Welcome to the Global Community

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

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

NACADA evolved from the first National Conference on Academic Advising in 1977 and officially formed in 1979. NACADA has over 14,000 members representing all 50 United States, US territories, Canada, as well as many other countries around the world. These members represent higher education institutions across a spectrum of Carnegie classifications.

NACADA Vision

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

NACADA Mission

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

NACADA Strategic Goals

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

NACADA Diversity Statement

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

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

nacada.ksu.edu
Setting Sail to Student Success Through Advising

NACADA Southeast Region Four Conference
March 1-3, 2020 | Tampa, Florida
Welcome to Tampa!

From the Region Four Chair

Welcome to Tampa! On behalf of your NACADA Region 4 Steering Committee, we are excited to have you at the 36th annual NACADA Region 4 Conference.

I would like to start by thanking the Conference Committee for taking on the daunting task of planning this event. Your dedication and enthusiasm during the planning process is much appreciated, and I look forward to seeing our members benefit from your tireless work to create a program with top-notch preconference sessions, a dynamic keynote speaker, engaging concurrent sessions, and interactive poster sessions.

If this is your first NACADA Conference, I offer you a special welcome to Region 4. Please be sure to introduce yourself to not only me but also to the rest of the steering committee, the conference planning committee, and our representative from the NACADA Board of Directors and the Executive Office. Please make sure to attend your state meeting so that you can network with colleagues from your state. Attend the NACADA Orientation for First-Time Conference Attendees on the first day to learn more about NACADA and how to navigate this conference.

I believe you are in for a fantastic conference, so relax and connect (or reconnect) with colleagues and immerse yourself into learning and sharing with your fellow practitioners. Get ready to “Set Sail!”

Jonathan Halford
Auburn University
Region Four Chair

From the Region Four Conference Co-Chairs

On behalf of ourselves and the NACADA Region 4 Conference, we welcome you to sunny Tampa, Florida! Thank you for your attendance and for being a valued member of this internationally-recognized advising association. NACADA’s community is vast, in that it has over 14,000 members who enthusiastically help learners become more successful in their higher education pursuits and career goals. We are confident that you will find this year’s conference an excellent opportunity to network with dynamically diverse higher education professionals, participate in relevant and enlightening presentations, and enjoy the beautiful Bay Area.

A little about ourselves, as your Co-Chairs we have a plethora of knowledge, training, and experience in presenting at NACADA conferences through the years, as well as hosting FLACADA conferences. In our current roles as instructors, administrators and advisors at the University of South Florida, our aim is to always promote student success and achievement. As Florida natives, while in our area, we hope that you soak in the sun and bask in all that Tampa and the surrounding areas have to offer from major universities to NFL football and everything in between.

Lastly, special thanks to all of the wonderful volunteers who have helped make this conference memorable for those in attendance. NACADA’s Region 4 2020 Conference is sailing into greater greatness because of your commitment and dedication.

Again welcome and we look forward to meeting each of you this week!

Ashley Dees, Ph.D.
University of South Florida
Conference Co-Chair

La’Tevia Lowe, M.Ed., HRD
University of South Florida
Conference Co-Chair

Angela Moore, MSM, HRM
University of South Florida
Conference Co-Chair
2020 Conference Committee

Donations/Sponsors Subcommittee Chair
Kevin Lee, University of South Florida

Registration Subcommittee Chair
Nyasha Bailey, University of South Florida

Exhibitor Subcommittee Chair
La’Tevia M. Lowe, University of South Florida

Hospitality Subcommittee Co-Chair
Lindsay Byrd, University of South Florida

Marketing Subcommittee Chair
Monica Hermann, University of South Florida

Hospitality Subcommittee Co-Chair
Marjorie Fontalvo, University of South Florida

Volunteer Subcommittee Chair
Ashley Dees, University of South Florida

Programs Subcommittee Chair
Mike Stowe, University of South Florida
2020 Conference Subcommittee Members

Registration
Nyasha Bailey (Chair)
University of South Florida
Andrew Mason
University of South Florida
Maikelyn Lopez
University of South Florida
Christy Aleman
University of South Florida
Solitaire Kelley
University of South Florida St. Petersburg
Ashley Sowell
University of South Florida
Julie Harding
University of South Florida St. Petersburg
Jora Mcdonald
Savannah State
Sade Tramble
Kennesaw State University
Alyssa Stephens
University of Alabama
JoEllen Rhome
University of South Florida
Nyasha Bailey
University of South Florida

Volunteer
Ashlee Dees (Chair)
University of South Florida
Gina DiMauro
University of South Florida
Becky Gubernick
University of South Florida
Deanna Rieke
University of South Florida
Ginny Shepherd
University of South Florida
Cassie Steves
Florida South Western State College
Lindzarius Sanford
University of Mississippi
Wanda Polnitz
Columbia Southern University
Tracy Boothe Miller
Georgia Institute of Technology
Crystal Hicks
Brevard State Community College
Aaron Holland
University of South Florida
Colleen Peters
Florida Gulf Coast University
Thanh Le
University of South Florida

Hospitality
Lindsey Byrd (Chair 1st half)
Pensacola State College
Marjorie Fontalvo (Chair 2nd half)
University of South Florida
Ryan Hughes
University of South Florida
Kirsten Manzi
University of South Florida
Anthony Iannelli
University of South Florida
Annette Strzelecki
University of South Florida
CyNedra Flanagan
Florida State University

Exhibitor
La’Tevia M. Lowe (Chair)
University of South Florida
Maikelyn Lopez
University of South Florida
Christy Aleman
University of South Florida
Andrew Mason
University of South Florida
Solitaire Kelley
University of South Florida St. Petersburg
Ashley Sowell
University of South Florida

Marketing
Monica Hermann** (Chair)
University of South Florida
Daniel Shelnut
University of South Florida
Katie Mccay
University of South Florida
Cherie Dilley
University of South Florida
Kevin Crumb
Edward Waters College
Kassandrea Sereno
University of South Florida
Shani Garza
University of South Florida
Rosemary Piedmont
University of South Florida

Programs
Michael Stowe (Chair)
University of South Florida
Andrea Young
Auburn University
Ashlee Hill
Mississippi University for Women
Ashley Ros
University of South Florida
Cassandra Jones
Auburn University
Chelsea Fancher
University of Alabama
Danielle Bostick
University of Georgia
John Morgan
University of South Florida
Lindsay Schiller
Florida State University
Locksley Knibbs
Florida Gulf Coast University
Megan Braunstein
University of South Florida
Nikki Mcneil
University of North Georgia
Sarah Lewis
Embry-Riddle Aeronautical University
Shane Combs
University of South Florida
Shaun Harris
University of South Florida
Vanessa Gonzalez
University of Central Florida
Adrienne Pollard
University of South Florida
Ashley Dees
University of South Florida
Angela Moore
University of South Florida
La’Tevia Lowe
University of South Florida
Jennifer Youmans
Georgia Southern University

Donations & Sponsorships
Kevin Lee (Chair)
University of South Florida
Jack Lynch
University of South Florida
La’Tevia M. Lowe
University of South Florida
Keynote Speaker

Giving Voice to Conscience: Lessons Learned from the Inside

Vicky L. Triponey, Ph.D. — Higher Education Consultant and former Senior Student Affairs Officer

In the wake of the Sandusky scandal, investigative journalists searched for answers to help the world understand how such a tragedy could occur. Leads pointed to a former Vice President at Penn State who was believed to have answers to some of the most perplexing questions. Quickly, some talented journalists convinced that student affairs professional to reclaim her voice to provide valuable and necessary insights about the leadership and football culture. In this session, the "woman who stood up to Joe Paterno," shares an inside view of her experience while engaging participants in a conversation about the critical work we do in higher education to prepare college students to become ethical and principle-centered leaders and active citizens. By exploring warning signs and lessons learned from the inside of this real-life case study, we will be reminded of higher education's core purpose, work to insure students are leaving our campuses not just ready but also determined to make a positive difference in the world, and perhaps, we will be inspired to re-commit ourselves collectively to the greater good of our common humanity.

About the Speaker:

As a college administrator and educator, Triponey focused her life's work in higher education on empowering students, building a greater sense of community and preparing active and effective leaders ready to make a positive difference for the greater good. As a visionary leader and passionate change agent, she served on the president's cabinet as the senior student affairs officer at four public universities (Wichita State University, University of Connecticut, Penn State University, and The College of New Jersey.) Earlier in her 35+ year career, she served as a student affairs professional at WSU, UVA, UPJ and UGA. Her academic preparation includes a BS in Psychology (University of Pittsburgh at Johnstown), MA in Student Personnel (Indiana University of Penn.), and Ph.D. in Higher Education (University of Virginia). Triponey served through leadership positions in numerous professional associations at the national level and now offers expertise and support as a consultant, speaker, coach, mentor, and volunteer. Recent speaking engagements have focused on lessons learned, core purpose, and ethical leadership.

Region Four Award Recipients

Region Four Conference Travel Scholarship
Alyssa Stephens
University of Alabama

Excellence in Advising - Advising Administrator
Dr. Jessica Simmons
University of Central Florida

Advising Administrator Certificate of Merit
Dr. Mike Merva
University of Georgia

Excellence in Advising - Advising Program
Ashley Shafer
Florida Atlantic University

Excellence in Advising - Advisor Primary Role
Annemarie Hitchcock
University of Georgia

Primary Role Certificate of Merit
Delilah Thomas
Florida State University

Primary Role Certificate of Merit
Rebecca Gubernick
University of South Florida

Primary Role Certificate of Merit
Molly Hulsey
Auburn University

Excellence in Advising - Faculty Advisor
Virginia Chavis
University of Mississippi

Excellence in Advising - New Advisor
Amanda Freyaldenhoven
University of South Alabama

New Advisor Certificate of Merit
Jennifer Janasiewicz
Florida State University

Joyce C. Jackson Service Award
Dr. Chris Hutt
Kennesaw State University

Grad Student Travel Grant
Ashlee Vickers
University of West Georgia

Best of State Georgia
Alisha Miles
Columbus State University

Best of State Alabama
Jennifer Braden
Enterprise State Community College

A special thanks to our award reviewers and program readers. We appreciate your time spent making this conference a success.
Entertainment

Museums

Tampa Art Museum — tampamuseum.org
The Tampa Museum of Art is located in downtown Tampa, Florida. It exhibits modern and contemporary art, as well as Greek, Roman, and Etruscan antiquities.
- Approximately .5 miles from hotel with Downtowner, escooter, or Streetcar (Trolley)

Tampa Bay History Museum — tampabayhistorycenter.org
Tampa Bay History Center is a history museum in Tampa, Florida. Exhibits include coverage of the Tampa Bay area's first native inhabitants, Spanish conquistadors, and historical figures who shaped the area's history, as well as a reproduction of a 1920s cigar store.
- Approximately 1 mile from hotel with Downtowner, escooter, or Streetcar (Trolley)

Active and Outdoors

Rentals for on the water
- Riverwalk E-boats: riverwalkboating.com
- Stand up paddle boards, peddle boats and kayaks: tampabayEntityManager.com
- Water bikes: tampawaterbikes.com

Riverwalk — visit tampabay.com/tour-the-riverwalk
There is so much to see and do on the Hillsborough river. Check out the link to see what might interest you.

