

### **Emerging Leaders:**

- 1) *Submit a short statement outlining your experiences in NACADA and your initial thoughts about your goal(s) for association leadership (you may want to draw from your ELP application). Do you see the goals that you have now as fairly well-formed and firm, or are your goals quite fluid and just beginning to clarify (or somewhere in between)?*
- 2) *Submit a profile that will help a mentoring partner discover who you are. Label yourself in some way using whatever 'handles' that may seem relevant, for example your MBTI type, top five themes of strengths, or type of personality. Be as complete and perhaps creative as you can be.*
- 3) A. *What strengths do you see yourself as bringing to the association's leadership arena? What type of resources/support are you looking for to help develop these strengths?*  
B. *What are the top five characteristics that you feel would make a mentor a good fit for you?*
- 4) A. *Talk a bit about the type of communication you are looking for with your mentor. What type of communication is most comfortable for you? Do you prefer phone calls, Facebook exchanges, emails, online meetings, or other communication modes? Why? How often do you think you might want/need to communicate?*  
B. *Is there anything else it might be beneficial for a mentor to know about you? Other personal preferences? Significant life events (i.e. position change, family changes, health issues, etc.) in the recent past or coming soon?*

### **Mentors:**

- 1) *Submit an outline of your NACADA leadership experience (you may want to draw from your mentor application). Then, discuss your first (or one of your early) leadership role(s) – what do you know now that you wish you had known before you stepped into it?*
- 2) *Submit a profile that will help a mentoring partner discover who you are. Label yourself in this in some way using whatever 'handles' that may seem relevant, for example your MBTI type, top five themes of strengths, or type of personality. Be as complete and perhaps creative as you can be.*
- 3) A. *Is there someone who has been a mentor to you in developing your leadership skills? How has that person helped you?*  
B. *List the top five characteristics and/or skills that you believe will be important for NACADA leaders to have in the coming decade.*
- 4) A. *Talk a bit about your communication style. What type of communication is most comfortable for you? Do you prefer phone calls, Facebook exchanges, emails, online meetings, or other communication modes? Why? How often do you think you could be available to communicate with a mentee?*  
B. *Is there anything else it might be beneficial for a mentee to know about you? Other personal preferences? Significant life events (i.e. position change, family changes, health issues, etc.) in the recent past or coming soon?*

### **Julia Bedell – Emerging Leader**

Lecturer/Department Advisor  
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- *NACADA experiences and leadership goals.*

I joined NACADA in 2014 while enrolled in the Kansas State University's Academic Advising Graduate Certificate program. In my first couple of years as a NACADA member, I attended a local, two regional, and two national conferences. At the 2017 annual conference in St. Louis, I participated in the STEM

Advising Community's conference session and social event. The face-to-face interaction was very positive and it gave me the push to apply to be on the Steering Committee. This spring I also volunteered as a proposal reader for the annual conference. The lesson I learned is the importance of stepping out of my comfort zone and be willing to offer my service. The connections that I made at the 2017 conference led to opportunities in 2018 and gave me the courage to apply for the 2019 Emerging Leadership program.

I would like to have an impact in NACADA in the following areas:

- The 2021 Annual Conference will be in Cincinnati, less than 10 miles from NKU. I plan to reach out to the conference chair and offer to be part of the leadership team.
- I have experienced the value and effectiveness of professional development webinars offered by NACADA. I plan to serve on NACADA's Webinar Advisory Board.
- My interest in NACADA started within the Advising Communities Division. One of my goals would be to have a leadership role in one of the Advising Communities.
- As a proposal reader for the 2019 Annual Conference, I see myself as a future presenter. I would like to present at a regional or national conference.

I am committed to the first two goals. I am flexible with the other two goals and I am also open to new opportunities.

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

Perhaps my mentoring partner will find my Myers Briggs Indicator personality type helpful to learn a bit about me. I am an INFJ (introverted, intuitive, feeling, and judging) personality type. I have moderate preference of Introversion over Extraversion and moderate preference of Feeling over Thinking. I have distinctive preference of Intuition over Sensing. I have strong preference of Judging over Perceiving. From what I have read, only small percentage of the population has this personality type and this type is sometimes referred to as "advocates". Some of the characteristics described in the literature do seem to align with my personality. I have a lot of faith in my intuition and instincts. It's very important to me that the work I do has purpose. I think that is why after two decades of teaching I find myself drawn to the academic advising path because often in my teaching I find myself acting in the role of the advisor. My weakness is that I do not like conflicts and I can be overly sensitive about other's feelings and moods. I am recognizing that as I age, these natural characteristics can shift with intentions. I have learned that I need to develop good boundaries, and that by establishing healthy boundaries I am demonstrating self-respect. I have to admit that this is not instinctive and it's a lesson that I have to remind myself daily.

- *Strengths and needed resources.*

According to my Values in Action (VIA) profile report, my signature strengths are kindness, curiosity, creativity, love, social intelligence, love of learning, and teamwork. I believe all of these strengths can be integral to my growth in the leadership arena. One of the biggest supports from NACADA in developing these strengths is being part of the ELP program. Reading the mentors' profiles and reflections of their leadership journeys has widened my perspective, and more importantly, helped me relax into the idea that I can contribute to NACADA and the advising community without knowing all the answers.

