

Bloom your best student



planting the seeds for success

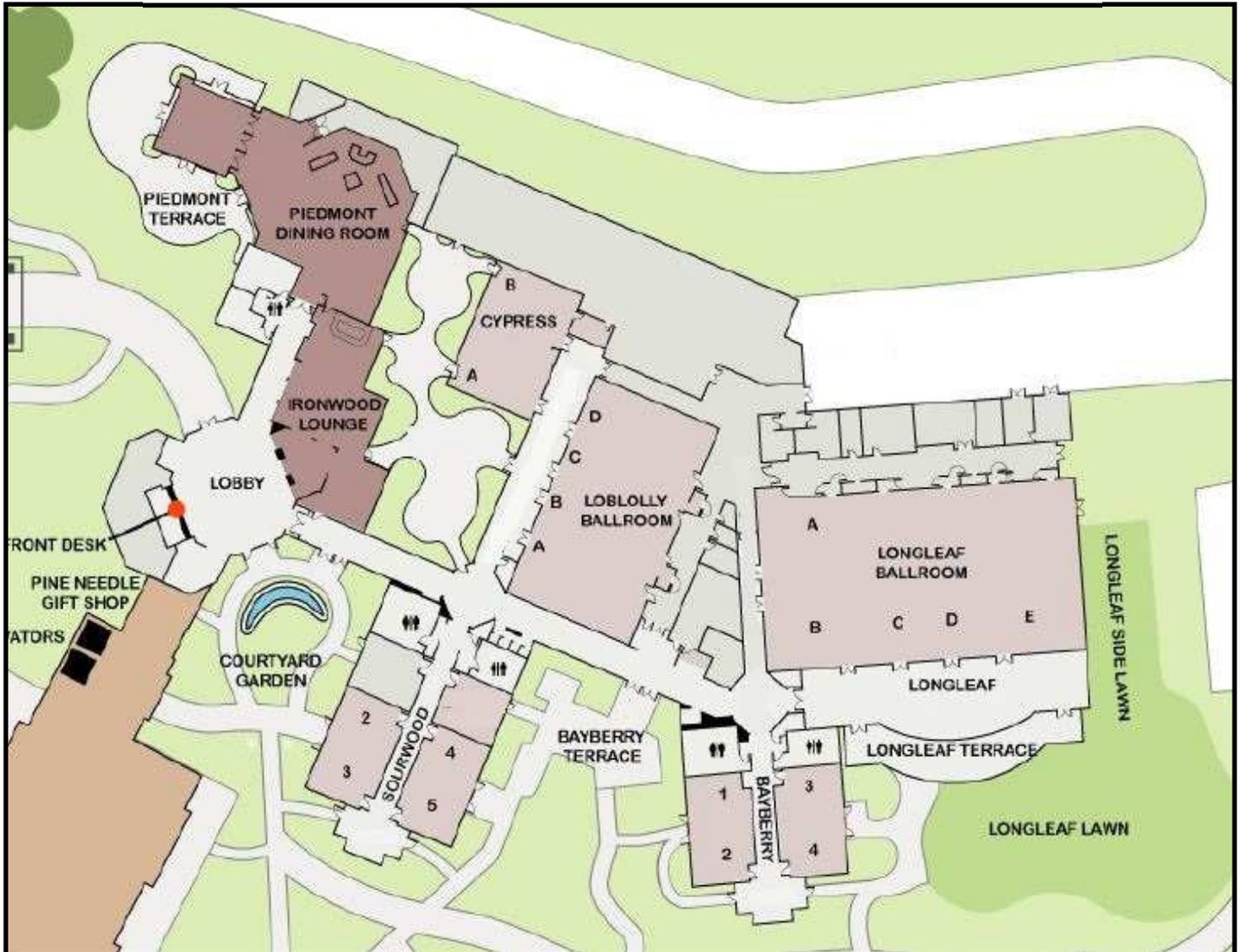
NACADA Region IV Conference

March 11-13, 2018

Pine Mountain, GA



Callaway Resort & Gardens®



Make sure to use our hashtag!

#18NACADAr4



@NACADA
@NACADA_Region4



NACADA-The Global Community for Academic Advising
&
National Academic Advising Association Region 4

2018 Region 4 Conference

Schedule at a Glance

All times are EST

Sunday, March 11, 2018

12:00 pm - 6:00 pm	Registration/Check-In
2:00 pm - 4:00 pm	Preconference Workshops
5:30 pm - 6:30 pm	First Time Attendee Orientation (Free)
6:00 pm - 7:30 pm	Opening Reception

Hor d'oeuvres and one drink ticket included, cash bar available

Monday, March 12, 2018

7:30 am - 8:45 am	Registration/Check-In
7:30 am - 8:15 am	Continental Breakfast
8:15 am - 8:30 am	Conference Welcome and Announcements
8:45 am - 9:45 am	Concurrent Session #1
10:00 am - 11:00 am	Concurrent Session #2
11:15 am - 12:00 pm	Poster Sessions
12:00 pm - 1:30 pm	Luncheon/Keynote Speaker/Awards Presentation
1:45 pm - 2:45 pm	Concurrent Session #3
3:00 pm - 4:00 pm	Concurrent Session #4
4:15 pm - 5:15 pm	Concurrent Session #5
5:30 pm - 6:00 pm	State Meetings (FL - Cypress Ballroom; GA - Loblolly A/B Ballroom; AL- Sourwood Ballroom 2/3; MS Sourwood Ballroom 4)

Dinner on Your Own* See page 32

Tuesday, March 13, 2018

7:30 am - 8:15 am	Continental Breakfast
8:30 am - 9:30 am	Concurrent Session #6
9:45 am - 10:45 am	Concurrent Session #7
11:00 am - 12:00 pm	Concurrent Session #8
12:00 pm - 12:30 pm	Conference Closing Session in Longleaf Ballroom

NACADA Region 4 Conference

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Program designed by: Kelly A. Koch

Cover art by: Jennifer Lamb

Columbus State University

About NACADA

The National Academic Advising Association (NACADA) is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

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

NACADA evolved from the first National Conference on Academic Advising in 1977 and has over 11,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA Vision

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

NACADA Mission

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

NACADA Strategic Goals

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

Welcome

from the Region 4 Chair: Brad Blitz

Welcome to the 2018 NACADA Southeast Region Conference at Callaway Gardens in beautiful Pine Mountain, Georgia. This year marks our 34th annual Region 4 conference, and it has been my honor and privilege to serve as the Region Chair for the past two years. Planning a conference of this scale requires an incredible commitment, and our conference co-chairs Lisa Shaw and Andrea Young, along with their steering committee have worked tirelessly to prepare an amazing conference experience for you. Please take time during the conference to thank them for their contributions.

Nearly 70 pre-conference, concurrent, and poster sessions covering a wide array of advising topics will highlight the innovative and exceptional work being completed by individuals and institutions within our region, the country, and across the globe. I hope you find in these sessions the knowledge, tools, and resources you need to begin *planting the seeds for success* in developing and implementing initiatives at your home institutions.



It is also my hope that this conference will not only help you to *bloom the best students* on your campuses, but that this experience may also be a blossoming of your engagement in NACADA as a professional association, much like it was for me when I attended my first Region 4 conference in 2008. To new members or first-time attendees, thank you for joining us. I am thrilled to welcome you to the NACADA Region 4 family; to those who have attended previous conferences or NACADA events, welcome back!

Please feel free to let me know if there is anything I can do to ensure you can make the most of our short time together and enjoy everything that NACADA and Callaway Gardens has to offer.

Have a wonderful and productive conference!

A handwritten signature in black ink, appearing to read 'Brad Blitz'.

Brad Blitz
Assistant Director, University Advisement Center
Georgia State University

Region 4 Chair, NACADA
The Global Community for Academic Advisement

Welcome

from Conference Co-Chairs: Lisa Shaw and Andrea Young

On behalf of myself and the NACADA Region 4 Conference, welcome to Pine Mountain, Georgia, and the beautiful Callaway Gardens Lodge and Spa. We thank you for your membership to this nationally recognized advising association with 15,000 members who everyday help students become more successful in higher education. Thank you for your travel plans that brought us together from Mississippi, Alabama, Georgia, Florida, the Caribbean, and Puerto Rico.

I work with amazing staff members in the Academic Center for Excellence at Columbus State University.

They and others across the University provided leadership to plan an interesting and exciting conference for you. It is our wish that you are able to relax and enjoy the sessions, hear and reflect on the experiences shared by the presenters, enjoy the company of new and familiar colleagues, and return to your institutions renewed with ideas and possibilities that you have never dreamed!

Lisa Shaw
Columbus State University



Welcome to the 2018 NACADA Region 4 Conference at Callaway Gardens. I am so excited to have you here! As you prepare to “Bloom your best student” I hope you have the opportunity to develop networking avenues as well as grow professionally from each of the sessions. Please also take time to explore the beauty of Callaway Gardens.

A HUGE thank you to the amazing conference planning team, our Region 4 Chair, and the NACADA Executive Office. We could not have done this without all of the help, support and guidance you have all provided. The success of the conference would not be possible without each and every one of you.

Please be sure to stop and say hello to us and if there is anything that my co-chair Lisa or I can assist you with during your time at the conference, please don’t hesitate to ask. We hope that you have a great stay here at Callaway Gardens and leave with impactful insight, professional growth, and excitement to go and “Bloom your best student”!