TopGolf — topgolf.com
Sprawling entertainment venue with a high-tech driving range & swanky lounge with drinks & games. Fun for everyone, including non-golfers.
- Approximately 10 miles from hotel with Taxi/Uber/Lift

Walking Tours
Check out one of the following walking tours in Tampa: Ybor City yborwalkingtours.com
- Tampa Ghost Tour "Night Spirits" | nightlysports.com/tampa-ghost-tours
- Downtown Tampa Tour | tampabayhistorycenter.org/tampa-history-walking-tours
- Historic Central Ave Black History Tour | tampabayhistorycenter.org/tampa-history-walking-tours
- More tours including Segway, food and water | tampasdowntown.com/touring-tampa

Places to Go

Busch Gardens — buschgardens.com/tampa
Busch Gardens Tampa is a 335-acre African-themed animal theme park located in the city of Tampa, Florida.
- Approximately 10 miles from the hotel with Taxi/Uber/Lift
- Tip: Food and Wine Festival is going on, see who is performing (included in your park ticket)

The Great Escape Room — thegreatestcaperoom.com/tampa
The Great Escape Room is a real-life room escape game in Downtown Tampa. Teams of up to 10 are locked in a room with a series of clues and puzzles that must be solved within 60 minutes in order to escape the room. It is part scavenger hunt and part puzzle game.
- Approximately .2 miles from hotel

Hard Rock Casino — seminolehardrocktampa.com
Seminole Hard Rock Hotel & Casino Tampa is the premier entertainment destination of Central Florida and the place where celebrities love to stay and play. This electrifying casino is one of the most successful and largest casinos in the world, and features high stakes table games along with thousands of the hottest slot machines. The casino offers a valet service or free, self-parking.
- Approximately 8 miles from hotel with Taxi/Uber/Lift

Shuffle (Tampa Heights)
Spacious club offering shuffleboard alongside a full bar & kitchen serving bar snacks & brunches.
- Approximately 1.5 miles from hotel with Taxi/Uber/Lift or Escooter

Starship Cruises — starshipcruises.com
Based in Tampa and Clearwater with private charter services extending to St. Petersburg and surrounding areas we welcome you to come aboard and enjoy one of Florida’s most beloved sunset dinner cruises or hold a private event in one of our spectacular dining rooms. Dance the night away to live bands and DJ entertainment, enjoy a glass of wine (or two) and take in the experience that only our mobile venue can provide.
- Approximately 1.2 miles from hotel with Downtowner, escooter, or Streetcar (Trolley)

Zoo Tampa — zootampa.org
ZooTampa at Lowry Park is a 63-acre nonprofit zoo located in Tampa, Florida. In 2009, Lowry Park Zoo was voted the #1 Family Friendly Zoo in the US by Parents Magazine, and is recognized by the State of Florida as the center for Florida wildlife conservation and biodiversity. Tampa’s Lowry Park Zoo is home to over 2,000 animals across 56 acres of natural habitats.
- Approximately 6 miles from hotel with Taxi/Uber/Lift

Transportation

The Downtowner
The Downtowner is a ride service that is on-demand and point-to-point. Rides are requested through an app or hailed on the street.

Download the app and ride!
The vehicles are also 100% electric and hailed through the app. The Downtowner vehicles operate seven days a week within Downtown Tampa's business district, Channel District, River Arts District, the University of Tampa area, as well as the non-gated north end of Harbour Island.

Hours of Operation:
Monday–Thursday ..................................................... 7 am–9 pm
Friday ................................................................. 7 am–10 pm
Saturday ......................................................... Noon–10 pm
Sunday ................................................................. Noon–8 pm
# Conference At-A-Glance

## Sunday, March 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tbody>
<tr>
<td>2-6:30 pm</td>
<td>Registration/Check-In</td>
<td>Galleria B</td>
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<tr>
<td>3-5 pm</td>
<td>Preconference Workshops</td>
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<tr>
<td></td>
<td><strong>P1</strong> Exploring the SciFYE Multiverse: Advising your Transfer Superhero to Triumph</td>
<td>Bayshore 5</td>
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<tr>
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<td><strong>P2</strong> Fun and Effective Strategies for Teaching Study Skills</td>
<td>Bayshore 6</td>
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<td><strong>P3</strong> Region 4 Mentoring Program 2020-2021 Class Workshop-Invitation Only</td>
<td>Bayshore 7</td>
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<tr>
<td>5:15-6:15 pm</td>
<td><strong>NACADA Orientation for First-Time Conference Attendees</strong></td>
<td>Palma Ceia</td>
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<tr>
<td>6:30-8 pm</td>
<td>Opening Reception</td>
<td>Esplanade Patio/Franklin Terrace</td>
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## Monday, March 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:15-10:30 am</td>
<td>Registration/Check-In</td>
<td>Galleria B</td>
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<tr>
<td>7:30-8:15 am</td>
<td>Continental Breakfast</td>
<td>Bayshore 1-3</td>
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<tr>
<td>8:15-9:30 am</td>
<td>Welcome Announcements &amp; Keynote Speaker — Dr. Vicky Triponey</td>
<td>Bayshore 1-3</td>
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<tr>
<td>9:45-10:45 am</td>
<td>Concurrent Session A</td>
<td>Bayshore 5</td>
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<tr>
<td></td>
<td><strong>C1</strong> Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing</td>
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<td><strong>C2</strong> A Conversation with NACADA Leadership</td>
<td>Bayshore 6</td>
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<td><strong>C3</strong> TPA: Theory, Practice, &amp; Analysis; Using Transitional Theories to Develop Academic Programming</td>
<td>Bayshore 7</td>
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<td></td>
<td><strong>C4</strong> Looking at Maslow’s Hierarchy through an Advising Lens</td>
<td>Palma Ceia 1</td>
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<tr>
<td></td>
<td><strong>C5</strong> Adjusting Our Sails Through Lessons Learned</td>
<td>Palma Ceia 2</td>
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<tr>
<td></td>
<td><strong>C6</strong> So Many Students So Little Time</td>
<td>Palma Ceia 3</td>
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<tr>
<td></td>
<td><strong>C7</strong> Advisement Impact on Online Student Persistence</td>
<td>Garrison Suites</td>
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<tr>
<td>11 am-12 pm</td>
<td>Concurrent Session B</td>
<td>Bayshore 5</td>
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<tr>
<td></td>
<td><strong>C8</strong> Truth Hurts: Assessing Student Satisfaction with Advising</td>
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<td><strong>C9</strong> Teaching Sinking Staff How to Sail through a Choppy Current</td>
<td>Bayshore 6</td>
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<td></td>
<td><strong>C10</strong> Avoid Advising Wear and Tear</td>
<td>Bayshore 7</td>
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<tr>
<td></td>
<td><strong>C11</strong> Fixed? Time to Break It!</td>
<td>Palma Ceia 1</td>
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<tr>
<td></td>
<td><strong>C12</strong> New Kid on the Block: A Peer Advising Program in its Infancy</td>
<td>Palma Ceia 2</td>
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<td><strong>C13</strong> Canvassing for Student Success: Using an Online Course to Facilitate Advising for Academic Probation</td>
<td>Palma Ceia 3</td>
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<td><strong>C14</strong> Uncovering &amp; Empowering: Empathy as a Tool to Connect</td>
<td>Palma Ceia 4</td>
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<td><strong>C15</strong> Why is it so hard? Advising and Supporting Students with Learning Differences</td>
<td>Garrison Suites</td>
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<tr>
<td>11 am-12 pm</td>
<td>Poster Session</td>
<td>Galleria A&amp;B</td>
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<tr>
<td></td>
<td><strong>PO1</strong> State Exams, GPA Requirements, Clinical Experiences, Oh My! Challenges Beyond Coursework</td>
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<td><strong>PO2</strong> The NACADA Emerging Leaders Program: Engaging and Inspiring Diverse NACADA Leaders</td>
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<td><strong>PO3</strong> A Recipe for Student Success in Academic Advising: The Ingredients for Advising Notes</td>
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<td><strong>PO4</strong> Attention Online Program Advisors! Why Must I Care about Outside Recruiters?</td>
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<td><strong>PO5</strong> Navigating Student Success: International Students as an At-Risk Population</td>
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<td><strong>PO6</strong> Sailing the Seas of Uncertainty: Navigating Students’ Major Choice</td>
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<td><strong>PO7</strong> Prepare for Student Success Using a Business Process Library to Formalize Training and Development</td>
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<td><strong>PO8</strong> Sailing into Registration: Navigating the Bumpy Waters of Student Holds</td>
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<td><strong>PO9</strong> Lessons Learned in Distance Education: Being a Student, Instructor, and Advisor (at the same time)</td>
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<td><strong>PO10</strong> Won’t You Be My Neighbor? Customer Service in Higher Education Using the Values of Mr. Rodgers</td>
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<td><strong>PO11</strong> Transition &amp; Impact of the Advising Model and Technologies</td>
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<td><strong>PO12</strong> Motivation Theory and Coaching Practices Applied to Advising</td>
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<tr>
<td>12-1:30 pm</td>
<td>Lunch and Awards</td>
<td>Bayshore 1-3</td>
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<tr>
<td>1:45-2:45 pm</td>
<td>Concurrent Session C</td>
<td>Bayshore 5</td>
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<td><strong>C16</strong> Think Beach Vibes: A Positive Approach to a Healthy Work Environment</td>
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<td><strong>C17</strong> Keeping Your Head Above Water: Advising Multiple Degree Programs</td>
<td>Bayshore 6</td>
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<tr>
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<td><strong>C18</strong> I Don’t Know Who Needs to Hear This... But Your Office Needs a Social Media Presence</td>
<td>Bayshore 7</td>
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<td></td>
<td><strong>C19</strong> Abandon Ship and Get on Board with this Generation!</td>
<td>Palma Ceia 1</td>
</tr>
<tr>
<td></td>
<td><strong>C20</strong> The PAL Initiative: Cultivating Academic and Social Resiliency for At-Risk Students</td>
<td>Palma Ceia 2</td>
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<tr>
<td></td>
<td><strong>C21</strong> Distance Learning Transfer Students: Advising the Double-Whammy</td>
<td>Palma Ceia 3</td>
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<tr>
<td></td>
<td><strong>C22</strong> Black Girls Rock!!</td>
<td>Garrison Suites</td>
</tr>
</tbody>
</table>
3-4 pm  **Concurrent Session D**