In general to help me continue to develop these strengths, I need consistent communications, clear feedback, and a trusting relationship. I am at my best when the work I do has purpose, autonomy, and

flexibility. More specifically, I would like support to develop and work through a presentation or publication for NACADA, to learn from an advisory board member how to effectively serve on a board, and to receive input about how to identify a role in a committee for the upcoming 2021 Cincinnati NACADA annual meeting.

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

I believe a mentor with the following characteristics (Clifton Strengths) will be a good fit for me. Someone who is *analytical* in their thinking. Their approach shows the *arranger* characteristic, organized but having flexibility. A person who is a strong *relator* and *developer* in the way they approach working relationships. I also value someone who is creative, has a sense of fun, and is willing to nudge me outside of my comfort zone.

- *Communication style.*

I would prefer online monthly meetings that are scheduled out a few months ahead of time. This will allow me to protect the time on my calendar. The monthly commitment will help me stay connected with my mentor and to stay on track with my goals. I am open to phone calls and emails in between the online meetings to follow up or to address questions. The frequency of these exchanges can be elastic and will depend on the project or topic that we are working on together.

- *Other things....*

All my experience with mentors has been in person and the relationship grew over time and over many conversations. I am a little uncertain about the process of building a working relationship remotely. I noticed in the last couple zoom meetings that I tend to sit back and listen. Whereas in person, I am more relaxed and will enter into the conversation more readily. It would be helpful for a mentor to know that we may need a little time in the beginning to get to know each other. I can also be too hard on myself and hold myself back because I am over analyzing everything in my head. Sometimes my fear of making mistakes can keep me from reaching for more challenges.

In terms of life events, I just lost one of my oldest and dearest friends to cancer in June. Terry was my age and she was an academic advisor. She was a huge influence in my decision many years ago to become an advisor. I know I am still grieving for this loss. On a much happier note, my son just got engaged and he and his fiancé plan to be married in May 2020. I will plan on stepping away during that time so that I can focus on celebrating this life event.

**Brantley “Banks” Blair** – Emerging Leader  
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- *NACADA experiences and leadership goals.*

In the seven years I've been a NACADA member, I've attended multiple Regional conferences, an Annual conference, and several drive-in conferences at Allied Membership institutions. I've also held several recognized and related leadership positions. In 2016, I was elected to be one of the Idaho State Liaisons on the Region 8 Steering Committee. I represented Idaho at the Region 8 business meeting and actively represented the Region 8 Steering Committee at the 2017 Regional Conference in Missoula, MT. In 2017, I accepted an advisor position at Oregon State University, and wanting to still be involved in Region 8, served as a member of the 2017 Regional Conference Planning Committee, working on the registration and evaluation team.

At the 2018 Region 8 Conference in Portland, OR, the highest attended regional conference to date, I coordinated the dissemination and collection of concurrent session evaluations and worked diligently during the conference to tally them and submit them to the NACADA Executive Office. In June 2018, I became an Assistant Director of Academic Advising Initiatives at Virginia Tech, joined Region 2, and a few months into my new position, helped plan and deliver the October 2018 Virginia state drive-in conference. For the Virginia state drive-in conference, I was involved in planning and supporting all aspects of the conference but had direct leadership over the conference supply logistics.

I was a NACADA proposal reader for the 2017 and 2018 Annual Conferences and plan to resume reading conference proposals in the future. I made my first concurrent session presentation at the 2018 Region 8 Conference in Portland, OR, co-presenting with a colleague about the importance of advising students with financial aid implications in mind. Along with the members of my Virginia Tech advising team, I will be presenting at the 2019 Annual Conference in Louisville, KY. In the near future, I would like to become more involved with the Mid-Atlantic Region 2, presenting at regional conferences, perhaps serving as a state liaison, and/or as a member of future conference planning committee.

In late 2018, I joined a small group of NACADA advisors who began actively working to create an officially recognized NACADA advising community for Well-Being and Advisor Retention. To date, I've frequently interacted with group members, sharing resources, ideas, and ways to advance the message that advisor wellbeing (and retention) ultimately fosters student wellbeing (and retention). Someday, I hope to publish an article in either the *NACADA Journal* or *Academic Advising Today* (AAT) about the impacts of advisor well-being on student advising.

I intend to take what I have learned engaging with members of Well-Being and Advisor Retention group to more actively engage my other three advising communities: Advisor Training and Development Community, the Advising Community on Veterans, Military Students & Family Members, and the Academic Coaching Advising Community. A few of these communities are not as active as I would like and I am gaining the skills and confidence to hopefully stimulate more action.

After exploring the various NACADA leadership pathways, I see myself having an impact across all levels of the organization. Starting with the Advising Communities Division, I want to get our new advising community recognized and off the ground. Without education about wellbeing resources, advising, especially during peak advising times, student appointments can be a highly stressful experience that may lead to burnout and attrition. This community will offer those resources, along with holistic support to advisors so they may better serve their students. I am not in a position to currently Chair or Co-Chair this future advising community, but am hoping to pursue some type of leadership position in the community when the opportunity presents itself. I am learning how to initiate action in advising communities and intend to take what I am learning to improve the advising culture at my institution.

The knowledge and tutelage I receive from a NACADA mentor would assuredly help strengthen those efforts.

