETSU has a college immersion experience for high school juniors and seniors interested in pursuing a pre-health degree or program-of-study. BLUE (Bucs Live University Experience) Weekend introduces prospective high school students to the many health degrees and programs offered at our university while also providing them an opportunity to experience “life on campus.” The high school students are paired with mentors who are current pre-health students on campus. Students and mentors stay overnight in the residence halls and participate together in the weekend activities. Students who are first generation and/or from an underrepresented student population are given first priority. In this session, you will learn about this event, review how it is accessed, and examine best practices to incorporate a similar program on your campus.

**From Electronics Engineering to Elephant Care and Fitness: Cultivating a Strong Collaborative Relationship between Academic Advising & Career Services**

Kristy Lowman, Kelly Moore  
*Central Piedmont Community College*

**Room: Pinckney**

Academic Advisors are consistently tasked with improving college retention rates, ensuring students are registered in the correct classes and confirming their major aligns with their career goals. However, advisors do not have to shoulder this responsibility alone. During this workshop, we will creatively utilize case studies for participants to brainstorm and interactively offer solutions. Bring your smart phones! We will also review the steps CPCC took to form a partnership between advising and career services which include inserting a focus on major decision from the start and making successful referrals to the career center. Participants will leave with tangible methods to help foster a collaborative relationship between academic and career advising that can be tailored to meet the needs of their respective institutions while having fun in the process.

**Investigate. Create. Activate: Improving Academic Advising Through Training**

Jane Bouknight, Sara McConville  
*University of South Carolina*

**Room: Gold**

This session is intended to provide participants with insight into the creation and implementation of a comprehensive academic advisor training & certification program at a large public university. Specifically, this session will provide: 1) an overview of the advising structure and drivers for improvement of advising practice, 2) an in-depth look at the guiding framework and components of the training and certification program, and 3) lessons learned and strategies for adaptation and implementation at other institutions.

**Creating Meaningful Connections**

Jennifer McLamb, Faith Cracraft  
*North Carolina State University; University of Kentucky*

**Room: Colonial**

Mention the word “Networking” and many will go into panic mode, some will roll their eyes and others will celebrate. I prefer to take the pain out of the word and replace it with “Creating Meaningful Connections”. This session will help participants understand the importance of making and keeping connections as well as why it is an essential skill to model for our students who often have a different concept of interpersonal or professional communication. Participants will practice a variety of techniques they can tailor to the situation and their personality and learn skills that can be used by either introverts or extroverts so they don’t feel fake at that next networking opportunity. You will leave this session pumped and ready to create and maintain meaningful connections!
CATS: Preparing Transfer Students Through Advising
Alicia Cameron
Western Carolina University
Room: Calhoun

How do you advise students you haven’t met yet? How can universities help transfer students make a seamless transition? We know the frustration transfer students feel when they arrive at a university only to discover they didn’t take the classes that were most advantageous for their plan of study. Through a partnership between our Advising Center and Office of Undergraduate Admission, we orchestrated a drive-in event for community college and Early College advisors with the goal of getting accurate and relevant information to those who are already interact with potential transfer students. I will discuss our event’s creation and implementation, as well as some lessons we learned along the way.

The Tao of Advising
Frannie Miller
East Tennessee State University
Room: Pinckney

The unlikely source for the presenter’s personal advising philosophy came from a book about Taoism called “The Tao of Pooh”, by Benjamin Hoff. Using the familiar characters from A.A. Milne’s “Winnie-the-Pooh”, Hoff explains the basic tenants of Taoist philosophy. These tenants are remarkably useful for the Academic Advisor because they focus on the same personal goals that maturing students seek during their college years: self-knowledge and self-acceptance, which leads to successful academic and life choices. This session will demonstrate how the wisdom of a centuries’ old philosophy explained through familiar storybook characters and applied to students’ academic journeys creates insightful advisement experiences. Come to this session to learn how to incorporate the historic and innovative tenants of Taoism into 21st Century advising.

Innovation in Exploration: Guiding Students through Academic Decision-Making
Rachel Mahoney, Sandra Varney

Assisting students with major-change process is a difficult task, but advising students who do now know what they want to major in is an even bigger hurdle. Major and Career Exploration are standard practices in advising undecided students, but how often do advisors engage students in true Interest Exploration? Exploratory Advisors at UofSC guide students through a three-pronged approach on Interest, Major, and Career Exploration. By starting a conversation based on the students’ interests and strengths, students are able to identify successful major pathways. Utilizing resources such as our Major-Interest Cards, our Major-Exploration Tree, and the Holland Codes Assessment help students focus their options. Join us in this interactive approach to helping guide students who are in academic transition at your institution.