- C23  Are You Tired? How Positive Psychology can re energize the advisor as well as their students.  Bayshore 5
- C24  Student Success Starts with Advisors: How Do We Lead?  Bayshore 6
- C25  A Revolutionary Approach to Advising & Coaching Student Survivors for Success  Bayshore 7
- C26  First-Generation Advising & Academic Coaching Strategies  Palma Ceia 1
- C27  GRIT -- It’s not just a southern food  Palma Ceia 2
- C28  Chart a New Course: Navigating Online Student Success through Advising Practices  Palma Ceia 3
- C29  Choosing A New Adventure: Alternate Major & Career Navigation  Garrison Suites

4:15-5:15 pm  **Concurrent Session E**

- C30  Setting Sail to Mid-Level Advisor Success: Embracing the Real 'Unsung Heroes' of the NACADA  Bayshore 5
- C31  Deescalating Advisees in Distress  Bayshore 6
- C32  Tides are Changing: Incorporating Flipped Advising to Better Serve Students  Bayshore 7
- C33  Why Do I Need That?: Humanities and the Health Professions  Palma Ceia 1
- C34  Sailing through the Swamp: Helping students navigate the emerging professional experience  Palma Ceia 2
- C35  Grit and Grace: Pushing Students to see their Remarkableness in a Sea of Others  Palma Ceia 3
- C36  Redesigning your future: Redirecting STEM students to alternative career pathways  Garrison Suites

5:30-6:30 pm  **State Meetings**

- C37  Florida State Meeting  Bayshore 1-3
- C38  Alabama State Meeting  Bayshore 5
- C39  Mississippi State Meeting  Bayshore 6
- C40  Georgia State Meeting  Palma Ceia 2

6:30 pm  **Dinner on Your Own**

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**Tuesday, March 3**

**7:30-8:15 am  Continental Breakfast  ***Conference name badge required for entry***  Bayshore 1-3**

**8:30-9:30 am  **Concurrent Session F**

- C41  Not Just a Buzzword - Mindfulness for Advisors  Bayshore 5
- C42  Wind in My Sails: Embedding Career Conversations into Academic Advising  Bayshore 6
- C43  College Mental Health Crisis: Creating a Culture of Transformation  Bayshore 7
- C44  Finding Their Sea Legs: Helping Transfers Navigate Uncharted Waters  Palma Ceia 1
- C45  Advance Scheduling: Personalizing Academic Success from Acceptance  Palma Ceia 2
- C46  Creating a New Advising Program  Palma Ceia 3
- C47  Finding Your Voice: Encouraging Self-Advocacy in Students  Garrison Suites

**9:45-10:45 am  **Concurrent Session G**

- C48  Advising Beyond the Office: Embarking on Events to Broaden your Advising Reach  Bayshore 5
- C49  Turning the Tide of Wellness: Helping Students who Struggle to Swim  Bayshore 6
- C50  STEER-ing STEM Majors Through Their Transfer Experience: Case Study of the STEER Peer Mentors at USF  Bayshore 7
- C51  Toeing the Line: Student Support versus Academic Advising  Palma Ceia 1
- C52  Setting Sail with a New Advising Program: Training Peer Advisors  Palma Ceia 2
- C53  Civitas Learning: Advising Works: Proven Techniques to Focus Your Team & Care For Your Students  Palma Ceia 3
- C54  Developing Challenge Researchers: Flipping the Script for Career Exploration  Garrison Suites

**11 am-12 pm  **Concurrent Session H**

- C55  QOTD: How Does Office Dynamics Impact Student & Advisor Satisfaction?  Bayshore 5
- C56  True Life: I’m an Interdisciplinary/Liberal Studies Major  Bayshore 6
- C57  Beating Sophomore Slump: Engaging Sophomores in Advising through Sophomore Orientation  Bayshore 7
- C58  Academic Advising and the First-Generation Community College Student: An Ex Post Facto Study  Palma Ceia 1
- C59  Don’t Violate Your Probation: Decreasing the Time on Academic Probation for USF Criminology Students  Palma Ceia 2
- C60  Be Wavey: Learn How to Adapt to Change and Create New Academic Advisement Initiatives  Palma Ceia 3
- C61  "Man Overboard!" - Rescuing Students Through Redirection  Garrison Suites

**12:15-1 pm  Closing Session & Raffles  Bayshore 1-3**
Session Track Key & Descriptions

<table>
<thead>
<tr>
<th>Track</th>
<th>Track Name</th>
<th>Track Description</th>
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</thead>
<tbody>
<tr>
<td>AA</td>
<td>Advising Administration</td>
<td>Legal and ethical concerns, supervision, support of advising practices, programs, and advising personnel.</td>
</tr>
<tr>
<td>AE</td>
<td>Assessment and Evaluation</td>
<td>Assessment and evaluation of advising practices, programs and advising personnel.</td>
</tr>
<tr>
<td>AMS</td>
<td>Academic Major Specific</td>
<td>Academic Major Specific: Advising tools and best practices specific to a particular major or career cluster.</td>
</tr>
<tr>
<td>ASP</td>
<td>Advising Special Populations</td>
<td>Advising tools and best practices specific to different student identities such as, but not limited to: high school to college transition, transfer related concerns, student-athletes, veterans, first-generation, adult learners, students with disabilities,</td>
</tr>
<tr>
<td>CA</td>
<td>Career Advising</td>
<td>Career planning methodology and practices, assisting the undecided and exploratory students.</td>
</tr>
<tr>
<td>DIS</td>
<td>Diversity, Inclusion, and Social Justice</td>
<td>Diversity within the advising field including multicultural concerns, LGBTQIA, issues of equity and special populations. Also addresses the specific advising concerns specific to large and small universities, and two-year colleges.</td>
</tr>
<tr>
<td>FPA</td>
<td>Faculty and Peer Advising/Mentoring</td>
<td>Practices specific to faculty advisors, peer advisors, and peer mentors.</td>
</tr>
<tr>
<td>HW</td>
<td>Health and Well-being</td>
<td>Holistic health management for staff and students including stress, burnout, mental health, and balance as it relates to educational success and positive work environment.</td>
</tr>
<tr>
<td>IGA</td>
<td>International/Global Advising</td>
<td>Addresses advising concerns specific to international college and university and global engagement in the advising field.</td>
</tr>
<tr>
<td>PRS</td>
<td>Student Persistence, Retention, and Academic Skills</td>
<td>Probation, dismissal, suspension, reinstatement, and other issues relative to retention and persistence. Enhancement of student success through the enhancement of study skill, time management, motivation, note taking, test taking, and similar tools.</td>
</tr>
<tr>
<td>PS</td>
<td>Prospective Students and the First-Year Experience</td>
<td>Recruiting, pre-admissions, admissions, and first-year experience methodology, and approaches.</td>
</tr>
<tr>
<td>SD</td>
<td>Student Development, Theory, and Research</td>
<td>Foundations of Advising: Exploration of the theories, history, scholarship, and research that make up the foundation of academic advising. Included are advising definitions, models, delivery modes, approaches, and ethical issues.</td>
</tr>
<tr>
<td>TD</td>
<td>Training and Development</td>
<td>Theory, best practice and assessment of advising training and development at every level of advising and advising administration.</td>
</tr>
<tr>
<td>TSM</td>
<td>Technology and Social Media</td>
<td>Use of technology and social media to enhance advising practices and the students served in the educational setting.</td>
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Academic Advising Core Competencies Key

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the conceptual, informational, and relational.

Conceptual Component (concepts advisors must understand):
C1 — The history and role of academic advising in higher education.  
C2 — NACADA’s Core Values of Academic Advising.  
C3 — Theory relevant to academic advising.  
C4 — Academic advising approaches and strategies.  
C5 — Expected outcomes of academic advising.  
C6 — How equitable and inclusive environments are created and maintained.

Informational Component (knowledge advisors must master):
I1 — Institution specific history, mission, vision, values, and culture.  
I2 — Curriculum, degree programs, and other academic requirements and options.  
I3 — Institution specific policies, procedures, rules, and regulations.  
I4 — Legal guidelines of advising practice, including privacy regulations and confidentiality.  
I5 — The characteristics, needs, and experiences of major and emerging student populations.  
I6 — Campus and community resources that support student success.  
I7 — Information technology applicable to relevant advising roles.

Relational Component (skills advisors must demonstrate):
R1 — Articulate a personal philosophy of academic advising.  
R2 — Create rapport and build academic advising relationships.  
R3 — Communicate in an inclusive and respectful manner.  
R4 — Plan and conduct successful advising interactions.  
R5 — Promote student understanding of the logic and purpose of the curriculum.  
R6 — Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.  
R7 — Engage in on-going assessment and development of the advising practice.
Preconference Workshops

Exploring the SciFYE Multiverse: Advising your Transfer Superhero to Triumph

P1  |  Bayshore 5  |  3-5 pm
Track: ASP  |  Core Competencies: C3, R7, R3

Using pop culture references, we will profile the USF Transfer Science First Year Experience (SciFYE) Advising program as a case study to lead discussion for practitioners who are developing a program to support transfer student success at university. A review of relevant literature and Transfer Student Adjustment Theory will be discussed. Participants will discuss positive approaches to creating student typology to organize and collect data for the purposes of focusing effort and building support to impact transfer student success in a limited resource environment.

Autumn Mueller, Jessica Davis, University of South Florida

Fun and Effective Strategies for Teaching Study Skills

P2  |  Bayshore 6  |  3-5 pm
Track: PRS  |  Core Competencies: I2, I5

Many institutions require that first year students enroll in a freshman orientation course designed to prepare them for the rigors of higher education. Often, these courses include modules for improving academic skills, and academic advisors are often tasked with teaching these courses. Since some advisors may struggle to come up with fun and interactive ways to teach, the goal of this very interactive workshop, titled Fun and Effective Strategies for Teaching Study Skills, is to share unique ideas that work. Advisors will play the role of students, as they participate in workshops designed to improve study skills.

Grace Fleming, Nikki Tobeck, Georgia Southern University

Region 4 Mentoring Program 2020-2021 Class Workshop-Invitation Only

P3  |  Bayshore 7  |  3-5 pm
Track: TD  |  Core Competencies: C1, C4, R1

This workshop is available to select individuals that have been accepted as Mentors and Mentees for the Region 4 Mentoring Program 2020-2021 class. The workshop will provide an overview of NACADA to include the association structure, leadership opportunities, and other information to assist program participants in excelling in their roles as advisors and leaders within higher education.

Lindsey Byrd, Pensacola State College
Kerry Wallaert, Georgia Institute of Technology

NACADA Orientation for First-Time Conference Attendees

P4  |  Palma Ceia 2  |  5:15-6:15 pm
Track: RS  |  Core Competencies: C2

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

Bring your questions to this session to start your journey and learn how NACADA e The Global Community for Academic Advising can support your role in academic advising!