Developing my abilities to eventually lead in an Advising Community will translate to serving again in the NACADA Regional Division. I previously held leadership positions in Region 8, but would like to pursue opportunities to lead in Region 2. At this point, becoming an Emerging Leader would help position me to more effectively campaign to become a state liaison on the Region 2 Steering Committee when a position becomes available. If I cannot secure that type of position, I will seek another elected position on the Region 2 Steering Committee, perhaps as a Communications, Awards, or Membership and Mentor Coordinator. I appreciate the camaraderie and connections that develop within the NACADA Regional Divisions and would like to use the opportunity to become an Emerging Leader as a platform for more involvement with event planning and assessment.

I have long-term aspirations to serve NACADA through the Administrative Division, but at this time do not know what my role might eventually be. Given my interests in advisor well-being, advising student veterans and military-connected students, and scholarly research, I could see the Emerging Leaders program propelling me toward eventual action in the Professional Development, Inclusion and Engagement, and/or Research Committees. Over the years, I've had the privilege of viewing NACADA Webinars and appreciate the development opportunities they represent for a fraction of the cost of attending conferences. I would be happy to serve as a member of the Webinar Advisory Board to help identify, coordinate, and assess the effectiveness of NACADA webinars across the Global Community for Academic Advising.

Over the years, I have benefitted from the community engagement and education NACADA offers the higher education community. I see getting more involved in any, or all, of the divisions as my way of serving the appointed Board of Directors and giving back to NACADA, while contributing to the effectiveness of the academic advising profession for students, my fellow advisors, their institutions, and all of higher education.

At this point, I would say my goals are fairly fluid and still in development. I have some ideas about things I would definitely like to accomplish--writing an AAT article and serving in a leadership position in Region 2 or an advising community--but, past that I am open to exploration.

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

**Get the scoop on...Banks Blair**



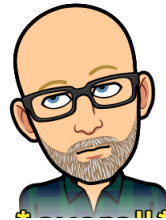
### Scene—Conversation with my wife

Me: Look, I created a Bitmoji. Now I can be cool.

My wife: Aw, how cute. You look just like your Bitmoji.

Me: Thanks! Wait, shouldn't that be the other way around? Don't you mean my Bitmoji looks just like *me*?

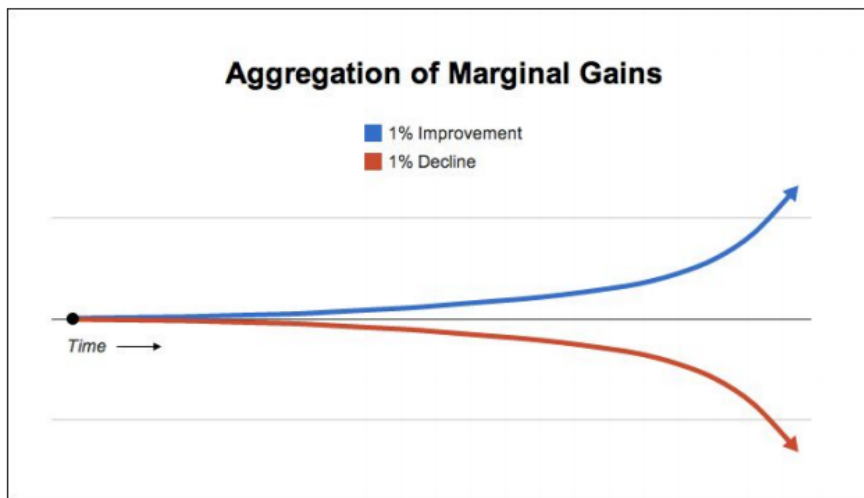
My wife: No. You heard me correctly.



## Quick BIO

- Born in Lexington, KY.
  - My name is Brantley Barksdale Blair, Jr. (written mathematically as  $3B^2$ )
    - I couldn't say "Brantley" as a very young child and it came out as "Banks"; been Banks ever since
- Most of my childhood was spent in Lynchburg, VA.
  - However, I've lived in these states: KY, MA, VA (x2), NC (x2), TX, GA (x2), ID, & OR (x2)
    - I have a hard time sitting still
- Oldest of three children (younger brother, younger sister)
- Parents and siblings all earned at least a BS/BA degree
- Childhood aspirations:
  - ✗ Standup comic
    - Learned I am much better with situational comedy or comedy-in-context (play to your strengths)
  - ✗ Baseball player at the University of North Carolina at Chapel Hill
    - Played baseball in college, just not at UNC
  - ✓ Soldier
    - Served in the U.S. Army
      - Infantry (2004-2006)
        - Deployed to Sadr City, Baghdad, Iraq (2005-2006)

- Psychological Operations (2006-2008)
  - Medically retired in 2008 for service-connected (dis)abilities
- In life, I think a lot about product/performance improvement, design, and [life hacks](#).
- I listen to A LOT of podcasts (constant desire to learn)
  - In highest rotation, but not limited to [The Tim Ferriss Show](#), [Hurry Slowly](#), [Throughline](#), [Conan O'Brien Needs a Friend](#), [Snap Judgment](#), or [Freakonomics](#)
- [My favorite graph \(that I didn't make\):](#)



Inspiration for this image came from [a graphic](#) in *The Slight Edge* by Jeff Olson.

