



Advising High Achieving Students Community

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Welcome

To me, NACADA is all about relationships – and that is more important now than ever. Things are different than they were. This is very real for all of us. The social distancing and transition to remote education has been tough on so many of us and the uncertainty can be difficult. Instead of creating social distance right now, we need to be developing social connections. That is why I am so happy to be a part of this community. Let's make connections. Let's learn from and with each other. Let's focus on our relationships and how we can strengthen them. Let's start now! Look for information coming soon about our first community happy hour event of 2021.

Please do not hesitate to reach out to me or the rest of the steering committee with questions, concerns, or suggestions. Together we are stronger.

Kelly Briggs - Chair
kbriggs10@ksu.edu

#nerdybynature

Office Hours

Did you sign up to review proposals for the Annual Conference? Thank you! We know that your time is valuable and we appreciate you. But, if you are anything like me, you want to make sure your review is fair, equitable and helpful. We're here to help! Members of the steering committee will be hosting informal 'Office Hours' to help you feel more comfortable and confident as a reviewer. Join us at one of these sessions:



Rebekah Chojnacki - February 24 from 4:00 - 5:00 CT

Kelly Briggs – Monday, March 1st from 11:00am-12:00pm CT

Ashley Webber - Thursday, March 4th from 12:30-1:30PM CT.

Joyce Jones - Tuesday, March 9th from 3-4 pm CT.

Topic: Advising High Achieving Students Community

Join Zoom Meeting

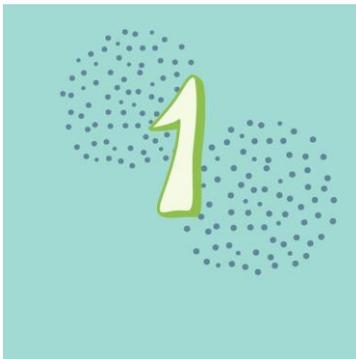
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Meeting ID: 960 6434 0584

Passcode: NACADA

Get to know the steering committee

We want you to know us better so here are a few questions to get to know each of us a little better!



What made you decide to join the steering committee?



How do you define high-achieving?



What keeps you in advising?



Rebekah Chojnacki
University of Texas - Arlington

1. I wanted to get more involved in NACADA, and joining a committee was a good way to do that.
2. High-achieving for me means students who are capable of/desire to do more in-depth academic inquiry. For some students, this is through giftedness, and for others, through passion and hard work.
3. Watching students grow and succeed is extremely fulfilling!

Musu Davis
Rutgers University

1. I attended a committee meeting at a NACADA national conference with a colleague and immediately felt like these are my people! So many thoughtful, compassionate advisors helping their talented students do more than they imagined at the start: I was in and was excited to have an opportunity to contribute more.
2. All of our students have the potential to do great things, but academically talented students are especially skilled at achieving at the highest levels in the classroom and beyond. They are multitalented, excel at their coursework, and continually demonstrate their ability to achieve big goals as learners and developing professionals.
3. My students are rock stars, keep me on my toes, and I love sharing in their triumphs and coaching them through their challenges. I had some wonderful coaches/mentors in college and grad school, so I try to pour a little of what I got from them into my own students.



Joyce Jones
Rice University

1. I am relatively new to advising, and I wanted a way to meet other professionals from across the nation while also getting more involved in NACADA.
2. High achieving students are students that engage in deep intellectual thought, inquiry, and reasoning. These students continue to extend their academic interests and capabilities beyond the classroom to explore their scholarly passions and interests.
3. My students! I love getting to see them mature and develop their sense of self and purpose in the world. It is incredibly rewarding to watch as they explore, plan, and achieve greatness.

Anna Traykova
Kennesaw State University



1. I am passionate about learning and helping people learn. Actually, one of the best ways to learn is to help others learn. I joined the steering committee as it is a way to be deeply involved and thus learn more about how to best support high achieving and multipotential students. Within the steering committee, I am excited to work on initiatives to facilitate learning for our community members and I look forward to organizing and producing a helpful panel discussion or two.
2. Multipotential students, and students with high potential in one or more aspects- whether they are actually realizing that potential or not, is how I define high-achieving students.
3. For me it is very personal - I lacked a good advisor or mentor when I was an undergrad student, and lacked support and guidance to realize my potential and to choose my direction. I want to be that advisor and mentor I never had. And I want to help other advisors be outstanding advisors.



Anna Van Overberghe
University of Notre Dame

1. I want to help new members integrate into NACADA and meet new people and perhaps gain confidence in their own experience while at the same time increasing my own involvement in NACADA leadership opportunities.
2. I think high-achieving students are those who, when thriving, are engaged and performing at an above-average level in one or more of the following distinct areas: academics, extra-curricular and experiential pursuits, and personal learning development. But, there's room for so many groups of learners to fit into this definition, and that's why thinking about the unique issues facing these students and the best advising practices for them is so beneficial to the field of advising as a whole.
3. I advise students in a supplementary program focused on peace studies, and part of what has kept me here is knowing that I'm doing my part to make the world better by helping educate students in those theories and practices. Our faculty teach our students in the classroom, and I teach them to understand the curriculum and their progress through it. In doing so, I know I'm doing my part to shape them into leaders who will bring positive change to our communities, both global and local.

Ashley Webber
University of Cincinnati



1. I want to connect with other colleagues working with high achieving student and find ways to promote this community to advisors who also work with these students.
2. I define high-achieving as regularly excelling at all things undertaken.
3. I enjoy seeing students make connections between what they are learning in and out of the classroom and how that impacts their future.



Jill Wheeler
University of Arkansas

1. As an office of 1, making connections with others working with the same student populations helps me be a better resource to my students! I have been able to make connections with other professionals on a deeper level than I could have if not at member of this committee!
2. Students who put academics and their future career goals above other University programs that can also vie for their attention.
3. The CHANGE I can make in even one student's life is what keeps me in the field year after year. 14 years seems to have flown by when I get to do what I love and make those lasting connections!

Rachel Pawlowski
Wayne State University

1. I joined the steering committee in order to be more meaningfully involved in NACADA. I work exclusively with the high achieving population and enjoy collaborating with others who share the same passion for this population of students.
2. I define high achieving students as those students who aim to excel during their time in college. They aim to excel not only in their academics but also in their engagement and commitment to their academics. They are concerned not only with getting good grades in their courses but being involved in the curriculum on a deeper and more connected level.
3. I stay in advising because it is my passion. I love working with students and having the ability to impact their lives in positive ways. I also like the different aspects of being an advisor that allows me to engage my passion for higher education in ways such as curriculum development, policy creation, and participation in university wide committees.



Upcoming Ways to Get Connected

Whether it is honors students who are on probation for their honors status, multipotential students on general probation, students in highly-selective institutions or programs who are on or in danger of being placed on probation, students with complex experiential pursuits who are struggling academically, or a similar scenario - what advising strategies do you find work best when working with this student population? If you would like to share your insights by participating in a web panel on the topic, please email Anna Traykova at atraykov@kennesaw.edu by Feb 15 the latest.

This panel discussion is an initiative of the NACADA advising community for high achieving students - but you do not need to be a member of the community to be a panelist or attend the discussion. We are hoping to schedule the live virtual panel for early April.

If you are not interested in being a panelist but you are interested in asking our panelists some questions - stay tuned for more info (dates, how to submit a question in advance, registration for attendance, etc.) If you know someone who you think will be a great panelist, please forward this email to them.