Jonathan Halford, Auburn University
Lindzarius Sanford, University of Mississippi
Looking at Maslow's Hierarchy through an Advising Lens

C4 | Palma Ceia 1 | 9:45-10:45 am
Track: HW | Core Competencies: C3, I5, I6

Abraham Maslow established a hierarchy of needs to categorize and explain human motivation and argued that for a person to move through the hierarchy, basic physiological needs must be met before higher tier needs such as belonging and self-actualization. As advisors, we work with students daily to help them stay motivated and achieve their goals which often lie in these higher tiers of the hierarchy. In this presentation, we will look at Maslow’s hierarchy and what it means for advising and further, explore various ways our institutions are assisting students with fulfilling their needs on our campuses. A discussion will be included so participants can learn from each other and take ideas back to their home institutions.

Derek Sutton, University of North Georgia
Maggie Segnitz, University of North Georgia

So Many Students So Little Time

C6 | Palma Ceia 3 | 9:45-10:45 am
Track: PRS | Core Competencies: R6, C4, R4

Advising is not simply registration, but, so often, registration time is the only period advising offices see large amounts of students. How is it possible to see all students prior to the start of registration? The University of West Florida's College of Business introduced express advising in the fall of 2018. All students who needed an appointment were able to see an advisor prior to the start of registration. A restructure occurred in spring of 2019 which resulted in successfully serving more students in a timely fashion. Parallel appointments between express advising and traditional advising allowed students to schedule appointments that met their needs. More choices, more availability, happier students. Come learn more about how you can adapt this successful option to your campus.

Ellie Meyer, Brooke Ciolino, University of West Florida
Advisement Impact on Online Student Persistence

C7 | Garrison Suites | 9:45-10:45 am
Track: PRS | Core Competencies: I5, R4, R7

With the vast growth in online course enrollment coupled with declining academic achievement, particularly in gateway courses, an examination of online student persistence providing insight for higher education leaders to consider best practice decisions. This session will offer results of a qualitative study comparing students’ experiences in online courses to ground campus classes within the same institution, examining specific persistence behavior. The focus of the research was a two-year technical college. Results showcase the impact appropriate advisement can have upon course persistence choices and how leadership can work to train staff to ultimately improve academic achievement within online courses. Direct knowledge about online support services will be discussed at the end of the session to share and brainstorm about best practices to support student success.

Deona Carter, West Georgia Technical College

Truth Hurts: Assessing Student Satisfaction with Advising

C8 | Bayshore 5 | 11 am-12 pm
Track: AE | Core Competencies: R7, C5, R4

The importance of academic advising has become irrefutable, however we are unable to know if advising is effective if we do not receive feedback from the students who attend advising. Research has shown that positive student perceptions on advising are correlated with the methods of communication used by advisors, advising styles that focus on the individual student, and higher rates of loyalty to the university (Junco, Mastrodicasa, Aguilar, Longnecker, & Rokkum, 2016; Barbuto, Story, Fritz, & Schinstock, 2011; Vianden & Barlow, 2015). This presentation examines various methods that advisors can use to easily assess student satisfaction with advising. The presentation also provides an overview of Florida State University’s advising structure, advising philosophy of the Advising First department, and share results from our student surveys and focus groups.

Dawn Matthews, Cassandra Kepple, Jennifer Lee, Juanita Washington, Florida State University

Teaching Sinking Staff How to Sail through a Choppy Current

C9 | Bayshore 6 | 11 am-12 pm
Track: AA | Core Competencies: I1, R7

“The more, the merrier” is a common expression, but we all know that more people mean more perspectives, more needs, and potentially more challenges for supervisors. Then consider any change to the group dynamic due to a departing or incoming team member, and the challenge is even greater. Yikes! Creating an environment where everyone in the department can thrive and perform to their highest level is complicated. It may even feel like supervisors are fighting against the current to get everyone synchronized. This session will focus on how to identify and address under-performance and toxic working environments. Attendees will learn what staff typically need to thrive in their role and campus community, as well as how to identify behaviors that have the potential to compromise a supportive work environment.

Rose May Frazier, LaShae Roberts, Samuel Lloyd, Florida State University

Avoid Advising Wear and Tear

C10 | Bayshore 7 | 11 am-12 pm
Track: HW | Core Competencies: C4, R6, R4

This session will teach new approaches in how to handle heavy caseloads. In addition, new strategies in juggling advising duties alongside other responsibilities are included in this discussion as well. Furthermore, these points will focus primarily on effective preparation, planning, and prioritizing. Come learn to efficiently advise without becoming burnt out!

Amber Bradberry, Ariel Sloan, Whitney Smith, Michael Gooden, Tristen Jones, Clayton State University

Fixed? Time to Break It!

C11 | Palma Ceia 1 | 11 am-12 pm
Track: PRS | Core Competencies: C4, C3, R6

Advising toward a growth mindset to increase student success. External funding pressures have prompted higher education institutions to increase focus on student retention, persistence, and degree completion across the broad student population. Research by Carol Dweck, Ph.D., has shown that an individual’s mindset is directly related to his/her ability to achieve his/her goals. Encouraging a growth mindset in students empowers them to challenge themselves and trust their ability to succeed. This presentation will introduce the concept of growth mindset and how to effectively apply strategies promoting it within the academic advising context. Participants will: 1) Understand the concept of fixed and growth mindsets. 2) Evaluate their own mindsets. 3) Learn how to apply mindset concepts in their advising practice. 4) Use case studies to apply concepts learned to practical situations.

Adrienne Pollard, Bobby Brown, University of South Florida

New Kid on the Block: A Peer Advising Program in its Infancy

C12 | Palma Ceia 2 | 11 am-12 pm
Track: FPA | Core Competencies: C4, R4

Nation-wide trends place a heightened focus on improving four-year graduation rates and institutions are implementing initiatives targeting these data sets. The burden of demonstrating this increase often falls on the shoulders of advisors. In an effort to support students and staff, the Heavener School of Business at the University of Florida created a peer advising program for first-year students. This session will explore the inception, proposal, and execution of their pilot program. Speakers will
discuss the research conducted, budget proposal process, recruitment, ongoing assessment, and training of the Heavener Peer Advisors. Data from the 2019-2020 year (August-February) will be provided. This session is ideal for institutions seeking to create a peer advising program or those in the preliminary stages of executing their program.

Allison Gatsche, Melissa Forgione, University of Florida

Canvassing for Student Success: Using an Online Course to Facilitate Advising for Academic Probation

C13 | Palma Ceia 3 | 11 am-12 pm
Track: PRS | Core Competencies: C6, I7, R6

Advising students on academic probation can be challenging in many ways, especially given the complexity of policy, student population size, and the time constraints of advising appointments. Another challenge is delivering important information in an impactful way to students who may already feel defeated and ready to give up. This presentation will demonstrate how the effective use of Canvas, an online learning platform, can address these challenges, facilitate learning, and help students persist positively towards graduation. Participants will be provided a “walk-through” of a Canvas course, and will come away from the presentation with ideas and best practices for creating similar platforms for serving their students on academic probation.

Andrew Bird, Emily Potts, University of South Florida

Uncovering & Empowering: Empathy as a Tool to Connect

C14 | Palma Ceia 4 | 11 am-12 pm
Track: HW | Core Competencies: C4, R2, R3

This interactive session will uncover the power of empathy as it relates to academic advising. Attendees will differentiate between sympathy and empathy and will learn how to employ the latter as a tool to create an open and inviting environment where students feel heard, respected and motivated. The session will also provide a brief overview of some of the mental health challenges college students face. This session hopes to educate advisors on the power of empathy as a catalyst for change directly through involvement in session activities. Participants will also add empathy-centered statements and methods to their advising toolbox.

Alina Dominguez, Florida International University

Why is it so hard? Advising and Supporting Students with Learning Differences

C15 | Garrison Suites | 11 am-12 pm
Track: ASP | Core Competencies: C6, C4, R3

Diversity is a powerful construct in today’s world. Students with learning differences are often overlooked in diversity discussions. They face challenges not readily apparent to university personnel. Academic advisors are the first line of support but are there ways to proactively identify challenges before problems develop? Institutions have an obligation beyond access to education. Deliberate planning should promote success and retention. Inclusive environments lead to success and are the goal of higher education institutions everywhere. Intentional academic advisors mitigate challenges experienced by this population and move them toward success. But what happens once these students connect with the Accessibility Resources office? This 2-part presentation gives practical resources for advising students with disabilities and partnering with your Accessibility Office to lead students to success.

Elizabeth Smith, Marlye Lee, Auburn University

State Exams, GPA Requirements, Clinical Experiences, Oh My! Challenges Beyond Coursework

PO1 | Galleria A&B | 11 am-12 pm
Track: AMS | Core Competencies: C4, R6

Completing a bachelors degree can be challenging for many students. However, in some programs students have more barriers to overcome than others; for instance, state exams, minimum GPA requirements, strict deadlines, and clinical experiences that require a huge time commitment without pay. This presentation will explore strategies to help students stay on track and best practices for advising students in limited access programs. Additionally, strategies for having difficult conversations and exploring other major options after major foreclosure will be discussed and explored. The presentation will discuss strategies specifically used for education majors but the content can be applied to other programs and majors.

Jennifer Griffin, University of West Florida

The NACADA Emerging Leaders Program: Engaging and Inspiring Diverse NACADA Leaders

PO2 | Galleria A&B | 11 am-12 pm
Track: TD | Core Competencies: C6, R7

Do you want to help 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? Interested in engaging and inspiring future association leaders by serving as a mentor? Consider participation in the Emerging Leaders Program (ELP), NACADA’s mentoring initiative, which works to support diversity in NACADA’s leadership and contributes to the association’s mission of being a global community. Join us for this session and gain valuable knowledge from program participants about the ways in which the NACADA Inclusion & Engagement Committee and ELP are fostering diverse voices in the association’s leadership.

Locksley Knibbs, Florida Gulf Coast University
Kyle Ellis, The University of Mississippi
Stephanie Morawo, Auburn University
A Recipe for Student Success in Academic Advising: The Ingredients for Advising Notes

P03 | Galleria A&B | 11 am-12 pm
Track: TD | Core Competencies: C4, R3, R4

The purpose of this session is to explore the importance of advising notes so that we can capture the information we disseminate to our students. Advising notes are a critical part of academic advising sessions, yet there is not necessarily a universal way to sufficiently develop notes. Advising notes is one of the many steps that allow successful advising interactions to occur. We will review and discuss critical ingredients for advising notes along with creative strategies to summarize the advising sessions we conduct. In this interactive session, we will openly define; discuss the benefits and pitfalls of crafting advising notes.

Thomas Beckwith, Florida State College at Jacksonville
Locksley Knibbs, Florida Gulf Coast University

Attention Online Program Advisors! Why Must I Care about Outside Recruiters?