[\(from jamesclear.com\)](#)

## (Current) Social Identities

- White, straight, cis male (constantly exploring /pushing back against the privilege this identity provides)
- Husband (to Jenne)
- Father (to Beatrice, 11 and Henry, 6)
- Athlete
- Military Veteran (challenged by not being fully civilian, nor fully military)
- Agnostic
- Lifelong learner
- Academic advisor

## Identities I've held as a college student

- first-time, first-year student
- student-athlete
- transfer student
- student in academic distress (and recovery)
- nontraditional student
- distance education student
- student-veteran (underserved)
- student with disabilities

## Educational Background

- 1999: BS-Psychology/Exercise & Sports Science
  - University of Mary Hardin-Baylor; Belton, TX
- 2010: BS-Natural Resources, Policy & Management Specialization
  - Oregon State University, Corvallis, OR
- 2015: MS-Academic Advising, Advising Administration
  - Kansas State University, Manhattan, KS
- 2019 (expected): EdD- Higher Education Administration
  - Northeastern University, Boston, MA
    - Exploring & interpreting the lived experiences of student veterans in higher education

## Advising Experience

- Oregon State University (x2)
  - Decentralized; Natural Resources; Tourism, Recreation, & Adventure Leadership; Advised online and campus students
- Boise State University
  - Centralized; Advising & Academic Support Center; Advisor, Academic Coach, Instructor: *Financial Wellness for College Students, UF 100: Intellectual Foundations*
- Virginia Tech
  - Centralized; Transitional Advising for major exploration & majors changing students; Lead advisor professional development initiatives & lead a peer-to-peer student veteran mentor group; designing a campus-wide advisor network (will be NACADA-affiliated); Instructor (fall 2019): *UNIV 2984: Life Entrepreneurship*

## Who do third parties think I am?

**16personalites.com (mix of MBTI and Jung's Psychological Types)**





*"Treat people as if they were what they ought to be and you help them to become what they are capable of being."*

JOHANN WOLFGANG VON GOETHE

The Advocate personality type is very rare, making up less than one percent of the population, but they nonetheless leave their mark on the world. Advocates have an **inborn sense of idealism and morality**, but what sets them apart is that they are not idle dreamers, but people capable of taking concrete steps to realize their goals and make a lasting positive impact. They tend to **see helping others as their purpose in life**, but while people with this personality type can be found engaging rescue efforts and doing charity work, their **real passion is to get to the heart of the issue so that people need not be rescued at all.**

- I felt this assessment was pretty spot on. I used to be an INTJ-T, but have seen a change in my personality over the years as I've broadened my perspectives on life purpose and meaningful work. I highlighted the aspects of this personality description that I agree most with.

## Clifton Strengths (through Virginia Tech)

### Context

STRATEGIC THINKING

People who are especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.

### Harmony

RELATIONSHIP BUILDING

People who are especially talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.

### Individualization

RELATIONSHIP BUILDING

People who are especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.

### Maximizer

INFLUENCING

People who are especially talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.

### Adaptability

RELATIONSHIP BUILDING

People who are especially talented in the Adaptability theme prefer to "go with the flow." They tend to be "now" people who take things as they come and discover the future one day at a time.

## Which superhero are you?

I am a lifelong Marvel Comics/Universe fan so I took a few "which superhero are you?" quizzes. The results were quite accurate. I am an Iron Man-Hulk-Wolverine blend.

## Which Marvel Superhero Are You?

You got:

# Ironman

You are Ironman. You are made of iron (not really: that's just something people say to annoy you) and good intentions. You are nearly indestructible and you help keep criminals where they belong -- behind bars. You also know how to annoy everyone around you with your inappropriate banter and spendthrift ways.



YouTube

- Iron Man--My love of comedy, specifically stand-up comedy, aligns with my tendencies to use humor (timing, wit, and tact) to diffuse tense situations and (at times) intentionally annoy people. I have spendthrift tendencies, but only when it comes to buying fancy pens. I am a pen addict.

## You are **Hulk**

You are a wanderer with amazing strength.



Hulk	—————	65%
Spider-Man	—————	60%
Iron Man	—————	60%
Superman	—————	50%
Robin	—————	45%
The Flash	—————	45%
Batman	—————	40%
Green Lantern	—————	35%
Supergirl	—————	30%
Catwoman	—————	25%
Wonder Woman	—————	20%

[www.thesuperheroquiz.com](http://www.thesuperheroquiz.com)

- Hulk—I am a wanderer, but I am not lost. I am constantly seeking. While I don't turn big and green, I can be surly and moody at times. The more I work to uncover my strengths, the more I am able to develop them and use them to help people. For the record, I did not even consider the DC characters on the list.

## Which X-Men Mutant Are You?

You got:

# Wolverine

You are the savage, brutally honest but loyal Wolverine. Wolverine or Logan is unlike any other mutant, not only because of his abilities but because of his attitude; you both are unapologetically yourselves. The two of you can be cranky most of the time, but you both have good hearts. The mutant is also very fierce and loyal to a fault - a trait you also share. He is known as the bad boy on Professor X's team.



TMDB

- **Wolverine**—I am becoming more comfortable being and becoming *me*. I have cranky tendencies, but definitely have good intentions and a good heart. In my life, I have actually been described as “fiercely loyal to a fault.” I try to learn from times when this trait has both helped and hurt me.
- *Strengths and needed resources.*

I believe I have several strengths that I could bring to the Association's leadership arena. First, I am mission-oriented, so I am committed to staying the course to move in a successful direction to accomplish established goals and priorities. I am someone who works hard to achieve consensus in groups to minimize conflict and create spaces where colleagues feel comfortable and able to play to their strengths.