War Eagle!
Andrea Young
Auburn University

Leadership

NACADA Region 4

Region Chair

Brad Blitz, Georgia State University

Region Conference Co-Chairs

Lisa Shaw—Columbus State University

Andrea Young—Auburn University

NACADA Region 4 Steering Committee

Angela Moore, University of South Florida, Florida Liaison

Heather Thornton, Armstrong State University, Georgia Liaison

Candace Vann, Auburn University, Alabama Liaison

F. Janelle Hannah-Jefferson, Jackson State University, Mississippi Liaison

Courisse Knight, St. George's University, Caribbean Liaison

Vicki Mann, Mississippi State University, Communication Coordinator

Kathy Earwood, Kennesaw State University, Mentoring Coordinator

Sade Tramble, Awards Coordinator, Georgia State University

Rita Simpson, University of Central Florida

Conference Volunteers

NACADA Region 4

Conference Co-Chairs

Lisa Shaw—Columbus State University

Andrea Young—Auburn University

Planning Committee Chairs

Proposal/Selection—BreAunna McKenzie, Auburn University

Social Media—Meredith Jones, Auburn University

Program Format—Kelly Koch, Columbus State University

Vendors/Exhibits/Wellness—Jean Partridge, Columbus State University

Donations—Melissa Young, Columbus State University

Registration/Check-in—Jonathan Hallford, Auburn University

Volunteers/Evaluations—Rob Kulick, Auburn University

NACADA Region 4 Award Winners

2018

Lynda Moore, Mississippi State University, Excellence in Advising - Advising Administrator
Delia Garcia, University of Central Florida, Excellence in Advising - Advising Administrator Certificate of Merit
Stephanie Morawo, Auburn University, Excellence in Advising - Advisor Primary Role
Tina Gottesman, Auburn University, Excellence in Advising - Advisor Primary Role Certificate of Merit
Matthew Morrison, University of Mississippi, Excellence in Advising - Faculty Advisor
Lauren Webster, Auburn University, Excellence in Advising - New Advisor
Jennifer Monkman, University of south Alabama, Excellence in Advising - New Advisor Certificate of Merit
Aline Botsis, University of South Alabama, Excellence in Advising - New Advisor Certificate of Merit
Simone Teel, University of Central Florida, Excellence in Advising - Advising Program
Justin Balser, Florida Atlantic University, Excellence in Advising - Advising Program Certificate of Merit
Office of Academic Advising, Agnes Scott, Excellence in Advising - Advising Program Certificate of Merit
Lindsey Byrd, Pensacola State College, Region 4 Joyce C. Jackson Service Award
Laura Howell, Georgia Southern University, Region 4 Conference Travel Grant
Tory Dellafiora, Florida State University, Region 4 Conference Graduate Student Travel Grant

2017

Lisa Shaw, Columbus State University, Excellence in Advising - Advising Administrator
Tiana Solis, Florida International University, Excellence in Advising - Advising Administrator Certificate of Merit
LaShae Roberts, Florida State University, Excellence in Advising - Advising Program
Kasandrea Sereno, University of South Florida, Excellence in Advising - Advisor Primary Role
Rene Alvarez, University of South Florida, Excellence in Advising - Advisor Primary Role Certificate of Merit
Harry Ponder, Auburn University, Excellence in Advising - Faculty
Byunghyun Jang, University of Mississippi, Excellence in Advising - Faculty Certificate of Merit
Daniel Shelnett, University of South Florida, Excellence in Advising - New Advisor
Jennifer Farran, University of Central Florida, Excellence in Advising - New Advisor Certificate of Merit
Jessica Simmons, University of Central Florida, Region 4 Administrators' Institute
Jessica Simmons, University of Central Florida, Region 4 Advising Seminar
Jessica Fasano, University of Central Florida, Region 4 Travel Grant
Javaris Hammond, Florida Atlantic University, Region 4 Travel Grant
Tiffany Cheatham, University of Central Florida, Region 4 Graduate Student Travel Grant
Eric Papa, University of West Florida, Region 4 Annual Conference Travel Grant

Welcome

from Columbus State University President: Dr. Chris Markwood

Welcome to Callaway Gardens and the Chattahoochee Valley region, home to Georgia's largest state park, the world's longest urban whitewater course, corporate headquarters for international companies such as Aflac, and Columbus State University.

As president of Columbus State University, I am especially pleased that we are able to help host Region 4 NACADA conference. I truly believe that universities such as ours cannot achieve our goals if advisors such as you are not able to effectively fulfill your responsibilities.

Let me give you just one example of how our needs align. The mission of NACADA: The Global Community for Academic Advising (NACADA) is to promote student success by advancing the field of academic advising globally. If you go to Columbus State University's new strategic plan, one of our action items under the heading of creating a more student-centered campus is to "develop and implement a comprehensive advising plan in support of student success."

So, I applaud your efforts to gather for this most important conference so you can plant the seeds for success. The fruits of your labors are seen in our students every day, and make a lasting impression on our universities, our communities, and our country.

Sincerely,

Chris Markwood, President
Columbus State University

Keynote Speaker — Dr. Christopher Markwood



Christopher L. Markwood became Columbus State University's fifth president on June 1, 2015. Since becoming president, he and his family have become active participants on campus and in the Columbus community. That involvement helped spur one of Markwood's first priorities as CSU president: expanding a strong town-gown relationship. One example is WinterFest, a community-wide holiday celebration at CSU that now draws thousands to campus every year. Utilizing collaborative leadership, he is promoting creativity, innovation and efficiency across campus, all aimed at improving learning and enhancing the university's capability to attract, retain and graduate students.

Before moving to Georgia, Markwood served as provost and vice president for academic affairs at Texas A&M University-Corpus Christi from 2011-2014. Markwood served as interim chancellor (August 2010 – March 2011) at the University of Wisconsin-Superior, where he also served as provost, vice chancellor for academic affairs and dean of faculties from 2006-2010. He began his teaching career at the University of Central Oklahoma (UCO) in 1994 as an assistant professor in the Department of Political Science. He moved through the faculty ranks at UCO, serving as assistant dean and then inaugural dean of the College of Arts, Media & Design in 2001.

In 2005, he received the University of Central Oklahoma's Modeling the Way award for innovative and creative leadership for his contributions to the development of the new college.

Throughout his administrative career, he has sought to increase student enrollment and success, champion 21st century learning, innovate processes and services, and invest in faculty and staff development. Author and editor of the book "Oklahoma Government and Politics – an Introduction," Markwood has written articles and presented nationwide about topics related to political science and continuous improvement in higher education.

In 2017, Dr. Markwood was named as one of Georgia's 100 most influential people by Georgia Trend Magazine. He is a board member for the Georgia Council on Economic Education, serves on the Together 2017 board, and on the University System of Georgia's Comprehensive Administrative Review committee. He also is on the executive committee of the Peach Belt Conference.

A native of Texas, Markwood earned a doctorate and master's degree in political science from the University of Missouri-Columbia.

He earned a bachelor's degree in political science and history from Southwest Baptist University in Bolivar, Mo.

He and his wife, Bridget, have one young daughter.

General Conference Information

Conference Evaluations

Our presenters would greatly appreciate your feedback on each session you attend. A conference volunteer will distribute and collect evaluations at each session. We will use these session evaluations to select the “Best in Region” award. We highly value each attendee's input which will enable next year's planning committee to develop a successful 2019 Region 4 Conference. Be on the lookout for a session you think qualifies as the “Best in Region.” *Presenters:* Copies of your evaluations can be picked up from the Bayberry 3/4 conference room. Overall Conference evaluations will be mailed to all participants after the conference.

Best of Region

The conference planning committee will present this honor to the presenter(s) whose sessions receives the highest overall score. The winner(s) will be given a registration stipend to cover registration to attend and present the “Best of Region 4” presentation at the 2018 annual NACADA conference in Phoenix Arizona this September. The winner will be announced Tuesday afternoon in the closing session.

Session Handouts

Session handouts will be distributed by session presenters if they choose to do so. Extra handouts will be available at the NACADA/Information Table. *Presenters:* Be sure to include your name and the title of presentation on the handout. Once the conference concludes we will send out access to Dropbox for electronic hand-outs.

Hospitality and Information

Hospitality information is available at the hotel front desk. Pine Mountain information, restaurant options, and evening entertainment information will be included in your conference bags and on pages 32 of this book.

Volunteer Opportunities

Volunteers will check in at the Volunteer Table in Longleaf foyer. If you wish to volunteer during the conference, check in at the Volunteer Table and the conference staff will match you up with an opportunity.

NACADA Publications

NACADA publications and advising materials will be available at the NACADA table located in the main hotel hallway. It will remain open throughout the conference, closing before the opening reception on Sunday, before the State meetings on Monday, and at noon on Tuesday.

Research Consultation Sessions at the Region IV Conference!

Need to talk through a research idea or potential inquiry question? The NACADA Research Committee, the *NACADA Journal* Editorial Board, and the NACADA Center for Research are pleased to announce that attendees at the NACADA Region IV Conference have the opportunity to sign up for a half hour “consultation session” with a research consultant. If interested, please contact Dr. Craig McGill at cmmcgill@fiu.edu. Once we connect, I'll ask you to send any of your materials in advance. The Research Consultations will take place in the Sourwood Prefunction area.

2018 REGION 4 DETAILED SCHEDULE

Sunday, March 11, 2018

Pre-Conference Workshops

2:00 - 4:00 pm	P1. Developing and Coaching a Culture of Leaders: The power of connection	Loblolly Ballroom A/B
	P2. Breaking the Ice: Team Building Strategies for Students and Staff	Cypress Ballroom A/B

P1. Developing and Coaching a Culture of Leaders: The power of connection

Loblolly Ballroom A/B / Sunday, March 11 / 2:00 pm—4:00 pm (EST)

Rolando Torres, Sarah Lovins, and Hannah Byrd Florida State University

One of the biggest challenges in our field is being able to give each of our students the same level of energy every day. This highly interactive workshop will emphasize powerful team initiatives to energize your staff to continue doing what they do best: empowering students. Attendees will leave with a deeper understanding of how to develop a staff culture that creates leaders, a toolkit of fun initiatives to bring their teams together and develop their potential, and a new appreciation for connection with their staff.