P04 | Galleria A&B | 11 am-12 pm
Track: ASP | Core Competencies: C4, I5

Like it or not, outside recruiters are here to stay! Academic advisors working with online programs are likely to be impacted by their services as such institutional partnerships are on the rise. Institutions are increasingly partnering with Online Program Managers (OPMs) with the goals of improving enrollment and retention in online programs. OPMs aim to bridge prospective and current students to online program enrollment and campus resources. Presenters will explain the role of OPMs within the higher education environment and examine the advantages and pitfalls faced by academic advisors working with these programs. The presenters will describe their experiences, provide insights, and discuss stakeholders’ various experiences. Both graduate and undergraduate student needs and expectations will be discussed. Suggestions and tips for creating a positive experience with an OPM will be provided.

Jenny Feysa, Chasity Manning, University of West Florida

Navigating Student Success: International Students as an At-Risk Population

P05 | Galleria A&B | 11 am-12 pm
Track: IGA | Core Competencies: C4, I5, R4

Do you ever feel like a ship without a rudder when working with at-risk and international students? Do you find your international students struggling with academic maelstroms? This session will provide background on why international students are at-risk and strategies that will increase your student success and institutional retention. During this presentation, we will provide you with ‘life preserving’ strategies that you can use with any at-risk students (including your international cohort). We will include case studies and discussion about implementing these strategies for your home institution. Come learn how to navigate at-risk academic advising with us!

Sarah McBride, Andrew Smith, Brenae Hillard, Melanie King, University of South Florida

Sailing the Seas of Uncertainty: Navigating Students’ Major Choice

P06 | Galleria A&B | 11 am-12 pm
Track: ASP | Core Competencies: C4, C3

The success and financial stability of universities are dependent on student retention and graduation rates. Undergraduate students enter the college setting with certain expectations and excitement concerning their major choice. For the student who has not chosen a major, this can be a very stressful time during their time of uncertainty.

This presentation examines James Marcia's four Identity Statuses with the emphasis on identity diffusion and foreclosure which prevent a student from complete lack of concern of major to deciding on a major not of their choice, and major choice crisis, as described in Erikson's theory referring to a “period of conscious questioning and active struggle to form a coherent identity.”

Participants will gain knowledge on how students develop personal identity and how this development of self-identity will and can impact major choice.

Dylan Castillo, Emily Flositz, University of Central Florida

Prepare for Student Success Using a Business Process Library to Formalize Training and Development

P07 | Galleria A&B | 11 am-12 pm
Track: TD | Core Competencies: I2, I3, I7

Academic advisors are expected to know each student and every program. Serving diverse students in both online and face-to-face programs requires academic advisors to be experts in a vast array of information. This session highlights how one college advising center improved student services by documenting advising guidelines in a business process library (BPL) in an attempt to adhere to the NACADA Informational Component of the Core Competencies. The primary mission was to create an objective, preventative tool to avoid advising errors. This presentation will introduce attendees to potential methods of documenting their own business processes, as well as build the courage to launch this initiative at their institution. To do this, presenters will include a brainstorming activity to identify key content.

Eric Kollar, Chasity Manning, University of West Florida
Sailing into Registration: Navigating the Bumpy Waters of Student Holds  
**PO8 | Galleria A&B | 11 am-12 pm**  
Track: PRS | Core Competencies: C4, R6, I3

Are academic holds the sunny weather that students need to be successful or the treacherous storms that hold students back? In this session we will examine the pros and cons of the academic hold. We will also discuss alternatives to the first-year hold and make other recommendations to get advisors in front of students on a regular basis.

Cathy Moore, Katie Robertson, Kennesaw State University

Lessons Learned in Distance Education: Being a Student, Instructor, and Advisor (at the same time)  
**PO9 | Galleria A&B | 11 am-12 pm**  
Track: ASP | Core Competencies: C4, R2, R4

Uniquely situated, one advisor has experienced a trifecta of the distance education experience in 2019: as an enrolled student in a distance learning program, as an online instructor for an institution several states over, and being employed full-time as an academic advisor, advising a primarily online undergraduate engineering program. Aside from gaining a newfound appreciation for all twenty-four hours in the day, what else has this advisor learned about distance education? That's exactly what this session will cover: observations and adjustments made, a better understanding of the experiences of their advisees at a large, public institution, a deeper appreciation for the commitment shown by working, adult students, and a complete overhaul of processes for new and continuing advisees.

Chelsea Fancher, The University of Alabama

Won't You Be My Neighbor? Customer Service in Higher Education Using the Values of Mr. Rodgers  
**PO10 | Galleria A&B | 11 am-12 pm**  
Track: AA | Core Competencies: C4, R3, R2

For more than 30 years Mr. Rogers made children feel valued and important while encouraging learning through his TV show Mister Rogers Neighborhood. In higher education today, institutions are losing students because they do not feel valued and they do not feel a sense of belonging. This presentation will explore the messaging from Mr. Rogers Neighborhood and look at how advisors and higher education professionals can use these values to give students an exceptional customer service experience. This presentation will discuss best practices specifically from the lens of a first-year advising center, centralized advising center, and student affairs at a four-year institution. However, the information can be applied to any institution. Join our neighborhood, and walk away with ideas to make the customer service experience in your office exceptional.

Jennifer Griffin, Brice Griffin, Koco Brooks, University of West Florida

Transition & Impact of the Advising Model and Technologies  
**PO11 | Galleria A&B | 11 am-12 pm**  
Track: TSM | Core Competencies: I7, R7

Many students find that college is overwhelming and students feel as if they are drowning if we add in coursework demands, study strategies, and learning the basics of utilizing resources a university provides. Advisors play a vital role in ensuring that students follow a path to success and the tools that advisors use is one way to do this. This session will highlight the use of DropOut Detective, a technological tool, to effectively engage at-risk students. We will share the successes and challenges as well as changes needed to implement for this special group of students.

Heather Cessna, Thomas University

Motivation Theory and Coaching Practices Applied to Advising  
**PO12 | Galleria A&B | 11 am-12 pm**  
Track: SD | Core Competencies: C3, C4, R6

McClellan and Moser, 2015, propose an Advising as Coaching model. An advisor using this model facilitates student identification of needs, efforts, creative options, solutions, planning, and assessing one's plan. Ryan and Deci's Self-Determination Theory forwards that learners need three innate psychological needs to be satisfied in order to be motivated and flourish: competence, autonomy, and relatedness (2000). Zimmerman, 2002, explains how to teach self-regulation through Phases and Subprocesses of Self-Regulation, involving learner forethought, performance, and self-reflection.

This presentation provides a succinct overview of the Advising as Coaching Model, Self-Determination Theory, aspects of motivation, and how to teach self-regulation, connected with examples drawn from a large state university setting: one of a flourishing undergraduate student researcher, and one of a first-generation student who is unsatisfied with their current major.

Participants will have time to practice using coaching facilitation skills with one another in pairs or threes, and can ask questions at the final portion. The handout provides theoretical models, citations, and links.

Krysta Banke, University of South Florida
Concurrent Session C — 1:45-2:45 pm

Think Beach Vibes: A Positive Approach to a Healthy Work Environment
C16 | Bayshore 5 | 1:45-2:45 pm
Track: HW | Core Competencies: R2, R3, C6

Professionals commonly face stressful working environments leading to burnout. Academic advisors struggle finding healthy outlets to reduce, prevent, and manage stress. One center recognized the importance of providing systemic support for the well-being of academic advisors. This presentation is grounded in Social Cognitive Career Theory (SCCT) and will share ideas for both administrators and advisors to implement in their work routine. Presenters will share the results of the interviews and surveys in an attempt to highlight what is working well in the center. Also, ideas will be shared on what the center does to support celebrations, recognition, rewards, and comradery. Lastly, the presenters will facilitate light desk exercises that the attendees may integrate into their daily routine.

Eric Kollar, Ruby Valdovinos, University of West Florida

Keeping Your Head Above Water: Advising Multiple Degree Programs
C17 | Bayshore 6 | 1:45-2:45 pm
Track: TD | Core Competencies: C4, R4

Do you ever feel like you are drowning during a busy advising season with no life jacket in sight? Do you find that feeling to be even worse when you have more than one major to advise? In a journey to become more efficient with time, better at building meaningful relationships with students, and confident in the specific skill set of advising multiple programs, a step by step approach is needed to address these concerns. The purpose of this presentation is to explore effective methods in the advising of multiple programs that require attention to detail and substantial academic planning.

As a result of this presentation, participants will receive guidance on how to stay afloat before, during, and after an advising appointment with the right buoys.

Alisha Miles, Columbus State University

I Don’t Know Who Needs to Hear This... But Your Office Needs a Social Media Presence
C18 | Bayshore 7 | 1:45-2:45 pm
Track: TSM | Core Competencies: R2, I6, R3

How to Start a Social Media Presence, Grow Your Following, and Engage the Campus Community. Everyone and their momma has social media, and it’s time advisors get on-board to connect with students in a new and exciting way. As advisors, we talk a lot about meeting the students where they are. Well, they’re online. For beginners and those who have some background in social media, this presentation will provide attendees the chance to learn how to build their social media presence from the ground-up. Topics covered will include best practices in social media growth and engagement, tips for keeping an accessible presence, and how to continue engaging the campus community for years to come.

Kayla Whitter, Agnes Scott College

Abandon Ship and Get on Board with this Generation!
C19 | Palma Ceia 1 | 1:45-2:45 pm
Track: SD | Core Competencies: C4, I5, R4

The business world spends millions adapting marketing materials to arouse the attention of Generation Z. Top brands continuously invest in learning more about evolving preferences, motivations, and attitudes. Do they know something we don’t? Can we apply their data and practice to engage students in higher education? Using GenZ market research, we combined Generational Theory and Learner-Centered Teaching to organize what we know about their characteristics, along with the best way to change our method of interacting with students to meet their higher education needs. By shifting the focus of advising from the advisor to the student, we can better serve GenZs on their terms, while optimizing their success in higher education. Ultimately, student-centered interactions will help professionals adapt their practice for future generations to come.

Oscar Diaz, Marisely Rojas, Florida International University

The PAL Initiative: Cultivating Academic and Social Resiliency for At-Risk Students
C20 | Palma Ceia 2 | 1:45-2:45 pm
Track: FPA | Core Competencies: R2

Students are often confronted with strenuous circumstances that may derail their persistence toward graduation. These stressors are frequently rooted in the students’ inability to sustain meaningful relationships through viable academic and social integration strategies (Sharma, & Yukhymenko-Lescroart, 2018). The Peer Academic Leader (PAL) Initiative was created to mitigate these persistence roadblocks by mobilizing elements of peer mentorship, academic advising and academic coaching toward a relational data-driven intervention strategy aimed at supporting the retention and persistence of at-risk students. Additionally, drawing upon Anderson, Goodman & Schlossberg’s (2012) Transitional Theory framework, the PAL Initiative guides students who are continuously appraising and assimilating their transition into higher education environments by espousing the retention and persistence benefits of mentorship relationships. This session will explore the mechanics required to design, implement and sustain the PAL Initiative.