Re-imagining the First Year Experience: Part One
Mary-Charles Horn, Jean-Paul Viray, Anna Zirkel
UNC Chapel Hill
Room: Colonial

Prior to Fall 2017, a “Required First-Year Appointment” was an integral part of a First-Year Student’s academic advising experience at UNC-Chapel Hill. These mandatory appointments were intended to introduce students to Academic Advising at UNC-Chapel Hill, and provide general information about curriculum, policies, and campus resources. Increased enrollment, student feedback, and a desire for students to engage with academic advisors by choice, fueled efforts to deliver this information in other creative ways, without punitive consequences. We will share how these efforts evolved into a First-Year Student Advising Experience at UNC-Chapel Hill that includes an academic advising syllabus, First-Year Student Module, faculty-promoted Major Workshops, and a weekly podcast series. We aim for participants to return to their campuses with innovative ideas to re-imagine a students’ First-Year Experience.

By Advisors, for Advisors: Integrating Technology in an Early Registration Process
Ken Pfaff, Jack Kelly
Western Carolina University
Room: Carolina A
When a student enrolls at your campus and shows up at orientation, what do you know about them? Would you like to know more? Or have that information earlier? At WCU, a new student-facing early registration system was designed in-house by advisors with advising needs in mind! This resulted in increased response rates as well as more useful information for advisors building schedules and working with incoming freshman. During this roundtable discussion, we will describe the benefits—and the pitfalls—of developing advising technology in-house. We will also discuss strategies to improve student on-boarding processes via technology at all of our institutions and share ideas for the future.

Bringing the Flipped Classroom to Advising: One Advisor’s Innovative Approach to Advising Overload

Kaitlyn Reynolds

East Carolina University

Room: Carolina B

Are you struggling to find a way to handle ever-growing advising loads that outpace the growth of personnel and resources to match? In this session, participants will learn about an innovative pilot bringing flipped classroom concepts to advising. Flipped classroom instructors provide students materials to read or watch prior to class, so that actual classroom time can be used for discussion, advanced concepts and collaboration. In a significant cultural shift for our advising center and students, one advisor implemented a flipped advising model based on the flipped classroom in Fall 2017. This new model has had multiple benefits in helping manage advisor time with an ever-growing caseload, while still being able to meet each student’s individual needs, and encouraging critical thinking, self-advocacy, and engagement from advisees.

The Importance of Being a Finisher

Howard Byrd

Central Piedmont Community College

Room: Calhoun

Academic advisors are encountering a generation of learners who have been inundated with educational options without being required to adhere to a continuous path toward a destination. These challenges have created an increase in a segment of the student population who are great starters but fail to finish. This tendency among students is characterized by vacillation of purpose and ambiguity of educational objectives. Advisors who intentionally encourage students to address the why, the what, and the way of their educational pursuits can begin the process of reversing this trend. The direction in advising should advance toward developing finishers, and professional collaboration of methodologies will lead to an amalgamation of best practices that will produce measurable improvement in retention and matriculation.

What’s Your Name? Implications of Student Name Use to Foster Inclusion

Wonjae Kim

Clemson

Room: Pinckney

With a rise in student populations of differing races and ethnicities entering higher education, a problem an advisor may encounter can occur within the initial moments of meeting a student. The impact of names is often understated, but can prove to be an effective and easy way to build rapport and foster inclusion. However, this simple tool can easily turn into a source of anxiety if approached tactlessly. As someone who has experienced this firsthand, I want to illustrate the impact of names in an advising and supporting setting, discuss different experiences around this issue, and co-construct best practices among other advisors and academic coaches to foster a sense of inclusivity among diverse student populations.

Career Readiness Rubric Development for Formative Assessment

Chelsea Lyles, Tracey Drown

Virginia Tech

Room: Gold

The National Association of Colleges and Employers (NACE) defines career readiness as, “attainment and demonstration of requisite competencies that proudly prepare college graduates for a successful transition into the workplace” (2017). NACE has identified the competencies most in demand by employers: critical thinking/problem solving, oral/written communications, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency. How can academic advisors help undergraduates demonstrate development of the professional competencies that employers are seeking? Panadero and Jonsson (2013) found that rubric use clarifies
expectations for students and decreases anxiety. Participants will leave with sample rubrics to assess demonstration of NACE competencies within students’ professional social media profiles and e-portfolios that they may tailor for their own formative assessment purposes.