P2. Breaking the Ice: Team Building Strategies for Students and Staff

Cypress Ballroom A/B / Sunday, March 11 / 2:00 pm—4:00 pm (EST)

Zoey Zeitlin and Bernard Shuford, Florida State University

Team building or icebreakers are used in almost every setting whether in school or later in our professional lives. Team building does not have to be a big production and can come in many different forms- from outdoor experiences to indoor group work. Still we are not always sure if or why team building exercises work (Klein et al, 2009). This session will aim to show some of the research behind implementing team building to improve team effectiveness; looking at what best strategies for effective team building can be (Noe, 2002). The session will also be a chance to participate in team building so that we can take the time to engage with each other within the NACADA community.

4:30 - 5:30 pm	P3. NACADA Orientation for First-Time Conference Attendees FREE	Cypress Ballroom A/B
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P3. NACADA Orientation for First-Time Conference Attendees | FREE

Cypress Ballroom A/B / Sunday, March 11 / 4:30 pm—5:30 pm (EST)

Brad Blitz, Georgia State University

As a new member or a first time attendee at a NACADA event, you most likely have questions you want answered: How can I benefit from my NACADA membership? I am only in my first year, can I even get involved? What is my NACADA region and what opportunities are available to me?

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

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

6:00 - 7:30 pm	Opening Reception FREE	Longleaf Ballroom
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2018 REGION 4 DETAILED SCHEDULE

Monday, March 12, 2018

Concurrent Session #1

8:45 - 9:45 am	CS1. The Wonderful World of Advising	Cypress Ballroom A/B
	CS2. Proactive Advisement: Using Digital Tools and Apps for Student Success	Loblolly Ballroom A/B
	CS3. Road to the Right Major: Strategies for Advising Exploratory Students	Loblolly Ballroom C/D
	CS4. TAG, You're It: Building the Transfer Student Bridge from Orientation to Graduation	Sourwood Ballroom 2/3
	CS5. Survival in the Face of Stress and Fear: How the Advisor Can Respond to Fight or Flight in Student Behavior	Sourwood Ballroom 4
	CS6. How to Successfully Cultivate Foreign Seeds in Foreign Soil	Sourwood Ballroom 5
	CS7. Healthy Change	Bayberry Ballroom 1/2

CS1. The Wonderful World of Advising

Cypress Ballroom A/B / Monday, March 12 / 8:45 am—9:45 am (EST)

Tyler Pede, Kennesaw State University

For some students, college is the most magical and exciting experience. For others, it's overwhelming, exhausting, and confusing. Using Disney's customer service principles & practices, we will discuss how to better understand and meet the needs of our students as it relates to academic advising. Learn how to apply concepts such as "Guestology," "wayfinding," and service recovery to your advising repertoire. Sometimes you just need a little Faith, Trust, and Pixie Dust to make a student's dreams come true!

CS2. Proactive Advisement: Using Digital Tools and Apps for Student Success

Loblolly Ballroom A/B / Monday, March 12 / 8:45 am—9:45 am (EST)

Danielle Bostick and Veena Shankar, University of Georgia and Georgia Southern University

Are you interested in learning about the latest apps and digital tools you can utilize for student success? Do you want to know how to incorporate them as part of your advisement practices? By the end of this session, 1) advisors will learn about preemptive measures to anticipate and address problems students may have, as part of a proactive advisement style, and 2) identify and learn about digital tools that address these issues to help serve students effectively. Please note that attendees are encouraged to bring their mobile devices and laptops to interact with the presenters during the session.

CS3. Road to the Right Major: Strategies for Advising Exploratory Students

Loblolly Ballroom C/D / Monday, March 12 / 8:45 am—9:45 am (EST)

Elisa Kuchvalek and Andrea Inman, Florida State University

Working with exploratory/undecided students can be a challenging and overwhelming task for many academic advisors making it essential to have a well-developed set of strategies that can be used to appropriately guide these students down the road to academic success and ultimately graduation. Using an easy to follow navigation theme, this presentation combines theory and practice and offers an in-depth discussion of the various exploratory/undecided sub-populations and strategies advisors can use when working with these students.

CS4. TAG, You're It: Building the Transfer Student Bridge from Orientation to Graduation

Sourwood Ballroom 2/3 / Monday, March 12 / 8:45 am—9:45 am (EST)

Sara Wilgus, Chis Lundy, Hilary Cuevas, Kristen Kenney, and Jamal Murray, Kennesaw State University

At Kennesaw State University, the transfer student population greatly outnumbers the traditional student population. With no dedicated transfer student services center, students often feel disconnected from the campus. Enter the Transfer Advocate Gateway Program (TAG), a grant-funded initiative that aims to assist students by putting theoretical frameworks into practice. With the assistance of Enrollment Services Specialists and Graduation Coaches, transfer students have the advantage of consistent support from the community college level through graduation from KSU. The TAG Program measures high-impact contacts, workshop sessions, and life after graduation. With these resources in place, TAG hopes to construct a dedicated transfer student services center, providing seamless support that collaborates with all areas of KSU, two-year, technical, and other four-year college transfer students and their concerns.

CS5. Survival in the Face of Stress and Fear: How the Advisor Can Respond to Fight or Flight in Student Behavior

Sourwood Ballroom 4 / Monday, March 12 / 8:45 am—9:45 am (EST)

Christina Curley, Kennesaw State University

Facing intimidating and unappealing tasks causes all kinds of discomforts—excess sweat, increased heart rate, tense muscles, headaches, and upset stomach just to name a few. Trying to combat or avoid these feelings is only natural. In fact, it is an instinct known as fight or flight, and many college students experience it as they face their academic challenges and fears. This presentation will explore how the fight or flight instinct translates to the college student experience. Participants will gain a new perspective for working with students and will be given practical tools to educate, mentor, and guide students to a healthier and more productive response to stressful situations.

CS6. How to Successfully Cultivate Foreign Seeds in Foreign Soil

Sourwood Ballroom 5 / Monday, March 12 / 8:45 am—9:45 am (EST)

Ben Kim, University of Central Florida

Every individual does not come from the same background. People around the world and in various subcultures are raised to believe and abide by different rules in life. Many people have engrained prejudices and stereotypes that we do not even realize. This session will help participants to recognize their biases and how to remove them in advising to successfully provide inclusive diversity advising. It will guide participants to better understand two kinds of culture and language, including common global relational and cognitive issues.

CS7. Healthy Change

Bayberry Ballroom 1/2 / Monday, March 12 / 8:45 am—9:45 am (EST)

Deena Newman, Albany State University

Most people dread change. Academic advisors constantly deal with change, such as changing policies, administrators, budgets, personnel, advising models, and technologies. Some advisors, especially in Georgia, have faced major change during consolidations. Information on change from a variety of sources will be shared. Participants will be asked to discuss how their institutions have weathered changes and how those changes have affected both advisors and students in positive and negative ways. Examination of changes advisors can control as well as changes they can't control will be a focus of this presentation. Common reactions to change will be noted, including resisting change, fleeing from change, adjusting to change, and embracing change.

Monday, March 12, 2018

Concurrent Session #2

10:00 - 11:00 am	CS8. Mobile Advising at Mississippi State University: Advising Beyond the Desk	Cypress Ballroom A/B
	CS9 . Stereotype Threat: How Negative Images Can Impact Academic Performance for Students of Color	Loblolly Ballroom A/B
	CS10. Assessing Student Learning in First Year Academic Advising	Loblolly Ballroom C/D
	CS11. Raising value as a professional: Determining your level of involvement in the scholarship of advising	Sourwood Ballroom 2/3
	CS12. “I’ve always wanted to become a nurse...” Supporting sophomores through Group Advising for Pre- Limited Access Majors	Sourwood Ballroom 4
	CS13. Starting from Ground Zero: Energizing Advising on your Campus	Sourwood Ballroom 5
	CS14. You reap what you sow: Developing techniques to assist the Non-Traditional Student succeed	Bayberry Ballroom 1/2

CS8. Mobile Advising at Mississippi State University: Advising Beyond the Desk

Cypress Ballroom A/B / Monday, March 12 / 10:00 am—11:00 am (EST)

Lynda Moore, Katy Richey, and Jermaine Jackson, Mississippi State University

The University Academic Advising Center at Mississippi State University elevated the perception of undeclared academic advising among students, staff, and faculty by advising beyond the desk. The UAAC re-designed their summer registration orientation, created a mobile advising unit that partnered with various advising departments across campus, and fostered stronger advisor/student relationships. The transformation included a restructuring of UAAC, training for advisors and creating a new undeclared culture inside and outside of the office. During this session, the staff will discuss the processes, the philosophies, and effects of the transformation had on the students and advising staff at Mississippi State University.

CS9. Stereotype Threat: How Negative Images Can Impact Academic Performance for Students of Color

Loblolly Ballroom A/B / Monday, March 12 / 10:00 am—11:00 am (EST)

Onoriode Ewwaraye, LCSW, Morehouse College

American society is saturated with stereotypes about people of color. This is especially true when it comes to stereotypes regarding academic and intellectual ability. In fact, these stereotypes have very serious real world implications for Black and Latino college students. Research has shown that awareness of these negative images can have influence on students’ academic performance and overall cognitive functioning. In fact, it has been theorized that much of the performance gap that Black and Latino students exhibit can be exasperated, if not totally attributed, to this. In this workshop, we examine the phenomena known as Stereotype Threat – what is it, how does it work, and what can you do about?

CS10. Assessing Student Learning in First Year Academic Advising

Loblolly Ballroom C/D / Monday, March 12 / 10:00 am—11:00 am (EST)

Eugene VanSickle and Terri Carroll, University of North Georgia

The presentation provides a model for the assessment of specific student learning outcomes in academic advising during the first year of college. The model of academic advising is designed to promote student learning through a specific curriculum for each advising session. Academic Advising progresses naturally from an intensive informational stage at orientation to professional advisors teaching students how to design an educational plan to reach specific academic goals. Professional advisors assess student learning by using a specific set of instruments that can be used across academic programs and quickly completed after each advising session.