Blair Fortson, Rene Alvarez, Cecil Rose, Heather Paige, Oglethorpe University
Distance Learning Transfer Students: Advising the Double-Whammy

C21 | Palma Ceia 3 | 1:45-2:45 pm
Track: ASP | Core Competencies: C4, R2, R4

The Bachelor of Science in Mechanical Engineering Distance Learning (BSME-DL) program is a great option for students who need more flexibility than traditional on-campus programs offer. The students currently enrolled in the BSME-DL program are primarily adult learners (average age: 33.56), post-graduates (26.86%), and attend part-time (average load: 7.336 hours). 100% are transfer students as all seven prerequisite courses are not offered via distance. Including Core Curriculum, potentially 59 of 126 credit hours are completed and advising the double-whammy of distance learning transfer students can be a daunting task, especially with a 34% program growth from Fall 2018 to Fall 2019. This session will outline the advising approaches utilized by the BSME-DL advisor to successfully communicate, connect, and reach commencement with this population.

Jeanne Battersby, Lake Sumter State College

Student Success Starts with Advisors: How Do We Lead?

C24 | Bayshore 6 | 3-4 pm
Track: TD | Core Competencies: R7, C4

The purpose of this presentation is to have an introspective experience which allows the participants to think about their story, strengths, and preferred leadership style(s) and how it influences student success. Stories are a form communication which help us to empower our students. By guiding students, we are leaders who help them to create their stories. In this session, we be reviewing the primary quality leadership types in Finding Your Leadership Style by Jeffrey Glanz and how this impacts us as advisors and help us to create a transformational experience for students through the art of sharing and self-awareness along with reviewing the 4E’s. We will also identify the six different types of stories in this engaging session!

Thomas Beckwith, Florida State College at Jacksonville

Black Girls Rock!!

C22 | Garrison Suites | 1:45-2:45 pm
Track: DIS | Core Competencies: I5, R2

Do you advise African-American women? Are you an advisor for a STEM major? Perfect! Let’s come together and have a discussion about African-American women in the STEM field. Together, we will look at the history of African-American women in higher education and utilize theory, research, and current events to craft and implement practices that will better support and advocate for a student population pursuing a major that was not meant for them. Come ready to learn, be challenged, and work to let everyone know that Black Girls Rock!!

Jasmine Brown, Georgia Southern University

A Revolutionary Approach to Advising & Coaching Student Survivors for Success

C25 | Bayshore 7 | 3-4 pm
Track: HW | Core Competencies: C4, I5, R3

"Traumatic events are extraordinary, not because they occur rarely, but rather because they overwhelm the ordinary human adaptations to life." Dr. Judith Herman, 1997

In recent years, our nation has contend with various traumatic events that have led to the reshaping of the academic environment. Initiated by the experiences of the presenter’s work with student survivors in their advising and coaching roles, this presentation will focus on addressing the following: How can the Trauma-Informed approach and the Appreciative Advising model be used to create a safe academic advising space? What initiatives and/or activities can be developed to proactively address the needs of those impacted by trauma?

The goal of this presentation is to identify methods to help students thrive, and not only survive.

Marsha Saddler, Tracyann Burton, Florida Atlantic University

Are You Tired? How Positive Psychology Can Re-Energize the Advisor as Well as Their Students

C23 | Bayshore 5 | 3-4 pm
Track: HW | Core Competencies: R6, R4

Over time an advisor or life coach may experience symptoms of emotional and physical exhaustion. These feelings can unintentionally be felt by students in our care. Understanding interventions from Positive Psychology can increase hope and a sense of purpose leading to happiness for the advisor. Using a facilitating handout and strategic questions, the group will participate in techniques in order to know how interventions might work with their students. The group will learn about Acceptance and Commitment Therapy along with mindfulness as it relates to the mindful coping model. The group will also see how perception can add new light to an old idea. It is valuable to our communities to educate ourselves and our students toward well-being.

Jeanne Battersby, Lake Sumter State College

First-Generation Advising & Academic Coaching Strategies

C26 | Palma Ceia 1 | 3-4 pm
Track: ASP | Core Competencies: C4, C2, R4

First-generation students are committed to their education. This presentation will take a strengths-based approach and utilize an anti-deficit framework to review the distinctions, strengths, and opportunities related to first-generation students. There will be a detailed review of advising and coaching strategies currently being used in practice by the presenters. The presentation will also have survey data from first-generation students and what
they consider to be helpful in navigating their post-secondary success. The presenters will discuss strategy implementation from conception to completion from the practitioner’s role.

Sakeena Kenton, Florida Atlantic University
Rose-May Frazier, Florida State University
David Kenton, Florida International University

**GRIT -- It’s Not Just a Southern Food**

*Concurrent Session E — 4:15-5:15 pm*

**C27 | Palma Ceia 2 | 3-4 pm**

**Track: PRS | Core Competencies: C3, I5, C2**

As a society we are taught to revere people with talent. However, talent is only one indicator of success. It takes GRIT to bring true success. Enmeshed and inseparable from GRIT is the student’s mindset. Students may be influenced by attitudes and stereotypes, which may hinder the development of a growth mindset. Advisors who serve low-income, first generation and/or disabled students often have the specter of low expectations hovering over their interactions. These students are at high risk of non-completion and often need additional assistance to traverse higher education. This session is an overview of current literature about GRIT and mindset, and how it pertains to academic success. Conference attendees will be challenged to create strategies to enable their students to develop GRIT and a growth mindset.

Jennifer Braden, Enterprise State Community College

**Chart a New Course: Navigating Online Student Success through Advising Practices**

*Concurrent Session E — 4:15-5:15 pm*

**C28 | Palma Ceia 3 | 3-4 pm**

**Track: ASP | Core Competencies: C4, I7, I5**

Online learners are a growing population at many institutions today. Unfortunately, these students can feel disconnected from the services we provide as advisors. They may not know when or how to seek advising, or the available services may not be practical for their situations. As a result, online learners are more likely to "self-advice," thereby taking the wrong classes or missing important pre-requisites. In this presentation, we will discuss how our team is navigating online student success by making advising more accessible through outreach initiatives, virtual advising, infographics and videos, and other advising best practices. Participants will brainstorm together, and leave with a plan to chart a new course for advising their online students.

Christy Curley, Hilary Battle, Kennesaw State University

**Choosing A New Adventure: Alternate Major & Career Navigation**

**C29 | Garrison Suites | 3-4 pm**

**Track: CA | Core Competencies: C4, R6, I5**

In a slammed advising office in the busiest times of the semester, students facing major reselection may be overlooked or faced with apathy. Rejected from their dream field, they are told they must declare a new major almost immediately to register for the next semester. Students needing major reselection are often still grieving the loss of the path that could have been while under pressure to pursue something new and out of their comfort zone. They remain foreclosed on a major that does not work for their circumstance. This presentation will examine the CASVE cycle, self-inventories, Kubler-Ross Grief Cycle, and Duhig’s “Power of Habit” to showcase strategies for aiding students in processing rejection, breaking major foreclosure, and selecting a new field of study that still meets their overall career goals.

Lindsay Schiller, Florida State University

**Setting Sail to Mid-Level Advisor Success: Embracing the Real ‘Unsung Heroes’ of the NACADA**

**C30 | Bayshore 5 | 4:15-5:15 pm**

**Track: AA | Core Competencies: R7**

In a competitive profession like higher education, the climb to the top can be difficult. When promotions are unavailable to mid-level professionals, it can be challenging for them to feel appreciated in their role. In reality, when a vertical path is unavailable at an institution, it could be horizontal movements that afford the best opportunities for aiding in professional branding. Join the conversation to learn how you can forge a rich, rewarding career independent of the conventional “climbing the ladder” approach and can engage in your own #HorizontalBranding on and off campus. Join a panel discussion of mid-level practitioners to review new strategies to overcome your struggles and conquer your role!

Locksley Knibbs, Florida Gulf Coast University
Gavin Farber, Temple University
Lisa Yamin, Virginia Commonwealth University

**Deescalating Advisees in Distress**

**C31 | Bayshore 6 | 4:15-5:15 pm**

**Track: HW | Core Competencies: R2, R3, R4**

The academic advising community at the University of Georgia is taking a proactive stance by promoting the use of helping skills related to mental health and crisis intervention as part of their advisement practices. According to Reynolds (2009) “professionals in student affairs and services need effective helping and interpersonal skills to understand and assist students and, when necessary, refer them to other on-campus services.” The presenters will give a presentation about helping advisees in distress, which was recently presented as part of a series of mental health sessions for academic advisors this fall. The session is applicable to advisors from any type of higher education institution. However, the presentation may be most appropriate to attendees who are interested in using helping skills to serve students experiencing distress during advisement appointments.

Danielle Bostick, Michele Johnson, Joseph McCall, Chelsea Wesnofske, University of Georgia
Tides are Changing: Incorporating Flipped Advising to Better Serve Students  
**C32 | Bayshore 7 | 4:15-5:15 pm**  
**Track: TSM | Core Competencies: C4, R4, R7**

Tides are changing within higher education, and it is important that our advising strategies change as well. Flipped advising, much like a flipped classroom, allows students to obtain instructional information before and after their advising appointment, leading to a more meaningful face-to-face interaction. Learn how a first-year advising office designed and implemented flipped advising to improve advising for both students and advisors. We will share various examples and approaches to flipped advising, explore available technology, and help you create your own flipped advising strategy.

**Amanda Freyaldenhoven, University of South Alabama  
Daisy Grant, University of South  
Anna Traylor, Auburn University**

Why Do I Need That?: Humanities and the Health Professions  
**C33 | Palma Ceia 1 | 4:15-5:15 pm**  
**Track: DIS | Core Competencies: C6, I2, R5**

In response to increasingly competitive health professional school applications, undergraduates in science majors emphasize resume building in hard science courses often at the expense of a more well-rounded education. While health professions advisors frequently encourage inclusion of humanities and social science courses to balance schedules and prepare for the MCAT, etc., they also have the opportunity to promote equity and social justice through the skills these courses provide, which in turn creates more equitable health professionals. Our advising-as-teaching model meets students where they are and prepares them to participate in the reduction of healthcare inequality. This presentation provides strategies for intentional conversations that engage students in responsible learning and social awareness.

**Megan Stowe, Renea Forde, University of South Florida**

Sailing Through the Swamp: Helping Students Navigate the Emerging Professional Experience  
**C34 | Palma Ceia 2 | 4:15-5:15 pm**  
**Track: CA | Core Competencies: I2, R6, R5**

“What do you mean there is a Practicum/internship requirement for my major?” “How do I find a Practicum/internship site?” Advisors, do you feel like a broken record answering these questions? If so, this presentation is for you!

This session will highlight key strategies used by an interdisciplinary, social-science program at a large R1 institution to prepare students for meaningful practicum/internship experiences. The department revamped the practicum/internship experience to include: additional prerequisite courses, site visits and partnerships, revision of required paperwork, and buy-in from faculty. In addition, advisors within the department met regularly with the Practicum/Internship Coordinator to ensure messaging to students was consistent.