In that same vein, I bring with me a desire to help people achieve their highest potential, even if they may not know what that may entail. As leader in NACADA, I hope to help fellow members identify talents and help curate for them and connect them to opportunities for continued growth and development.

Lastly, I am highly adaptable and resilient. While I may not always like change, I recognize it as a potential area for growth. I have a diverse set of experiences, both professionally and as a college student, that allow me to connect with people and constructively work across differences to move toward an objective.

I am someone who appreciates and needs contextual information about a project, initiative, problem, or objective. I need to understand the “why” of things to best engage and connect. Once I have context for a given situation, I can begin moving forward.

I work a lot in advisor growth and development on my campus, but do not consider myself to overly creative when it comes to devising novel approaches to things. I tend to be a more convergent thinker. I want to create and implement “bigger, better, faster” opportunities for academic advisor professional (and personal/interpersonal) growth and development, but need more time and opportunities to brainstorm and process ideas with someone else.

I appreciate patience as I continue to grow in this field and deeply value constructive feedback. I want to know when I did something well, but also want to know when there are ways I can improve or challenge myself to achieve more. I need someone who can be both a mentor and a coach.

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

- 1) Sense of humor
- 2) A divergent thinker (a desire to think of all the possible ways to seek a solution)
- 3) Candor (willingness to offer open, honest feedback/dialogue)
- 4) Patience (but not complacency)
- 5) Diverse experiences in the field of academic advising (may include course instruction, academic coaching, and/or advising administration)

- *Communication style.*

Given the choice, I prefer face-to-face communications. Since it can be challenging across distances I enjoy using Zoom, or similar video call platforms, because they allow me to see and gauge others' reactions and feel more connected. There are nuances and nonverbal cues that video calls help me pick-up on better than via phone or email. It is easier to gauge understanding. The experience feels more personal. Phone calls are a next best way to communicate. At least with phone calls people can speak and communicate directly.

I don't mind email check-ins from time to time. Not a big fan of social media stuff, especially for relationship development.

Frequency of communication depends on the project at hand. If it is a simple check-in, once a month is great. If there is a project, or a pending deadline approaching, more frequent communication (preferably by email in this situation) is great.

- *Other things....*

I am working on the data analysis phase of my research for my dissertation. I am exploring and interpreting (making sense of) the lived experiences of Post-9/11 veterans at a Senior Military College. I am hoping to complete the gathering, analysis, writing, and defending NLT March 2020.

## **Jessica Camp** – Emerging Leader

Coordinator of Academic Transitions  
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- *NACADA experiences and leadership goals.*

I became a member of NACADA in 2016. Since that time, I have presented at numerous Region 7 and Annual National conferences. I have volunteered as a conference proposal reader and at conferences. Additionally, I have participated in

webinars. I also initiated submitting advising award nominations at the regional and national level. I am currently a member of the Undecided/Exploring Majors Steering Committee.

My tentative goals for Emerging Leaders Program are to learn more about the divisions, writing more publications, and building strategic partnerships. I am still learning about NACADA as an organization and would like guidance as I learn to navigate the structure. I am most interested in a leadership pathway that works towards the Administrative Division but I also like to work in the Advising Communities Division. I am flexible in my goals though I have considered them carefully.

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

My top five strengths themes are ideation, empathy, activator, adaptability, and intellection.

### **Ideation**

You are fascinated by ideas. What is an idea? An idea is a concept, the best explanation of the most events. You are delighted when you discover beneath the complex surface an elegantly simple concept to explain why things are the way they are. An idea is a connection. Yours is the kind of mind that is always looking for connections, and so you are intrigued when seemingly disparate phenomena can be linked by an obscure connection. An idea is a new perspective on familiar challenges. You revel in taking the world we all know and turning it around so we can view it from a strange but strangely enlightening angle. You love all these ideas because they are profound, because they are novel, because they are clarifying, because they are contrary, because they are bizarre. For all these reasons you derive a jolt of energy whenever a new idea occurs to you. Others may label you creative or original or conceptual or even smart. Perhaps you are all of these. Who can be sure? What you are sure of is that ideas are thrilling. And on most days this is enough.

### **Empathy**

You can sense the emotions of those around you. You can feel what they are feeling as though their feelings are your own. Intuitively, you are able to see the world through their eyes and share their 1000562466 (Jessica Camp) © 2000, 2006-2012 Gallup, Inc. All rights reserved. 2 perspective. You do not necessarily agree with each person's perspective. You do not necessarily feel pity for each person's predicament—this would be sympathy, not Empathy. You do not necessarily condone the choices each person makes, but you do understand. This instinctive ability to understand is powerful. You hear the unvoiced questions. You anticipate the need. Where others grapple for words, you seem to find the right words and the right tone. You help people find the right phrases to express their feelings—to themselves as well as to others. You help them give voice to their emotional life. For all these reasons other people are drawn to you.

### **Activator**

“When can we start?” This is a recurring question in your life. You are impatient for action. You may concede that analysis has its uses or that debate and discussion can occasionally yield some valuable insights, but deep down you know that only action is real. Only action can make things happen. Only action leads to performance. Once a decision is made, you cannot not act. Others may worry that “there are still some things we don't know,” but this doesn't seem to slow you. If the decision has been made to go across town, you know that the fastest way to get there is to go stoplight to stoplight. You are not going to sit around waiting until all the lights have turned green. Besides, in your view, action and thinking are not opposites. In fact, guided by your Activator theme, you believe that action is the best device for learning. You make a decision, you take action, you look at the result, and you learn. This learning informs your next action and your next. How can you grow if you have nothing to react to? Well, you believe you can't. You must put yourself out there. You must take the next step. It is the only way to keep your thinking fresh and informed. The bottom line is this: You know you will be judged not by what you say, not by what you think, but by what you get done. This does not frighten you. It pleases you.