**Supporting Students in Health and Education**

Natalie Bernardina, Vikki Berknotski

*University of North Carolina, Wilmington; University of Tennessee at Chattanooga*

**Room: Colonial**

The presenters will be discussing the challenges of helping students in these demanding programs. We will cover topics such as necessary testing, motivation techniques, how to discuss alternate plans, and materials that are given to students. This presentation’s goal is to help other advisors in the health and education fields to be better supporters of their students as they enter and progress through these demanding curriculums.

**No Longer “At Ease”: Fostering Student Engagement and Success of Returning Veterans**

Louis DesChamps, Kelvin Thompson, Ojay Johnson

*Central Piedmont Community College*

**Room: Carolina A**

Central Piedmont Community College has enhanced its capacity to impact and foster student success for our growing population of military veterans. Highlighting the partnership created interdepartmentally, this session will focus on the culture created when combined efforts to engage the student holistically eases existing student anxieties. This engaging session will have three areas of focus: 1) Building Trust and Easing Anxiety in Student Veterans; 2) Maximizing communication and promoting student engagement in military veterans; and 3) Campus partnerships and collaborations: a holistic approach to student services for military veterans. Throughout this session, participants will be encouraged to share their insights and knowledge regarding best practices in creating a culture of confidence and success for student veterans.

**A Conversation with NACADA Leaders**

Kerry Kincanon, Rhonda Baker, Jeff Elliott

*NACADA*

**Room: Carolina B**

This informal discussion is to provide a forum for attendees to visit with NACADA leaders regarding the Association’s many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.
2018 Region Award Winners

Excellence in Advising - Advising Administrator
Lucy Langworthy, Middle Tennessee State University

Excellence in Advising - Advisor Primary Role
Susan Lamb, North Carolina State University

Excellence in Advising - Advisor Primary Role Certificate of Merit
Jason Denius, East Carolina University

Excellence in Advising - Advisor Primary Role Certificate of Merit
Joshua Brittingham, Northern Kentucky University

Excellence in Advising - Faculty Advisor
Sally Hunter, University of Tennessee-Knoxville

Excellence in Advising - Faculty Advisor Certificate of Merit
Erin Beutel, College of Charleston

Excellence in Advising - New Advisor
Maggie Szeman, College of Charleston

Excellence in Advising - New Advisor Certificate of Merit
Sarah Minslow, University of North Carolina at Charlotte

Excellence in Advising - New Advisor Certificate of Merit
Megan Cayton, University of North Carolina at Greensboro

Region 3 Conference Graduate Student Scholarship
Emily Christian, University of North Carolina-Greensboro
Kansas State University  (table and ad)

Kansas State University Global Campus offers an online master’s degree and an online graduate certificate in academic advising. Developed in consultation with NACADA, the programs prepare practicing and future advisors to contribute to college student development and learning through the use of a comprehensive, theory-driven and research-guided advising practice.

Appointment Manager (table only)

E2E Advising is an enterprise solution for comprehensive student success and appointment scheduling platform that offers a two-way sync with advisor’s calendar (Microsoft Outlook / Google) in real-time. Our FERPA and ADA-compliant appointment scheduling and case management platform has been designed and developed exclusively for Higher education. Empower your students to self-schedule advising appointments by viewing and booking appointments online and having those appointments straight into an advisor’s calendar in a matter of minutes. Students get email and text notifications, reminders and much more. Plus, you can collect data for your advising assessment purposes. Join us on May 30 from 8 am- 9 a.m. (this part may not be necessary as we’ll likely have this printed by date and time, but we’ll leave it in for now) to see Appointment Manager in action!

Marian University (table only)
Please use exits noted by the stars on the map.

NACADA name badge will be required for entrance to help control for other events going on in Charleston at this time.

The Academic Advising and Planning Center in the Lightsey Center will be open during the reception for all to walk through. Come check it out!
West Virginia NACADA Conference 2019

Life Stories: The Art of Academic Advising
September 30—October 3, 2018
Phoenix, Arizona - Phoenix Convention Center

Thank you to all the fantastic volunteers who worked during the conference to provide excellent service to all those attending. We truly appreciate your time and contributions to the 2018 Region 3 Conference.