Presenters will provide an overview of methods used to streamline their student’s Practicum/Internship experience. This will include examples/handouts.

**Kathryn Ivey, Dr. Emily Johnson, University of Florida**

Grit and Grace: Pushing Students to see their Remarkableness in a Sea of Others  
**C35 | Palma Ceia 3 | 4:15-5:15 pm**  
**Track: PRS | Core Competencies: I5, R2, R6**

Some students come to college with many unanswered questions but have the courage and resiliency to keep moving forward even though they do not fit the mold of the traditional student. They have the beginnings of grit. The advisors using grace and the growth mindset can help this student grow their grit and set them on a path of success. Using advising techniques, tools you can develop or you may already have, and the advisors own deeply tuned knowledge that there is something about this student (we call it our gut!) we want to help advisors see how the growth mind set along with grit and grace can help all students be remarkable just the way they are.

**Christy Thompson, Karina Synder, University of North Georgia**

Redesigning Your Future: Redirecting STEM Students to Alternative Career Pathways  
**C36 | Garrison Suites | 4:15-5:15 pm**  
**Track: AMS | Core Competencies: C4, R6, I2**

Major redirection is a critical facet of academic advising. It can be a very sensitive issue, especially when it becomes clear that a STEM major is no longer feasible or in students’ best interest. A lot is at stake: students’ aspirations, self-perception, and family expectations. Advisors have to manage these redirection conversations frequently within the constraint of 30-minute appointments. The presenters will introduce a process to be used during a redirection advisement session and a follow-up appointment that focuses on students recognizing their true academic strengths and how they can thrive in alternative majors. In addition, through this three-step process students will learn how key career competencies and transferable skills are developed and will serve them throughout their lives.

**Stephanie Alber, Diana Fernandez, Lynn Gomez, Florida International University**

Florida State Meeting  
**C37 | Bayshore 1-3 | 5:30-6:30 pm**

Alabama State Meeting  
**C38 | Bayshore 5 | 5:30-6:30 pm**

Mississippi State Meeting  
**C39 | Bayshore 6 | 5:30-6:30 pm**

Georgia State Meeting  
**C40 | Palma Ceia 2 | 5:30-6:30 pm**
Concurrent Session F — 8:30-9:30 am

Not Just a Buzzword - Mindfulness for Advisors
C41 | Bayshore 5 | 8:30-9:30 am
Track: HW | Core Competencies: C3, R2

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 to 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.

Ellen Murkison, Georgia Institute of Technology

Wind in My Sails: Embedding Career Conversations into Academic Advising
C42 | Bayshore 6 | 8:30-9:30 am
Track: CA | Core Competencies: C4, C5, R6

Advising interactions can cover a multitude of important topics: appropriate course selection, resource referrals, and even redirection. The pressures of performance-based funding add to the maelstrom, leaving advisors with an exhaustive to-do list. How can we possibly integrate career conversations into advising sessions already brimming with other important topics? This interactive session will provide an academic advisor’s perspective and best practices on how to steer advising sessions to cover multiple topics including career advising concepts such as NACE competencies, Career Readiness and the benefits of extra- and co-curricular experiences. This interactive session will also have advisors re-frame meaning-making in curriculum from the perspective of career advising and uncover take-aways to sprinkle in career topics at every academic level.

Alina Dominguez, Florida International University

College Mental Health Crisis: Creating a Culture of Transformation
C43 | Bayshore 7 | 8:30-9:30 am
Track: HW | Core Competencies: I6, C6, I5

Institutions are facing a significant influx of mental-health issues amongst their students. Increasing stress levels, anxiety, and depression seem to be common concerns affecting our current generation of the student population which in turn is increasing mental-health needs. Evolving environmental factors and American culture dynamics have shifted the culture of today’s student. Higher-education professionals are first line of defense in recognizing emotional concerns of students and ethically have a responsibility to help them achieve success. This session will examine elements contributing to the crisis including alarming statistics while focusing on innovative ways to alleviate the crisis and foster the success of students. As an honorable example, we will focus on our military population with feedback and innovation strategies from Retired Major General Jeffrey Hammond, Director, Military Affairs.

Tiffany Kersten, The University of Southern Mississippi

Finding Their Sea Legs: Helping Transfers Navigate Uncharted Waters
C44 | Palma Ceia 1 | 8:30-9:30 am
Track: ASP | Core Competencies: I6, I5, R2

Students beginning their collegiate careers at community colleges and then transfer to four-year institutions are less likely to graduate with a bachelor’s degree than their peers who started at the four-year institution. One reason that transfer students struggle as they transition to a four-year institution is their perception that they receive no aid in navigating academic resources and are unaware of engagement opportunities at their new school. To promote integration to campus culture, curriculum, and resources, we implemented a targeted program for transfer students that started at orientation and continued through their first year on campus, including attention to those who struggle academically during the transition period. This presentation will share relevant literature and our approach to addressing student needs at the departmental level.

Trevor Bryan, Jennifer Janasiewicz, Willie Smith, Jr., Kimberly Hicks, Florida State University
Advancing Scheduling: Personalizing Academic Success from Acceptance

C45 | Palma Ceia 2 | 8:30-9:30 am
Track: PRS | Core Competencies: I3, R2, R5

Have you ever received a guide on a trip or vacation filled with helpful information to ensure you got the best experience? Academic advising at the University of North Georgia provides a similar service to all incoming students by a process called “advance scheduling.” Academic advisors use personalized academic interest information collected from students to create an educational plan leading to a successful transition. Through intentional outreach with each student, advisors personalize a student’s on-boarding experience to ensure necessary information is received to begin their academic journey. While initially conceived as a registration process, advance scheduling has since become an effective retention strategy. Participants will learn more about the evolution of this process, current strategies and policies, and how this could be adapted at your institution.

Maggie Segnitz, Derek Sutton, Amy McCollum, University of North Georgia

Creating a New Advising Program

C46 | Palma Ceia 3 | 8:30-9:30 am
Track: AA | Core Competencies: C4, R4, R7

During Creating a New Advising Program, attendees will learn to design and implement a new advising program from the ground up, using six development phases based upon a Sustainability and Cultural Competence model: Evaluate Need, Develop Goals, Audit Landscape, Build Structures, Spread the Word, and Assess. Using examples from three new advising programs created at Florida Atlantic University (honors, pre-law, and first generation) the presenters will teach attendees how to develop goals and student learning outcomes, leverage existing institutional resources, and form strategic partnerships. Attendees will discover how to engage students, and will learn about common pitfalls in new program creation. Finally, they will identify first action steps towards the creation of their new programs. The session will include a PowerPoint presentation, handouts, and group discussion.

Dalel Bader, Florida Atlantic University
Stephanie Aldana, Heather Smith, Morgyn Robinson, Florida Atlantic University

Finding Your Voice: Encouraging Self-Advocacy in Students

C47 | Garrison Suites | 8:30-9:30 am
Track: PRS | Core Competencies: C4, R6, C3

In the advisory role, we regularly encounter students whom we coach in how to reach out to instructors, campus partners engaged in student success, and even potential employers. These students need help in knowing when and how to ask questions or raise concerns. In this presentation, we will define self-advocacy and describe self-advocacy models. Additionally, we will discuss current research on self-advocacy skills in college students and the link to positive outcomes. Pulling from the work of “Test, Fowler, Wood, Brewer, & Eddy (2005),” we will appraise self-advocacy training programs and apply those steps to the advisory role. By generating new ideas on how to incorporate self-advocacy training into their advising, participants will leave with tools that will help students advocate for themselves.

Matthew Waller, Amanda Wolfe, Kennesaw State University

Advising Beyond the Office: Embarking on Events to Broaden your Advising Reach

C48 | Bayshore 5 | 9:45-10:45 am
Track: SD | Core Competencies: C4, I6, R4

Many advising offices are encountering challenges in effectively connecting and communicating with our students. Between emails, text messages, phone calls, social media and student alerts, advising departments often find themselves brainstorming what method is best to communicate important messages to a large number of students. This session will cover in detail how an advising office can create a variety of different events on campus to reach as many students as possible beyond the traditional means of communication. We will discuss barriers to student attendance at events, strategies to gain student attendees, approaches to partnerships to facilitate these engagements, measuring activity’s success, and specific details of each type of event and how they can be adapted and brought to life on your campuses.

Vanessa Gonzalez, University of Central Florida, Rosen College of Hospitality Management

Turning the Tide of Wellness: Helping Students who Struggle to Swim

C49 | Bayshore 6 | 9:45-10:45 am
Track: HW | Core Competencies: R2, R3, I5

The current population of undergraduate students are struggling against the tide: they are the most stressed, most anxious, and the least likely to report good mental health. However, they are also the most likely to ask for help. Because of this, advisors must be prepared to identify mental health and wellness concerns in order to get students the help they need. But how do we accomplish this in an already too short advising appointment? And what do we do once they tell us they are struggling? We will discuss how to identify and normalize wellness concerns, as well as how to best assist students in getting help, and the steps we can take to ensure increased wellbeing in our student population.

Timarie Franco, University of South Florida
STEER-ing STEM Majors Through Their Transfer Experience: Case Study of the STEER Peer Mentors at USF

C50 | Bayshore 7 | 9:45-10:45 am
Track: ASP | Core Competencies: I5, I6, C4

The transition from community college to university can be challenging and disorienting, which increases attrition from STEM majors and the university. Our peer mentor program focuses on community college science and math transfers; peer advising both at the university and community college. From this presentation, you will be able to summarize the benefits for the mentors, mentees, and institution to justify creating a similar program. Also, learning our challenges with data collection and recruiting.

Jessica Hoffmann, Jessica Davis, University of South Florida

Toeing the Line: Student Support versus Academic Advising

C51 | Palma Ceia 1 | 9:45-10:45 am
Track: PRS | Core Competencies: I6, R6, R5

Learn how Florida Southern College’s unique culture allows student-centered support services to assist students in a multi-faceted manner. The Student Solutions Center is a primary resource for student support and success, both academic and non-academic. This presentation will examine how this primarily first-year centered office provides assistance for students before they arrive on campus through graduation. Staff members are titled, Student Success Professional: Academic Advisor, being tasked with the responsibility of assisting and monitoring academic progress of all full-time day first-year students, including their own advisees. However, staff members also assist upper level students through programming, academic planning, and other student success support as needed.

Taylor Shook, Becky Higgs, Florida Southern College

Setting Sail with a New Advising Program: Training Peer Advisors

C52 | Palma Ceia 2 | 9:45-10:45 am
Track: FPA | Core Competencies: R4, C4

Advisors often feel there aren’t enough hours in the day to best serve their students. Lobby wait times increase, inboxes become inundated, and the undergraduate student experience is impacted. Onboarding for advisors is multifaceted, and rarely is there a financial luxury to add additional full-time positions. To support students and staff, the Heavener School of Business at the University of Florida created a peer advising program for first-year students. By utilizing current students, a value-add program allowing for undergraduates to foster peer relationships while receiving valuable academic information was established. This session will focus on approaches used to train peer advisors and content covered throughout their onboarding process. This session is ideal for institutions looking to create or revamp training for their peer advising program.