CS11. Raising value as a professional: Determining your level of involvement in the scholarship of advising

Sourwood Ballroom 2/3 / Monday, March 12 / 10:00 am—11:00 am (EST)

Craig McGill, Florida International University

As the scope of the profession of advising grows and deepens, individual advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective “Involvement in Research” framework. Join members of the NACADA Research Committee and the Director of the NACADA Center for Research as we explore ideas for your own place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there.

CS12. “I’ve always wanted to become a nurse…” Supporting sophomores through Group Advising for Pre- Limited Access Majors

Sourwood Ballroom 4 / Monday, March 12 / 10:00 am—11:00 am (EST)

Jaclyn Behrens and Mikayla Murray, University of North Florida

How do advising offices maximize resources with limited staff, time, and budgetary needs? These constraints, combined with an influx of students interested in limited access majors, led UNF’s Brooks College of Health (BCH) advising office to create an innovative plan intended to make a meaningful impact on students’ academic experience. BCH houses over 3,000 students with six undergraduate majors—three of which are limited access (nursing, exercise science, and athletic training). In this session, attendees will learn about the benefits of group advising for limited access sophomores, and also share ideas that can be adapted at their own institutions.

CS13. Starting from Ground Zero: Energizing Advising on your Campus

Sourwood Ballroom 5 / Monday, March 12 / 10:00 am—11:00 am (EST)

Patricia Morris, College of Coastal Georgia

In 2013, the College of Coastal Georgia (CCGA), through retirement and other events, was left with only one professional advisor. What we needed was a plan. How could we build an advising model that fit the needs of our campus, respected the work done in the past, and build a climate of collaboration? Two words...Needs Assessment.

This workshop will address the importance of identifying stakeholders and using a needs assessment survey to develop an advising plan, the idea of phased implementation, budget challenges and how best practices helped our cause to make formative changes in advising on our campus. Data will be shared. This presentation is appropriate for advisors and administrators from both two- and four-year colleges.

CS14. You reap what you sow: Developing techniques to assist the Non-Traditional Student succeed

Bayberry Ballroom 1/2 / Monday, March 12 / 10:00 am—11:00 am (EST)

Wanda Polnitz, Andrea Holliday, and Twyanna Powell, Columbia Southern University

Non-traditional students often have other priorities above their education and encounter obstacles that traditional students may not face. Through presentation and group discussion, this session will cover strategies for assisting a non-traditional student to bloom where they are planted, navigate the obstacles they face along the way to graduation, define the characteristics of a non-traditional student, and discuss the presenters’ top five advising practices for working with non-traditional students. More than 74% of all undergraduate students meet at least one of the seven characteristics of a non-traditional student. Therefore, considered non-traditional by definition they are becoming the rule, not the exception.

Monday, March 12, 2018

Poster Session

11:15 - 12:00 pm	PS1. Going Green: A Paperless Advising Records System	Longleaf Ballroom Lobby
	PS2. Hiring the "Right" Advisor - Fit Vs. Skill?	
	PS3. Tailor Made: Customizing Student Strategies for Success	
	PS4. Transitioning Together: Students and Advisors	
	PS5. Improving Student Retention through Leadership Development Coaching and Coaching Integration in Academic Advising	
	PS6. Meme Advising- How to use memes to reach your students	
	PS7. Beyond Blooming: Supporting Students with Autism THRIVE on Campus	
	PS8. Planting Seeds early in your appointment to Stay on Time and Stay in the Solution: Techniques for your advising appointment	
	PS9. New Advisors: Expectations vs. Reality	

PS1. Going Green: A Paperless Advising Records System

Genta Stanfield, Auburn University

Taking advantage of the wealth of technology available to advisors now, a department transitioned to a paperless advising system in September 2016 that incorporates DegreeWorks, SSC-Campus, a shared network drive between the department and college, and an eSignature pad. Many may think that integrating all these systems takes extra time, but this presentation/poster will illustrate that it takes only seconds to use, cuts down on office clutter and lost documents, and allows for seamless transfer of documentation between the department and college. With files being electronic, there is less danger of losing important documentation due to accidental destruction (office flooding, fire, etc.).

PS2. Hiring the "Right" Advisor - Fit Vs. Skill?

Melissa Hernandez and Esther Benayoun, Florida International University

Are You Right for the Job – Fit Vs. Skill?

Best Practices for Hiring the “Right” Advisor at a Large Institution

Are you concerned about the risk of hiring the wrong candidate to join your advising team? The role of an advisor requires attention to detail, flexibility, and the ability to work well under pressure and in teams. Advisors are expected to provide a positive environment even when unexpected changes occur. Hiring a candidate that may have interviewed well but who does not share the same departmental culture and colleague collaboration can dismantle the productivity of a positive work environment. Let us recommend factors such as an organized hiring structure, honing on a “fit” vs “skill” approach, and an appreciative advising interviewing method that can promote favorable hiring practices.

PS3. Tailor Made: Customizing Student Strategies for Success

Tracy Turner, Chris Lau, and Kyle Roark, Florida State University

While our institution offers many opportunities for extra-curricular activities, our project organizes these many possibilities into manageable units that students can customize to their own unique goals and strengths. By tailoring a student's plan for career preparation, leadership, and personal growth, we seek a holistic approach to advising that doesn't overwhelm students at the beginning of their college experience while also seeking to facilitate growth in the seven areas of student development identified by Chickering & Reisser. In addition, this approach allows advisors to encourage and track extra-curricular engagement through continually referencing the unique plan developed by each student.

PS4. Transitioning Together: Students and Advisors

Kenneth Keith, Auburn University

Once a student reaches the milestone of high school graduation, they begin the tedious process of deciding whether to join the workforce, military or continuing their education at a two-year or four-year institution. This transition, though frightening for some and exciting for others, initiates the process of choosing a career path. This poster presentation focuses on students who choose higher education and the role advisors play in helping these students transition from high school to their underclassmen years followed by their upperclassman journey and finally graduation.

PS5. Improving Student Retention through Leadership Development Coaching and Coaching Integration in Academic Advising

Andrea Miller, Nova Southeastern University

Through efforts to improve student retention, using knowledge and practice coaching graduate students on leadership skill development, two academic advising initiatives were piloted. The process of the leadership skill development coaching program will be expounded upon, as it is an added value to graduate business students, providing opportunities for self-reflection and goal setting. Practical coaching initiatives that can be adopted by academic advisors and administrators will be shared that improve the advisor-student relationship (McClellan & Moser, 2011). The pilot programs specifically focused on student readiness to begin a graduate program and integrating coaching questions during the student's first and second semesters to improve retention rates.

PS6. Meme Advising- How to use memes to reach your students

Molly Hulsey, Auburn University

Do you find it difficult to reach your students? Do your advisees just delete your emails without really reading the content? Let's face it, they will hardly read a sign on a door two feet in front of them. Put something eye-catching in your communications! Memes are all over the internet and this generation's college students love to look at them. This presentation will show case how you can use memes to your advantage. And for those who are new to creating and using memes, there will be step-by-step instructions for you to take back to your office. Come look at multiple examples and learn which memes will be best for you.

PS7. Beyond Blooming: Supporting Students with Autism THRIVE on Campus

Kellie Woodle, University of North Florida

Students with ASD are attending postsecondary education in higher numbers than ever. In order to meet increasing student needs, advisors at UNF collaborate with THRIVE, a free transition support program for students with ASD registered with the campus disability resource center.

PS8. Planting Seeds early in your appointment to Stay on Time and Stay in the Solution: Techniques for your advising appointment

Natalie Colvin and Christy Thompson, University of North Georgia

It is simple. Through using a bouquet of advising theory techniques like setting the scene correctly, using intentional communication and utilizing solution-focused techniques, an advisor will never have to worry about that overly talkative student. You can remain in control of the time and still allow the student to be heard and develop solutions.

PS9. New Advisors: Expectations vs. Reality

Oscar Diaz and Brantinique Homicil, Florida International University

By shedding light on the struggles new academic advisors face, we hope to encourage administrators to initiate positive changes that will impact the satisfaction associated with the advising field. Research has shown that advisors who have worked in the profession less than 3 years report higher levels of job dissatisfaction than their more seasoned colleagues. Results from a 2005 NACADA survey revealed the top contributing factors to new advisor job dissatisfaction are: financial compensation, lack of administrative support in the office, high levels of stress and lack of opportunities for professional development. The purpose of this poster is to address these concerns and offer realistic solutions that can be implemented by new advisors to help mitigate the expectations of their role versus the reality.

Monday, March 12, 2018

Concurrent Session #3

1:45 - 2:45 pm	CS15. Learning Strategies Advisors Can Share with Students	Cypress Ballroom A/B
	CS16. Advising for the Next Generation	Loblolly Ballroom A/B
	CS17. Academic Growth and Recovery: Planting the Seeds of a Successful Academic Coaching Program	Loblolly Ballroom C/D
	CS18. Mindfulness for better advising	Sourwood Ballroom 2/3
	CS19. International Students Bullying other International Students from the Same Nationality	Sourwood Ballroom 4
	CS20. Beyond Donuts: Cultivating a Positive Work Environment	Sourwood Ballroom 5
	CS21. Their "Other Mother": Othermothering in Academic Advising	Bayberry Ballroom 1/2

CS15. Learning Strategies Advisors Can Share with Students

Cypress Ballroom A/B / Monday, March 12 / 1:45 pm—2:45 pm (EST)

Jeannie Jacobs, University of North Florida

“I don’t understand why I failed my last exam. I studied almost all night for it!” How many times have you heard a student say this? While being academically successful in college can be a challenge for students, it is very much obtainable. In this session, you will learn about the value of metacognition (awareness of one’s own thinking process), how it helps students improve their academic performance, and what we, as academic advisors, can do to assist students in becoming better learners. Most importantly, you will be given tangible examples of strategies to share with your students during one-on-one advising meetings that can significantly increase student learning.