## Adaptability

You live in the moment. You don't see the future as a fixed destination. Instead, you see it as a place that you create out of the choices that you make right now. And so you discover your future one choice at a time. This doesn't mean that you don't have plans. You probably do. But this theme of Adaptability does enable you to respond willingly to the demands of the moment even if they pull you away from your plans. Unlike some, you don't resent sudden requests or unforeseen detours. You expect them. They are inevitable. Indeed, on some level you actually look forward to them. You are, at heart, a very flexible person who can stay productive when the demands of work are pulling you in many different directions at once.

## Intellection

You like to think. You like mental activity. You like exercising the "muscles" of your brain, stretching them in multiple directions. This need for mental activity may be focused; for example, you may be trying to solve a problem or develop an idea or understand another person's feelings. The exact focus will depend on your other strengths. On the other hand, this mental activity may very well lack focus. The theme of Intellection does not dictate what you are thinking about; it simply describes that you like to think. You are the kind of person who enjoys your time alone because it is your time for musing and reflection. You are introspective. In a sense you are your own best companion, as you pose yourself questions and try out answers on yourself to see how they sound. This introspection may lead you to a slight sense of discontent as you compare what you are actually doing with all the thoughts and ideas that your mind conceives. Or this introspection may tend toward more pragmatic matters such as the events of the day or a conversation that you plan to have later. Wherever it leads you, this mental hum is one of the constants of your life.

- *Strengths and needed resources.*

I believe my greatest strengths are curiosity and social intelligence. I am able to fit into different social and professional situations with ease. I am an active listener and I can remain calm in difficult situations. I have a tendency to consider all perspectives and facts before I make a decision. In this respect, I like to think of myself as steady and calm under pressure. I like working with many different types of people. I am an extrovert and have a great sense of humor.

I think it would be helpful to know how to channel these strengths into successful leadership opportunities within NACADA. My curiosity sometimes makes it difficult for me to produce as much as I would like. I often get caught up in the ideas or brainstorming. I believe a good mentor could help me translate those ideas into action.

- *What will make a mentor a good fit?*
  - Engaged
  - Flexible
  - Someone who can define clear expectations
  - Innovative
  - Respectful of differing perspectives

- *Communication style.*

I work best with online meetings. I think that regular scheduled online meetings would be helpful. However, if I'm working on a project, I may need to meet more frequently or need additional guidance.

- *Other things....*

I have some challenging medical issues. I was diagnosed with a very rare cancer in 2017 and, after treating the cancer, I now have chronic medical issues. I want a mentor to be understanding of some of the physical and mental challenges that can come with having chronic medical issues. Additionally, I am a mom and don't have a lot of time to communicate in the evenings. I need a mentor who won't to communicate a lot in the evenings or on weekends.

## **Danielle Flores Lopez – Emerging Leader**

Assistant Director of Student Success  
College of Natural Science / Dean's Office  
Michigan State University  
East Lansing, MI (Region 5)  
[floresd3@msu.edu](mailto:floresd3@msu.edu)



- *NACADA experiences and leadership goals.*

I have been a member of NACADA for almost five years. My experience is primarily through national conference attendance. I have presented with colleagues at three national conferences. Additionally, this year, I attended a regional conference and presented with colleagues for a concurrent session, a poster session, and volunteered. Finally, I have been a MIACADA member for several years, attended state conferences, and presented as well.

My goals are somewhat fluid. I am interested in many areas, such as being a mentor, chairing a group, continuing to present at conferences, volunteering more at and for conferences by reading proposals and/or assisting with conference logistics, and learning more about state, regional, and/or national board positions. Additionally, I have an interest to contribute to the advising literature about advising experiences of students of color.

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

My profile includes a Myers-Briggs type and top five themes of strengths.

### **ISFJ-A-Defender**

The Defender personality type is quite unique, as many of their qualities defy the definition of their individual traits. Though sensitive, Defenders have excellent analytical abilities; though reserved, they have well-developed people skills and robust social relationships; and though they are generally a conservative type, Defenders are often receptive to change and new ideas. As with so many things, people with the Defender personality type are more than the sum of their parts, and it is the way they use these strengths that defines who they are.

### **Top 5 Strengths:**

#### **Relator**

Relator describes your attitude toward your relationships. In simple terms, the Relator theme pulls you toward people you already know. You do not necessarily shy away from meeting new people—in fact, you may have other themes that cause you to enjoy the thrill of turning strangers into friends—but you do derive a great deal of pleasure and strength from being around your close friends. You are comfortable with intimacy. Once the initial connection has been made, you deliberately encourage a deepening of the relationship. You want to understand their feelings, their goals, their fears, and their dreams; and you want them to understand yours. You know that this kind of closeness implies a



certain amount of risk—you might be taken advantage of—but you are willing to accept that risk. For you a relationship has value only if it is genuine. And the only way to know that is to entrust yourself to the other person. The more you share with each other, the more you risk together. The more you risk together, the more each of you proves your caring is genuine. These are your steps toward real friendship, and you take them willingly.