Allison Gatsche, Melissa Forgione, University of Florida

Civitas Learning: Advising Works: Proven Techniques to Focus Your Team & Care For Your Students

C53 | Palma Ceia 3 | 9:45-10:45 am

New analysis shows that advising is consistently one of the top 5 programs that positively impacts persistence and graduation at colleges and universities. But, that doesn’t mean it’s easy work. Join us for a conversation about practical strategies and techniques being used by advisors, coaches and faculty across the country. They’re leveraging new insights to build a collaborative student safety net, proactively engage students, and improve equity in their day-to-day work.

Developing Challenge Researchers: Flipping the Script for Career Exploration

C54 | Garrison Suites | 9:45-10:45 am
Track: CA | Core Competencies: R6, R5, C4

Many students entering college struggle to connect majors to careers because they limit the possibilities of a particular major based on their initial perceptions of its connected career paths. As advisors, we need to help these students either broaden or focus this initial perception. This presentation provides a mechanism to assist these students through a discussion of our institution’s Major Expo, an annual event which encourages students to think beyond specific majors or job titles and instead consider global challenges they can help address. These challenges are thematically grouped and connect students to multiple majors and numerous careers. We will discuss the philosophical and logistical advantages of this approach, provide student feedback from the event, and help participants adapt this model for audiences of any size.

Michael Stowe, University of South Florida

QOTD: How Does Office Dynamics Impact Student & Advisor Satisfaction?

C55 | Bayshore 5 | 11 am-12 pm
Track: TD | Core Competencies: C6, R2, R4

Do you have advisees that you instantly connect with? Have you ever wondered why “that” advising session didn’t go as well as you hoped? Is your advising unit a well oiled machine or struggling to stay afloat? Our communication and personality styles play a major role in the success of our interactions. In this interactive session, advisees will take the DISC Assessment to better understand how to best communicate with students and within their departments.

Tyler Pede, Greg Lawrance, Michael Gabriele, Laura Garnett, Cathy Moore, Katie Robertson, Stacey Nebriaga, Kennesaw State University
True Life: I’m an Interdisciplinary/Liberal Studies Major
C56 | Bayshore 6 | 11 am-12 pm
Track: PRS | Core Competencies: C4, R2, R1

Many students may be hesitant to pursue a degree in the Liberal or Interdisciplinary Arts. This presentation will address the value of an Interdisciplinary Studies and Liberal Studies degree within the context of competency skills, ownership, and discovery. We will showcase strategies and best practices that will be useful in advising students who are being redirected or who have chosen to design their degree. There will be an opportunity for Advisors to share their perceptions about the degree to shift the narrative of it being a student’s “last resort” to realizing that it is a student’s “first responsibility” to take ownership of their college experience. We will introduce developing concepts and supplements that will be useful in advising sessions to guide Interdisciplinary/Liberal Studies majors.

Brittany Davis, Jonathan Rodriguez, Florida International University

Beating Sophomore Slump: Engaging Sophomores in Advising through Sophomore Orientation
C57 | Bayshore 7 | 11 am-12 pm
Track: PRS | Core Competencies: R2, R4, C4

Many universities place a lot of attention on students during freshman year. We often see students struggle during sophomore year as they are facing transition, harder coursework, and the decision of what major to pursue. In the School of Business Administration at the University of Mississippi, we developed a mandatory sophomore orientation to help guide students through this period of transition and decision-making. This presentation will guide you through our planning process including how to plan an event on a limited budget, how to get students to attend, topics covered, and how to measure the impact of the event. We will share findings on increased engagement in the advising process after our inaugural sophomore orientation as well as plans for improvement for next year.

Mary Whittington, Kim Phillips, University of Mississippi

Academic Advising and the First-Generation Community College Student: An Ex Post Facto Study
C58 | Palma Ceia 1 | 11 am-12 pm
Track: SD | Core Competencies: C3, I5, R7

Student retention is a primary concern for community college educators and administrators, since retention rates at the community college are unquestionably lower than retention rates at four-year universities. First-generation college students are a high-risk student group of particular concern, because they make up over thirty percent of the undergraduate population and are two times more likely to exit college at the end of the first year of enrollment compared to students whose parent or parents have a bachelor’s degree. This session will explore effective strategies in increasing first-generation college student retention and the role that academic advising methodology plays in supporting the retention and graduation of first-generation community college students.

Valarie Morgan, Mississippi Delta Community College

Don’t Violate Your Probation: Decreasing the Time on Academic Probation for USF Criminology Students
C59 | Palma Ceia 2 | 11 am-12 pm
Track: ASP | Core Competencies: C4, R7

Increase retention. Learn how to effectively manage students on academic probation. We will present best practices and share a plan that we anticipate will decrease the time students spend on academic probation based on our findings. Participants will have a chance to share their own best practices.

Sharon Loschiavo, Sandra Jones, Travis Taylor, University of South Florida

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Be Wavey: Learn How to Adapt to Change and Create New Academic Advisement Initiatives
C60 | Palma Ceia 3 | 11 am-12 pm
Track: AA | Core Competencies: C4, R7, C5

Whether you have been advising for one year or ten years, you have experienced changes within your position as an academic advisor. Learn how you can transform new projects into pilot programs to university wide initiatives. This session will provide a framework of New Jersey City University’s innovative use of intrusive advisement, as well as creative ways to enhance the advising experience for new, continuing and transfer students. Create a discussion on how to increase cross-divisional collaborations and use technology-enhanced tools to transform the advisement experience within a Hispanic Serving Institution and start a new wave!

Cristian Vergara, RoseMarie DiStefano, New Jersey City University

“Man Overboard!” - Rescuing Students Through Redirection
C61 | Garrison Suites | 11 am-12 pm
Track: CA | Core Competencies: C4, I5, R4

Ahoy! In this round table we will facilitate an engaging discussion about major redirection that addresses challenges, best practices, institutional differences, and student populations. Professional advisors play a critical role in providing the necessary tools and guidance to help students understand when their dream option is no longer an option. As a student begins to take classes and experience college life, institutional and academic policies may no longer align with the student’s desired major and career goals. Oftentimes the best way to keep a student afloat is through the redirection process, which can differ from student to student. All hands on deck! It is time to navigate the high seas of redirection!

Alison Piatt, Christie Murata, Florida International University

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www.civitaslearning.com/solutions
Upcoming NACADA Events

**Summer Institutes**  
June 21-26 and July 26-31, 2020  
in Erie, Pennsylvania

**International Conference**  
June 22-25, 2020 in Athens, Greece  
The Advising Odyssey: Empowering Students to Reach Their Ithaca

**Annual Conference**  
October 4-7, 2020 in San Juan, Puerto Rico  
No Student is an Island: The Rich Port of Advising and Connection

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**2021 Region Four Conference**  
Be sure to check the NACADA website for information about the 2021 Region 4 Conference in Mississippi!

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**2020 Research Institute**  
May 28-30, 2020 in Rosemont, Illinois

**Academic Success and the Student-Athlete Online Course**  
June 1-July 26, 2020

**Spring 2020 eTutorials**

- Advising Undecided Students  
  March 4-28 | April 1-25 | May 6-30  
  June 3-27 | July 7-31 | August 5-29 | September 2-26  
  November 4-December 8

- Creating Online Professional Development Using the NACADA Core Competencies  
  March 4-28 | July 7-31

- Creating Peer Advising Programs  
  March 4-28 | September 2-26

- Theory and Practice of Advising  
  March 4-28 | April 1-25 | May 6-30  
  June 3-27 | July 7-31 | August 5-29 | September 2-26  
  November 4-December 8

- Advising First-Generation Students  
  June 3-27 | November 4-December 8

- Flipped Advising  
  June 3-27

- Research 101: Introduction to Scholarly Inquiry  
  April 1-25 | November 4-December 8

- Understanding Technology and Advising  
  May 6-30

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**Spring 2020 Web Events**

- Successful Advising Strategies for Supporting Student Academic Recovery  
  — March 19, 2020

- Academic Advising for Social Justice: Theory, Reflection, and Practice  
  — April 15, 2020

- Blunt Empathy: Skills and Techniques for Delivering Unwanted News in Academic Advising Situations  
  — May 21, 2020

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**NACADA Annual Fundraiser**

Please join us for the Fourth Annual Fundraiser at the Annual Conference! Complete details will be posted on the Annual Conference web page closer to the event date.

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Find more information covering events, professional development, products, services, and more at: nacada.ksu.edu

NACADA Region 4 Conference Program 25
Say Hello to Our Exhibitors!

BYU Independent Study
We offer trusted, quality courses that are accredited by several commissions*. With both online and blended courses, students receive instruction adapted to their needs, at their own convenience. Enrollment is open at any time of year, with a year to complete most courses. Our credits can be transferred to most institutions across the nation.

College Board
CLEP (the College-Level Examination Program®) offers 34 exams that cover intro-level college course material. With a passing score on one CLEP exam, you could earn three or more college credits at more than 2,900 U.S. colleges and universities. CLEP was created to help individuals with prior knowledge in a college course subject earn their degree efficiently and inexpensively.

E2E Advising
Comprehensive Student Success Solution - A higher education Appointment Scheduling & Case Management solution (Achieve) that two-way-sync with your Outlook or Google calendar in real-time. Achieve is custom-designed to meet the unique needs of higher education while being fully web-based, client-hosted, and easy to use. Managing appointments is as easy as 1-2-3, with AM's ability to sync your advising schedule with Outlook or Google Calendar.

Florida Flexible Learning
UF Flexible Learning provides self-paced online courses open to anyone, no admission necessary. Students can enroll and start any time, have 16 weeks to complete, and receive a UF transcript upon completion. UF Flexible Learning offers several courses in a variety of subjects.

H&H Publishing
H&H Publishing is the sole source of LASSI, Learning and Study Strategies Inventory, which has generated valid and reliable data for more than 30 years. We are dedicated to providing quality materials that improve student outcomes. Visit our booth to learn more about LASSI and our new LASSI Modules.

K-State Global Campus
Kansas State University Global Campus has been around for more than 50 years. Our mission is to extend the programs and services of the university to nontraditional learners. We offer more than 75 online programs at all levels, and provide scholarships for eligible full-time and part-time students.

Civitas Learning
Stop by the Civitas Learning booth to see what they can do for you and your institution.

Thank You to Our Sponsors!
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**NACADA Bingo**

Conferences are about professional development and networking. So, let's play NACADA B.I.N.G.O. and build our NACADA network.

*When you get 5 across, 5 down, or 5 diagonal, bring your score card to the Registration Desk in Galleria B for a free raffle ticket (1 ticket per attendee). Completed B.I.N.G.O. card must to be turned in by 9 am on Tuesday, March 3 to claim your raffle ticket.*

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