CS16. Advising for the Next Generation

Loblolly Ballroom A/B / Monday, March 12 / 1:45 pm—2:45 pm (EST)

Peter Higgins, Gordon State College

iGen or Generation Z, is already on our campuses, and they are more global and diverse and are digital natives unlike any previous group. This presentation provides the recent research on these students and strategies to help serve them better. Advisors need to understand the needs of these students and how we can readjust our thinking on how we work with these students. The session will provide what we know about this group and how to make advising more effective for this group.

CS17. Academic Growth and Recovery: Planting the Seeds of a Successful Academic Coaching Program

Loblolly Ballroom C/D / Monday, March 12 / 1:45 pm—2:45 pm (EST)

Cecil Rose, Tracy Hall, Miriam Smith, and Rene Alvarez, Oglethorpe University

In response to increasing pressure to retain and graduate students, higher education institutions are building intricate support networks to help students navigate the college experience (Hirsch 2001). The EXCEL Academic Recovery and Coaching program was developed for students who are on academic warning/probation. This program provides students a meaningful opportunity to work with their academic advisors to bolster the growth mind-set habits necessary to be a successful scholar. The EXCEL Program provides priority access to a variety of academic support services that positively influence the retention and persistence of academically at-risk students. Session participants will learn to utilize academic advising principles in the creation of an academic recovery and coaching program that will increase graduation rates at their home institutions.

CS18. Mindfulness for better advising

Sourwood Ballroom 2/3 / Monday, March 12 / 1:45 pm—2:45 pm (EST)

Anna Anoufrieva, Florida Atlantic University

More students to see, more paperwork to complete, more metrics to deliver on – more stress. As the role of advising expands, the practice of working while enduring an intensifying stress is quickly becoming the new norm for advisors. When left unattended, stress leads to burn out, compassion fatigue, and illness. We have the ability to diffuse this stress – to radically change how we interact with it – through mindfulness. As scientific studies continue to prove the effectiveness of mindfulness in diminishing stress, organizations and individuals eagerly search for ways to implement mindfulness in their work and personal lives. In this interactive presentation, participants will learn techniques for practicing mindfulness and the benefits of applying mindfulness during the advising process and beyond.

CS19. International Students Bullying other International Students from the Same Nationality

Sourwood Ballroom 4 / Monday, March 12 / 1:45 pm—2:45 pm (EST)

Alberto Angulo, INTO- University of South Florida

The session informs instructors, staff and advisors that international students often bully other international students who are from the same nationality. International students who are bullied by other international students have a difficult time adjusting academically and socially in the U.S.

CS20. Beyond Donuts: Cultivating a Positive Work Environment

Sourwood Ballroom 5 / Monday, March 12 / 10:00 am—11:00 am (EST)

Kimberly Simpson, Brandon Solie, and Nicholas Roshkind, Georgia Southern University

An employee's happiness is the greatest influence for motivation and productivity within the workplace. Colleges and universities have the ability to create and develop positive work environments to retain staff, boost morale, and create a high functioning department.

Having a supervisor who has effective leadership skills leads employees to have better productivity in the workplace. It is a supervisor's responsibility to clearly communicate expectations while helping develop their employee's skills and reach their goals.

This presentation will examine successful models we use to cultivate a positive work environment. During this presentation, we will facilitate discussion examining what is currently being done in your work environment as well as present new

CS21. Their "Other Mother": Othermothering in Academic Advising

Bayberry Ballroom 1/2 / Monday, March 12 / 1:45 pm—2:45 pm (EST)

CyNedra Flanagan and Jasmyn Pollock, Florida State University

When a student leaves for college, this is their first experience being away from home, without the safety net of family. Students quickly find that they miss the guidance and support that comes from moms and mother figures. Naturally, as advisors get more holistic in their advising sessions, there is a tendency to adopt certain students as our children. This nurturing behavior is commonly referred to as "othermothering". This session will explore the historical context of other mothering and evaluate how the term extended itself to higher education. Through advisor and student testimonials, we will navigate the benefits, best practices and challenges to this advisor student relationship.

Monday, March 12, 2018

Concurrent Session #4

3:00 - 4:00 pm	CS22. Become a Mindful Advisor	Cypress Ballroom A/B
	CS23. Breaking Bad: How to Communicate Life Altering News to Students	Loblolly Ballroom A/B
	CS24. Challenging Ignorance and Embracing Differences: Cultivating Culturally Competent Students	Loblolly Ballroom C/D
	CS25. Confessions: Group Advising...the good, the bad, and the ugly!	Sourwood Ballroom 2/3
	CS26. Growth Mindset: What It Is, Why It Matters, and How Advisors Can Plant the Seed	Sourwood Ballroom 4
	CS27. Best Practices for Engaging and Advising English as a Second Language Students	Sourwood Ballroom 5
	CS28. Hiring for success	Bayberry Ballroom 1/2

CS22. Become a Mindful Advisor

Cypress Ballroom A/B / Monday, March 12 / 3:00 pm—4:00 pm (EST)

Ellen Murkison, Georgia Institute of Technology

Mindfulness is a buzzword in our modern world – but how can it be applied to academic advising? Grimes and Renfro (2011) define mindfulness in advising as “the ability to focus, block out distractions, and have heightened levels of the five senses”. We know mindful habits can help to relieve stress, improve our thinking and foster empathy with others. In this session we’ll learn some basic steps to have a more mindful day and improve the advising experience for both you and your students. We’ll practice interactive and fun ways be more mindful, including breathing, visualization and guided meditation. Expect to leave this session relaxed and ready to be the best advisor you can be.

CS23. Breaking Bad: How to Communicate Life Altering News to Students

Loblolly Ballroom A/B / Monday, March 12 / 3:00 pm—4:00 pm (EST)

Jeff Benedict and Scott Curley, Kennesaw State University

In highly competitive and gated undergraduate programs, students hear “no” more often than “yes”. The question becomes, how can we deliver bad news to our students, while also maintaining the student advisor relationship? Drawing from the PEWTER theory of counseling, educational training for doctors, and lessons learned from the presenters' business and customer service experience, this presentation will aim to equip attendees with the tools and techniques necessary to deliver bad news to students in a manner that students will understand the advisor is an advocate, continued resource, and ally for helping them reach their educational and vocational goals. Attendees will have an opportunity to sharpen their bad news delivery skills through role playing scenarios, and will leave with an implementation sheet to share with their campus.

CS24. Challenging Ignorance and Embracing Differences: Cultivating Culturally Competent Students

Loblolly Ballroom C/D / Monday, March 12 / 3:00 pm—4:00 pm (EST)

Camelia Rubalcada and Cara Werner, Georgia Gwinnett College

Cultural competency is an intricate part of higher education and any organization. As advisors, we mentor students towards building meaningful connections with their peers, faculty, and mentors. In this presentation, you will learn an interactive way of confronting ignorance and building resistance when faced with unfortunate encounters. You will learn what it is to build empathy at the root of any relationship and hold your peers/yourself accountable for your actions and words. Join us as we assess empathy vs. tolerance, discuss what it means to be culturally competent, and break down our own biases. Together, we can pledge to take action, be a voice for students/peers who find themselves muted, and embrace differences. Truthfully, it won't be easy and it can be uncomfortable but we will make a positive impact.

CS25. Confessions: Group Advising...the good, the bad, and the ugly!

Sourwood Ballroom 2/3 / Monday, March 12 / 3:00 pm—4:00 pm (EST)

Deidre Tilley, Columbus State University

When you have more advisees than you have time! What do you do when you absolutely, positively cannot see each of your advisees one-on-one during the advising period? How can you effectively and efficiently manage your advising caseload? My answer was to incorporate group advising. I will candidly discuss the progression of my group advising attempts and the lessons I learned along the way as I developed a successful group advising model that works best for me and my advisees.

CS26. Growth Mindset: What It Is, Why It Matters, and How Advisors Can Plant the Seed

Sourwood Ballroom 4 / Monday, March 12 / 3:00 pm—4:00 pm (EST)

Aimee Dowd, Shannon Perry, Crystal Cooper, and Cindy Schulman, University of Georgia

Does this sound familiar? “I’m premed, but I don’t want to take chemistry. It’s too hard!” “I want to be a journalist, but I’m an introvert.” “I’m no good at this subject. I hardly had to study in high school to get an A.”

In her book “Mindset: The New Psychology of Success,” Carol Dweck described students who believed their intelligence can be developed and increased through their own actions as having a “growth mindset.” This presentation will give advisors knowledge about this concept and some practical ways to help students take ownership of their education and persist academically even in the face of difficulty.

CS27. Best Practices for Engaging and Advising English as a Second Language Students

Sourwood Ballroom 5 / Monday, March 12 / 3:00 pm—4:00 pm (EST)

Amanda Gillis and Kesha Tabysheva, Columbia Southern University

Students for whom English is not the first language, commonly referred to as English Language Learner (ELL) students, are enrolling in higher education at an increasing rate. It is important for academic advisors to understand and appreciate the unique challenges experienced by ELL students. By familiarizing themselves with the academic challenges that ELL students may encounter, academic advisors can better support their students. ELL students can face challenges related to English language proficiency during their college experiences. This presentation will provide insight into academic challenges that ELL students may experience, common stereotypes about ELL students, and strategies for supporting ELL students to be academically successful.

CS28. Hiring for success

Bayberry Ballroom 1/2 / Monday, March 12 / 3:00 pm—4:00 pm (EST)

Anna Traykova, Kennesaw State University

Hiring for Success: tricks and insights to help advisors and advising administrators involved in the academic advisor hiring process. If you want to handle interviewing, evaluating, selecting and onboarding new advisors like a pro, this session is for you. If you want to work on a happy and supportive advising team, this session will help you contribute to creating such a team through the advisor recruitment contributions you make.