### **Achiever**

Your Achiever theme helps explain your drive. Achiever describes a constant need for achievement. You feel as if every day starts at zero. By the end of the day you must achieve something tangible in order to feel good about yourself. And by “every day” you mean every single day—workdays, weekends, vacations. No matter how much you may feel you deserve a day of rest, if the day passes without some form of achievement, no matter how small, you will feel dissatisfied. You have an internal fire burning inside you. It pushes you to do more, to achieve more. After each accomplishment is reached, the fire dwindles for a moment, but very soon it rekindles itself, forcing you toward the next accomplishment. Your relentless need for achievement might not be logical. It might not even be focused. But it will always be with you. As an Achiever you must learn to live with this whisper of discontent. It does have its benefits. It brings you the energy you need to work long hours without burning out. It is the jolt you can always count on to get you started on new tasks, new challenges. It is the power supply that causes you to set the pace and define the levels of productivity for your work group. It is the theme that keeps you moving.

### **Deliberative**

You are careful. You are vigilant. You are a private person. You know that the world is an unpredictable place. Everything may seem in order, but beneath the surface you sense the many risks. Rather than denying these risks, you draw each one out into the open. Then each risk can be identified, assessed, and ultimately reduced. Thus, you are a fairly serious person who approaches life with a certain reserve. For example, you like to plan ahead so as to anticipate what might go wrong. You select your friends cautiously and keep your own counsel when the conversation turns to personal matters. You are careful not to give too much praise and recognition, lest it be misconstrued. If some people don’t like you because you are not as effusive as others, then so be it. For you, life is not a popularity contest. Life is something of a minefield. Others can run through it recklessly if they so choose, but you take a different approach. You identify the dangers, weigh their relative impact, and then place your feet deliberately. You walk with care.

### **Consistency**

Balance is important to you. You are keenly aware of the need to treat people the same, no matter what their station in life, so you do not want to see the scales tipped too far in any one person’s favor. In your view this leads to selfishness and individualism. It leads to a world where some people gain an unfair advantage because of their connections or their background or their greasing of the wheels. This is truly offensive to you. You see yourself as a guardian against it. In direct contrast to this world of special favors, you believe that people function best in a consistent environment where the rules are clear and are applied to everyone equally. This is an environment where people know what is expected. It is predictable and evenhanded. It is fair. Here each person has an even chance to show his or her worth.

### **Discipline**

Your world needs to be predictable. It needs to be ordered and planned. So you instinctively impose structure on your world. You set up routines. You focus on timelines and deadlines. You break longterm projects into a series of specific short-term plans, and you work through each plan diligently. You are not necessarily neat and clean, but you do need precision. Faced with the inherent messiness of life, you want to feel in control. The routines, the timelines, the structure, all of these help create this feeling of control. Lacking this theme of Discipline, others may sometimes resent your need for order, but there need not be conflict. You must understand that not everyone feels your urge for predictability; they have other ways of getting things done. Likewise, you can help them understand and even appreciate your need for structure. Your dislike of surprises, your impatience with errors, your routines, and your detail orientation don’t need to be misinterpreted as controlling behaviors that box people in. Rather, these behaviors can be understood as your instinctive method for maintaining your progress and your productivity in the face of life’s many distractions.



- *Strengths and needed resources.*

I am bringing over twelve years of experience in advising at a large public land grant institution. I have been involved in many identity-based initiatives and more recently several DEI trainings and committees. I would like to learn more about NACADA's history with DEI and understand the current objectives and goals that NACADA has. I am also bringing the desire to want to publish. I would like support with understanding the process of how to do so.

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

I believe that a mentor who is challenging, honest, inspiring, reliable, and open-minded would be a great fit for me. I feel that I challenge myself a lot, but I would also benefit from others who help me work towards my goals. Honesty is very important to me; I need to be able to trust that my mentor has my best interest in mind. Moreover, I am motivated by others who inspire others in humble and subtle ways by sharing their story or providing advice. Reliability is important in this relationship as we all have important commitments with our time and reliability helps build trust. Finally, someone who is open-minded and allows others to grow and prosper and is sincerely happy for them when they do so.

- *Communication style.*

I prefer emails and online meetings, video conferencing through zoom. I think these methods are most comfortable for me because these are ways that I communicate professionally. Due to my responsibilities, these methods are very convenient as I can respond to email at any time throughout the day and have online video conferencing appointments at the office or at home. I think setting some regular check-in's depending on my goals throughout the year is important for accountability purposes and for guidance.

- *Other things....*

I am working on my doctoral degree and will be starting my fourth and hopefully last year this fall.

## **Amber King – Emerging Leader**

Academic Counselor, Instruction Coordinator  
Department of Student Affairs  
Delaware Tech Community College-Owens  
Georgetown, DE (Region 2)  
[aking26@dtcc.edu](mailto:aking26@dtcc.edu)



- *NACADA experiences and leadership goals.*

I joined NACADA in 2015 when I was hired at Delaware Technical Community College. I attended my regional conference in 2017, when the Region 2 Conference was held in Pittsburgh, PA. After attending the Region 2 Conference, I realized that NACADA was an organization that I wanted to get more involved in. Shortly following the Region 2 Conference, I was elected as the Delaware Liaison. As the Delaware Liaison, I have been able to collaborate and participate in the Region 2 Steering Committee. In 2018, I was on the Region 2 Conference Planning Team for the conference that was held in Dover, DE. Currently, I am the chair of the 2019 Delaware Drive-In which will be held in September 2019. Outside of these roles, I have read proposals for the annual and regional conferences. I have also read nominations for the NACADA Global Awards.