Monday, March 12, 2018

Concurrent Session #5

4:15 - 5:15 pm	CS29. A Phenomenographic Investigation of Leaders' Perception of the Professionalization of Academic Advising	Cypress Ballroom A/B
	CS30. Academic Intervention on a Shoestring Budget: Three basic intervention practices to support the growth of first-year students	Loblolly Ballroom A/B
	CS31. 'I Can't Pick One!' Guiding Our Multipotentialite Students Through Major Exploration	Loblolly Ballroom C/D
	CS32. Becoming the Future of Advising: Diversity in NACADA Leadership	Sourwood Ballroom 2/3
	CS33. "Grafting Your Roots: Utilizing Your Personal Background to Create a New Experience in Advising"	Sourwood Ballroom 4
	CS34. Seek, Connect, Direct: Intervention by the Intersection of Academic Advising and Residence Life	Sourwood Ballroom 5
	CS35. Creating the Framework for Transfer Student Success	Bayberry Ballroom 1/2

CS29. A Phenomenographic Investigation of Leaders' Perception of the Professionalization of Academic Advising

Cypress Ballroom A/B / Monday, March 12 / 4:15 pm—5:15 pm (EST)

Craig McGill, Florida International University

Professionalization is a process whereby occupations transform into a profession. Although there has been much scholarship situating academic advising as a professional endeavor, in the last few years, two papers have posited that it is not a profession. This does not usually sit well with the professional community. Despite much scholarly deliberation, advising and its role in higher education remains misunderstood by administrators, faculty and staff, students, and advisors themselves. Therefore, professionalizing advising is imperative. This presentation reviews findings from a phenomenography that explored the variety of perspectives that NACADA leaders hold about the professionalization of academic advising. Five attitudinal categories emerged: assumptive, presumptive, emerging profession, inferiority complex, and the need for further definition. What is at stake for academic advising if it does not become recognized as a profession?

CS30. Academic Intervention on a Shoestring Budget: Three basic intervention practices to support the growth of first-year students

Loblolly Ballroom A/B / Monday, March 12 / 4:15 pm—5:15 pm (EST)

Lisa Seibert and Nicholas Urquhart, Abraham Baldwin Agricultural College

Academic intervention programming doesn't have to break the budget. This presentation will highlight three basic, but successful, budget friendly intervention practices targeting first-year students at Abraham Baldwin Agricultural College (ABAC), a small four-year institution with a significant first-generation student population located in South Georgia and part of the University System of Georgia. Each program utilizes and builds on software already in place at the institution and incorporates intercampus communication and faculty buy-in. The programs covered are: 1) an early alert system accessible to both faculty and staff, 2) an academic information platform (Navigate ABAC), and 3) an academic probation intervention program for second semester first-year student called AIM (Academic Intervention Management).

CS31. 'I Can't Pick One!' Guiding Our Multipotentialite Students Through Major Exploration

Loblolly Ballroom C/D / Monday, March 12 / 4:15 pm—5:15 pm (EST)

Giovanna Tello, Florida International University

Students may have trouble choosing a major because they are exploring their strengths and interests through self-reflection, courses, and co-curricular experiences. Yet, another group of students--scanners--have multiple strengths and interests and "enjoy the ability 'to indulge curiosity and stay challenged'" (Bloom, Tripp, Saffter, 2011).

By having these types of students pick one major, they may feel limited because they are not able to explore their other strengths and interests. While the term 'scanner' has been used in the literature, the term 'multipotentialite' has been recently used by Emilie Wapnick in her TED Talk, which highlights the multiple layers of potential these students hold and the reasoning that restricting these students to one path limits their potential.

CS32. Becoming the Future of Advising: Diversity in NACADA Leadership

Sourwood Ballroom 2/3 / Monday, March 12 / 4:15 pm—5:15 pm (EST)

Locksley Knibbs, Florida Gulf Coast University

Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA's mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA's leadership and contribute to the association's mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Inclusion & Engagement Committee and ELP are changing the face of NACADA. Attendees will gain deeper understanding of: NACADA's organizational and leadership structure; How the ELP can develop members' potential as NACADA leaders or allow more experienced members to serve through mentorship.

CS33. "Grafting Your Roots: Utilizing Your Personal Background to Create a New Experience in Advising"

Sourwood Ballroom 4 / Monday, March 12 / 4:15 pm—5:15 pm (EST)

April Colley, Suzanne Hunter, and Marlye Armstrong, Auburn University

Advising has become a unique field filled with a people with various backgrounds all with one goal in mind- the success of their students. Students come to an advisor with different backgrounds and experiences and just like there is no one-way to advise every student... there is no one pathway to the advising profession. Advisors are teachers, counselors, psychologist, cheerleaders and many others at even given time during the session. How can we as individuals bring our own backgrounds to the advising field? This presentation will provide different theories, foundations, and backgrounds, components of intakes, interventions, and integrations, and encourage advisors to utilize their background to create a structure of advising for their students.

CS34. Seek, Connect, Direct: Intervention by the Intersection of Academic Advising and Residence Life

Sourwood Ballroom 5 / Monday, March 12 / 4:15 pm—5:15 pm (EST)

Miriam Smith, Cecil Rose, Tracy Hall, and Rene Alvarez, Oglethorpe University

Residential learning initiatives have a significant influence on student development and success. Many academic advisors are "not aware of the facilities, staff and program potentials many residence hall systems can provide in reaching student populations spending large percentages of their time in these places" (Schein, 1986). Participants will engage in a dynamic group discussion of research focused on the intersectionality of academic advising and residential education and its importance to retention and persistence. The presenters will provide an overview of Oglethorpe University's academic advising approach and its integration with the residence life structure, and how these elements are transferable to other institutions.

CS35. Creating the Framework for Transfer Student Success

Bayberry Ballroom 1/2 / Monday, March 12 / 4:15 pm—5:15 pm (EST)

Janet Moore and Candi Vann, Auburn University

Gaps between low-and high-income students who complete college has increased over the past decade. Transfer students at most institutions are classified as low-income and typically first generation college students. These students come to four-year institutions without knowing what to expect in terms of effort, without having the knowledge to navigate the complexity of a new institution, and often without the academic background or social support needed to be successful. Vincent Tinto argues that institutions must create four institutional conditions for students to be successful in college. After a review of the institutional data used to create a case for support, this presentation will provide programming concepts and components of a new transfer student orientation and comprehensive advising system for engineering students built on Tinto's framework for college student success.

Tuesday, March 13, 2018

Concurrent Session #6

8:30 - 9:30 am	CS36. Meeting Students Where They Are- Parking Garage Advising through the innovative Get Wise: on the Go Initiative.	Cypress Ballroom A/B
	CS37. Data-Driven Advising: A Focus on Student Success	Loblolly Ballroom A/B
	CS38. Representation is Everything: Helping Students of Color Navigate College Life at PWI's	Loblolly Ballroom C/D
	CS39. Are You a Student? Advising While Young: Tips and Best Practices	Sourwood Ballroom 2/3
	CS40. Successfully Pursuing a Doctorate while Advising	Sourwood Ballroom 4
	CS41. Faculty Advising Mentors: How one advising theory, one QEP initiative, and one weekend can change the culture of academic advising on a campus	Sourwood Ballroom 5
	CS42. Where's the Silver Lining? Breaking Bad News in High-Stakes Student Situations	Bayberry Ballroom 1/2

CS36. Meeting Students Where They Are- Parking Garage Advising through the innovative Get Wise: on the Go Initiative.

Cypress Ballroom A/B / Tuesday, March 13 / 8:30 am—9:30 am (EST)

Justin Balser and Angel Nevin, Florida Atlantic University

Students often face the pivotal issue of how to meet with an academic advisor. Many advising offices operate during standard office times and therefore are inaccessible for such populations as commuter and adult students, amongst others. To counter this need, Florida Atlantic University (FAU) asked a simple question: How can we better meet this need students face while also meeting them where they are? The answer was found in the most unique of spaces- a parking garage. Come learn about how the successful Get Wise: On the Go initiative could change how students are advised on your campus.

CS37. Data-Driven Advising: A Focus on Student Success

Loblolly Ballroom A/B / Tuesday, March 13 / 8:30 am—9:30 am (EST)

Hannah Santoro and Sarah North Wolfe, Kennesaw State University

Working in the realm of STEM advising, we are excited by data driven advising practices. With nation-wide concerns of STEM Retention/Progression/Graduation, we couldn't think of a better way to attack concerns of RPG than by using one of the greatest strengths of STEM: Research. KSU's College of Science and Mathematics has partnered their administration, faculty, and advisors to pursue research endeavors such as advisor-facilitated focus groups, appointment data compilation, and analyses of historical student trends. By recognizing patterns in our students' experiences, we are better able to tailor our holistic advising practices to best support not only the students of today, but the students of tomorrow. These practices do not only pertain to STEM, but are transferable to all areas of advising.

CS38. Representation is Everything: Helping Students of Color Navigate College Life at PWI's

Loblolly Ballroom C/D / Tuesday, March 13 / 8:30 am—9:30 am (EST)

Chris Lundy, Salazec Spratling, and Nicole Simmons, Kennesaw State University

In today's climate, apprehension arises as students of color navigate college life at publicly white institutions. Through three departments on campus, Kennesaw State aims to alleviate those tensions by collaborating and providing co-curricular opportunities to its students. Using intrusive advising and Critical Race Theory, we seek to show others how important collaboration is across campus while helping students embrace their identities to take advantage of the resources on campus, not just for students of color, but for all KSU degree-seeking students.

CS39. Are You a Student? Advising While Young: Tips and Best Practices

Sourwood Ballroom 2/3 / Tuesday, March 13 / 8:30 am—9:30 am (EST)

Melissa Weibley and Kelli Schneider, University of Tampa and University of Toledo

How often are you asked whether you are a student at your university? Many academic advisors find challenges in how they are perceived by advisees, parents, and even colleagues. The purpose of this presentation is to explore the intersection of youthful appearance and job legitimacy in the process of academic advising. Material discussed will draw from informational interviews, research studies, and personal experiences. Attendees will leave the session with tips, tools, and best practices to be adapted for use at their own institution. This presentation is appropriate for advisors and administrators.

CS40. Successfully Pursuing a Doctorate while Advising

Sourwood Ballroom 4 / Tuesday, March 13 / 8:30 am—9:30 am (EST)

Danielle Bostick, Veronica Gilliard, Jennifer Youmans, and Rose Tahash, University of Georgia

Are you considering pursuing your doctorate, but nervous about beginning a program while working full-time? This panel will provide you with an opportunity to learn from three full-time academic advisors and a coordinator for student services who are all doctoral students. Danielle Bostick and Rose Tahash are doctoral students and employees at the University of Georgia. Danielle and Rose are both pursuing a Ph.D. in College Student Affairs. Jennifer Youmans is an employee at Georgia Southern University and a doctoral student at Valdosta State University. Jennifer is pursuing an Ed.D. in Leadership with a concentration in Higher Education. Veronica Gilliard is a doctoral candidate at Mercer University and an employee at the University of Georgia. Veronica is pursuing a Ph.D. in Educational Leadership with a concentration in Higher Education.

CS41. Faculty Advising Mentors: How one advising theory, one QEP initiative, and one weekend can change the culture of academic advising on a campus

Sourwood Ballroom 5 / Tuesday, March 13 / 8:30 am—9:30 am (EST)

Tiffany Griffin, Gabriel Barreneche, Jennifer Queen, and Tricia Zelaya-Leon, Rollins College

Rollins College, a liberal arts college located in central Florida, chose as our Quality Enhancement Plan (QEP) initiative to prepare Rollins students for their lives and careers after graduation by integrating career preparation tools, training, and resources into the faculty-student advising relationship. This interactive workshop walks you through how we used our QEP initiative, one weekend of faculty development, and the Appreciative Education model to create a peer-to-peer faculty advisor outreach program to change our academic advising culture.

CS42. Where's the Silver Lining? Breaking Bad News in High-Stakes Student Situations

Bayberry Ballroom 1/2 / Tuesday, March 13 / 8:30 am—9:30 am (EST)

Timarie Franco, University of South Florida

Arguably the most difficult part of advising, dealing with student disappointment is just part of our job. Whether it's program issues, conduct problems, failure to meet probation requirements, or loss of student status, it often falls on advisors to be the bearer of bad news. This session will demonstrate how to display empathy while remaining solution-focused, and participants will leave with a solid toolkit for assisting students in processing bad news while planning their next steps in their academic journey.

Tuesday, March 13, 2018

Concurrent Session #7

9:45 - 10:45 am	CS43. Planting New Majors: Mary, Mary quite contrary, how do your students grow?	Cypress Ballroom A/B
	CS44. If we are Championing Student Success, who is Championing our Success: How to help our students fight by staying in the Ring!	Loblolly Ballroom A/B
	CP1. The odds of going "pro" in the real world are not much better for Student Athletes (Commercial Presentation)	Loblolly Ballroom C/D
	CS45. Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing	Sourwood Ballroom 2/3
	CS46. Using Technology to Effectively Advise Distance Students	Sourwood Ballroom 4
	CS47. Unconditional Positive Regard, Empathy, and Congruency: Principles for Advising Students Registered for Accessibility Services	Sourwood Ballroom 5
	CS48. Departmental Advising: Why it works for me!	Bayberry Ballroom 1/2

CS43. Planting New Majors: Mary, Mary quite contrary, how do your students grow?

Cypress Ballroom A/B / Tuesday, March 13 / 9:45 am—10:45 am (EST)

Natalie Rollan, Catharine Vale, Erika Cobiella, and Michelle Siegel, Florida International University

We all want students to thrive in their respective degree programs. This presentation will focus on redirecting students from limited access programs to “sprout” in a major that is more aligned with their credentials and professional goals. Join us as we plough the trail, evaluating and re-evaluating program plans, choices, and careers. We will share best practices and role playing scenarios from our “farmers” and facilitate a discussion about future ideas and best practices from your institution to reap the benefits of student success. Come grow with us!

CS44. If we are Championing Student Success, who is Championing our Success: How to help our students fight by staying in the Ring!

Loblolly Ballroom A/B / Tuesday, March 13 / 9:45 am—10:45 am (EST)

Shanta Hutchins, Georgia Institute of Technology

Our priority is always the student, but as we take care of students, and sometimes faculty and staff who takes care of us? Do we understand how important it is for us to be healthy and happy? How can I give the best of me when the best of me is not available? As advisors we face many bouts. This presentation will show you how to Block. Break. Clinch. & Counterpunch your opponent while in the ring of advising. The fight we are losing is against our better selves. This is the biggest fight of your career and after today you will have what you need to win. This presentation will give you tools to spar with and strategy to use when championing your own success.

CP1. The odds of going "pro" in the real world are not much better for Student Athletes (Commercial Presentation)

Loblolly Ballroom C/D / Tuesday, March 13 / 9:45 am—10:45 am (EST)

Kansas Bayly and Cullen Crane, Athlete Career Advisors

Our goal is to create an environment where Student Athletes are better prepared for the reality of entering the work force. We will educate university administration on the importance of mandatory career development programs, and the curriculum needed to maximize student athlete success in their transition. We will also demonstrate the best strategies for student athletes to effectively communicate how their four years as a collegiate athlete will translate into professional proficiency.

CS45. Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing

Sourwood Ballroom 2/3 / Tuesday, March 13 / 9:45 am—10:45 am (EST)

Craig McGill, Florida International University

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.

CS46. Using Technology to Effectively Advise Distance Students

Sourwood Ballroom 4 / Tuesday, March 13 / 9:45 am—10:45 am (EST)

Jennifer Kilduff and Dr. Eric Kollar, University of West Florida

Many students now complete their degree fully online. It can be difficult for these students to form any attachment to their university. Advisors must learn strategies to help students connect with the university and be successful while working remotely. This presentation will focus on building relationships and rapport with distance students, while giving them the tools they need to be successful. This presentation will demonstrate how one advising center uses Google Meet to give students a more dynamic and engaging advising experience enhancing campus assimilation. It will also examine student responses to this method of advising. Participants will have the opportunity to learn more about Google Meet, the advantages and disadvantages of using a video conference tool, and the issues regarding advising distance students.

CS47. Unconditional Positive Regard, Empathy, and Congruency: Principles for Advising Students Registered for Accessibility Services

Sourwood Ballroom 5 / Tuesday, March 13 / 9:45 am—10:45 am (EST)

Tracy Hall, Miriam Smith, Cecil Rose, and Rene Alvarez, Oglethorpe University

This session will focus on the use of humanistic counseling principles such as unconditional positive regard, empathy, and congruency during advising sessions with students that have physical, psychological, or learning disabilities who are registered with accessibility services. The utilization of these counseling tools when advising students who are registered with accessibility services helps them to individually establish their academic goals in a welcoming environment where their strengths are emphasized. This session will help you learn more about campus accessibility services as well as the use of humanistic counseling practices when advising students that use these services. In addition, participants will take away skills that can be used with all students receiving academic advising.

CS48. Departmental Advising: Why it works for me!

Bayberry Ballroom 1/2 / Tuesday, March 13 / 9:45 am—10:45 am (EST)

Rob Kulick, Auburn University

The academic advising model is not the same in any two colleges or schools at Auburn. Some use a College-level model and others are a mix of College and departments. In the College of Engineering, most students are advised at the pre-Engineering stage by an advisor in the Engineering Student Services office and then by a department once they have been “moved into major”. Aerospace Engineering is a department that sees all of its students from the day they arrive on campus through the completion of their degree. The purpose of this presentation is to:

1. Familiarize attendees with what departmental advisor does
2. Discuss advising functions & best practices
3. Explore transition from college to departmental advisor.

Tuesday, March 13, 2018

Concurrent Session #8

11:00 - 12:00 pm	CS49. Seeking Value: The Art of Appreciation	Cypress Ballroom A/B
	CS50. Finding the Open Window	Loblolly Ballroom A/B
	CS51. A Conversation with NACADA Leaders	Loblolly Ballroom C/D
	CS52. Advisor Attrition: Turning the Revolving Door into a Staircase	Sourwood Ballroom 2/3
	CS53. Good Grief: Cultivating Student Success by Getting to the Root of Loss	Sourwood Ballroom 4
	CS54. BOAs: Helping You Relieve the Squeeze	Sourwood Ballroom 5
	CS55. Advising Returning Adult Learners: What You Need to Know; Relationships You Need to Grow	Bayberry Ballroom 1/2

CS49. Seeking Value: The Art of Appreciation

Cypress Ballroom A/B / Tuesday, March 13 / 11:00 am—12:00 pm (EST)

Nicholas Urquhart and Lisa Seibert, Abraham Baldwin Agricultural College

Have you ever thought to yourself, “I just don’t feel appreciated in my department”? Are you in an administrative role and wondering how you can make your team feel valued? Creating a working environment where all employees feel recognized and engaged is not only key to retaining good advisors, but crucial to job performance and satisfaction. This interactive presentation, based on “The 5 Languages of Appreciation in the Workplace” by Gary Chapman and Paul White, will explain the five languages of appreciation with real world experiences relevant to the advising community. Also, participants will discover their own appreciation language, learn techniques to discover fellow coworkers’ languages, and ways to implement appreciation practice (even if it does not come naturally).

CS50. Finding the Open Window

Loblolly Ballroom A/B / Tuesday, March 13 / 11:00 am—12:00 pm (EST)

Alina Thurman, University of North Georgia

When a door closes, a window opens. This presentation is designed to review best practices and offer suggestions for advisors helping students who need to come up with an academic Plan B. Specifically, this discussion will be aimed at helping students in majors with admittance requirements (such as nursing or business) or high drop rates. Within these programs, students may be unable to get into their programs to achieve what, potentially for years, has been their only goal (whether because their GPA is low or the program is simply that competitive). This presentation is designed to provide strategies for redirecting those students to new or related goals in which they may be more successful. Questions and audience involvement are encouraged.

CS51. A Conversation with NACADA Leaders

Loblolly Ballroom C/D / Tuesday, March 13 / 11:00 am—12:00 pm (EST)

Karen Archambault, NACADA Board; Brad Blitz, Region 4 Chair; and Farrah Turner, NACADA Executive Office

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.

CS52. Advisor Attrition: Turning the Revolving Door into a Staircase

Sourwood Ballroom 2/3 / Tuesday, March 13 / 11:00 am—12:00 pm (EST)

Terri Carroll, University of North Georgia

After working only a year or two, many good advisors, in whom the department has invested copious amounts of time and training, leave for positions with more prestigious titles and higher pay scales. Office team building efforts are thwarted, morale sinks, and the training of new hires becomes a year-round drain on limited resources.

Building an advisor career ladder provides professional advisors with new motivation to pursue additional education, develop original initiatives, mentor less experienced employees, and stay on the job.

Workshop participants will learn tips for researching and writing a persuasive advisor ladder proposal, considerations for promotional tiers, requirements for advisor portfolios to support promotion, and funding options. A copy of UNG's successfully implemented Advisor Ladder will be supplied.

CS53. Good Grief: Cultivating Student Success by Getting to the Root of Loss

Sourwood Ballroom 4 / Tuesday, March 13 / 11:00 am—12:00 pm (EST)

Emily Manning, LaShae Roberts, Justin Hall, and Rachel McPherson, Florida State University

How can we best serve our students in the midst of grief? Advisors have more influence on a student's experience with grief than they often realize. Research surrounding the topic of grief shows that it is not only experienced in the wake of death, but that grief also manifests in any area of our lives where loss takes place. Because grief, loss, and bereavement are not limited to death, a student can experience loss on multiple levels such as identity, academic prowess and other situations related to the college experience. In this session with FSU's College Life Coaches, learn how to cultivate student success by getting to the root of loss.

CS54. BOAs: Helping You Relieve the Squeeze

Sourwood Ballroom 5 / Tuesday, March 13 / 11:00 am—12:00 pm (EST)

Rachel Ward, Florida State University

Advisors encourage students to be their own leaders, thinkers, and experts of their own education. However, practical constraints can often get in the way. Come learn how the Board of Advisors (BOA) program will save you time, energy, and stress, while giving leadership training to your students and facilitating a link between new students and seasoned ones.

Session participants will receive practical, customizable tools to create their own peer advisor program. Sample forms, rubrics, and instructional materials will be provided.

CS55. Advising Returning Adult Learners: What You Need to Know; Relationships You Need to Grow

Bayberry Ballroom 1/2 / Tuesday, March 13 / 11:00 am—12:00 pm (EST)

Eileen Snyder, Armstrong State University

There are many factors that prompt adult learners to return to college to finish a degree. The demands of the job market and what Malcolm Knowles describes as "the process of becoming." This workshop will provide proven techniques for advising returning adult learners that are navigating a system that is likewise adapting to the changing demographic of higher education. We will explore "high value" relationships within select departments that will guide academic advisors to proactively address the "trapdoor" issues that can derail the returning adult learner. An activity to identify the hierarchy of relationships will be presented.



Callaway Resort & Gardens offers a multiple of after conference activities for you to enjoy! Whether you choose to unwind in the Prunifolia Spa, hit the green for a round of golf, or take in the great outdoors at the Gardens, there is something for everyone! Please refer to your What's Happening at Callaway Resort & Gardens Flyer provided at hotel check-in for more information.

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The Piedmont Dining Room — Breakfast. Lunch. Dinner. No matter what meal it is, The Piedmont Dining Room has something delicious in store for you. Discover eclectic Southern fare, featuring guest favorites like classic Fried Green Tomatoes, Pimento Cheese Fritters, Roasted Prime Rib, and savory Creole Shrimp with smoked pancetta and Speckled Heart® Grits. Dinner served 5 pm—9pm.

Carson's Tap Room — The restaurant and bar offers handcrafted cocktails, modern Southern cuisine and the latest craft beers on tap in a setting that would make our founder proud to entertain colleagues, friends and family alike. The menu features entrees, soups, salads, sandwiches, small bites, desserts, with some recipes derived from the Callaway family cookbook and all with a modern twist on southern comfort food. Georgia produced items such as cheeses from Elberton Farms and Sweet Grass Dairy, and cured meats from The Spotted Trotter Farm will be highlighted. The bar will host a variety of chef inspired cocktails meticulously crafted down to the last detail. Cason's features some of Georgia's best craft breweries, as well as a signature draft beer, "Cason's Craft." The wine list offers over twenty wines by the glass including Callaway Vineyards. Open Sunday through Thursday from 2 –11 pm.

The Vineyard Green—Conveniently located just off U.S. Highway 27 at Mountain Creek Inn, you'll find the perfect place for a casual evening snack, a relaxing and delicious dinner, or just a drink at the bar while watching your favorite team on one of our flat-screen TVs – come unwind at The Vineyard Green. Open Sunday through Thursday from 3 –9 pm.

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Lagrange, Ga—Just 20 miles up the road, you will find Lagrange, Ga where you can create your own stories worth sharing. Whether you're walking garden paths at Hills & Dales Estate, discovering Biblical artifacts at the Biblical History Center, or relaxing on West Point Lake, you'll find unique experiences that come to life here. Add our fresh, local cuisine and boutique shopping, and you'll enjoy the perfect escape from life's everyday challenges. For more information on dining, shopping, and entertainment please see page 33-34. or visit <http://visitlagrange.com/>.

Columbus, Ga— Just 35 miles away, a Columbus, Ga is a vibrant city that mixes artsy energy with unique local history and a killer food scene. It's also the perfect place to enjoy the outdoors, listen to local bands and taste finely brewed beer. Uptown Columbus offers unique dining and entertainment experiences. For more information on dining, shopping, and entertainment please see page 35-36 or visit <http://visitcolumbusga.com/>.

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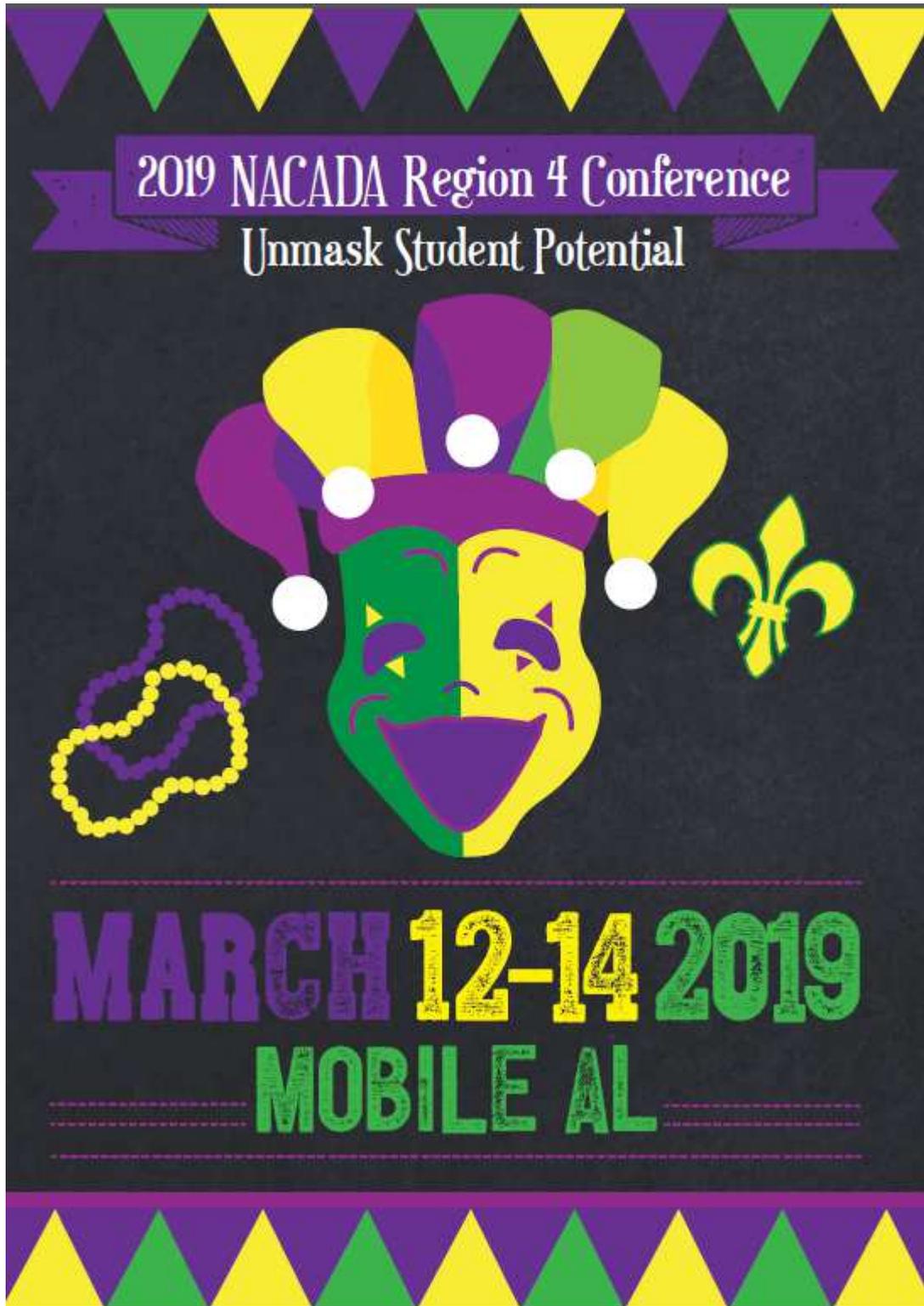
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