When it comes to my goals for NACADA leadership, I would like to continue to be as active in my region as possible. In the future, I would like to be the Region 2 Chair. I would also like to chair a Region 2 Conference when the conference returns to Delaware. I would like to become more involved with NACADA at the national level, but those goals are a little more fluid at this point. I need to know more about national positions and get more involved on the national level before I can firmly state what my leadership goals would be.

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

My High 5:

- **Time Keeper:** Your objective is to set timelines and deadlines. Because of your dislike of surprises, you love to plan. You do not necessarily need to control everything and everyone, but there must be order and predictability in the world around you. You unconsciously impose the structure onto everything by setting up routines, timelines, and deadlines. If you set up plans, you make sure you follow them through thoroughly. Your need for structure becomes very useful in a team or a project since you can bring order and discipline to maintain progress and productivity.
- **Deliverer:** Your objective is to take responsibility. If there is a person who is emotionally bound to follow through on all promises – then it's you. Your strong ethical principles do not let you simply write missteps off on excuses and rationalizations. It holds true no matter how small or large the issue you are dealing with is. Your name and reputation depend on you being responsible for your commitments. That's why people love to have you on their team. When assigning new responsibilities, they look at you first. They are 100% sure that what'll get on your desk – will get done no matter what.
- **Winner:** Your objective is to compete with others to win. In your mind, the saying 'participating means winning' is for losers. Competitions are created to find one winner because in the end your result is measured in comparison with others. There is no one but you who knows the real taste of victory. Since you compete to win, you also tend to participate in competitions where you feel more likely to win. Sometimes it might not even matter what you are competing for – but it's a mere fact of comparison that excites you. People like being in teams with you, because you take the competition to a completely new level, infuse passion into it and make sure the victory is getting celebrated accordingly.
- **Optimist:** Your objective is to bring positive spirit. If there is someone believing that the glass is half-full instead of half-empty – then it's you. Whether it's a work project or a daily situation – you always manage to find a way to make everything more exciting. You inject enthusiasm into people and that's why they love to be around you. Sure, there are people who don't buy your positivity – but could it set you back? No way! Your optimism simply would not allow it! In a team environment, you are generous with praise, grateful for people and circumstances, and quick to find positive in every situation, which is key in motivating people and mitigating conflicts.
- **Believer:** Your objective is to believe and to do 'the right thing'. Of course, 'the right thing' differs from person to person, but one thing is true – you have a certain set of values that you are not ready to compromise. Moreover, these values are like a compass guiding you, providing a direction and giving your life meaning and satisfaction. You believe that money is not the ultimate measure of success. Some people call you the person of purpose. Correspondingly, you choose people you spend time with and companies you work for with respect to the alignment to these values. It makes you very trustworthy and reliable in any environment. Your team members will always value your consistency.

What Disney Princess are you?

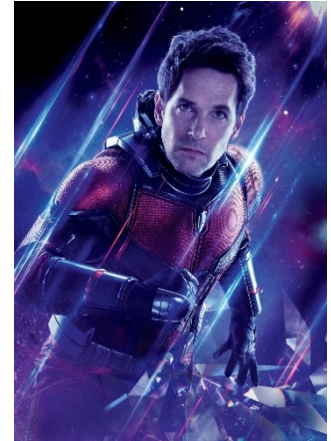


Belle: You have the uncommon ability to see the best in everyone. You believe that everyone has a redeeming virtue and are considered incredibly empathetic by your friends.

**What Avengers: Endgame Character are you?**

Ant-Man: You just want to do what’s right. Though you may be absolutely clueless about what that is, you never give up trying to find out. While you may feel like you’re just in the way sometimes, your ideas are valued.

\*This is funny since I am barely 5’ tall\*



**Which One Tree Hill Character are you? (My favorite show of all time)**



Haley James Scott: You are loyal, caring, and incredibly talented. You know what you want and you aren’t afraid to fight for it. Nobody messes with the ones you love. And most of all, nobody messes with your dreams. Keep dreamin’!

**MBTI Personality Type:**

INFJ: Introvert – Intuitive – Feeler – Judger

- **Introvert:** Tend to be reflective, reserved, and private. A popular misconception is that introverts are shy – this is not necessarily so. They draw their energy from their own thoughts and the time they spend alone. Introverts do not need people around them all the time.
- **Intuitive:** Pay attention to information that is imaginative and original. Focus on the future.
- **Feeler:** Let their feelings and emotions play a leading role because of their concern for other people.
- **Judger:** Prefer a lifestyle that is decisive, planned, and orderly. They like a life that is organized and controlled.

INFJ at-a-glance: *The difficult I do immediately, the impossible takes me a little longer!* People who know INFJ types well describe them as imaginative, motivated, persistent, purposeful, and creative. Living a life without pretense or façade, being accepted for who you are is what matters to you. You prefer to quietly exert your influence. You bring a quiet enthusiasm to all that you are involved in. Creating harmony and working towards the common good for all is one of your key motivators. You have a strong need and desire to understand the complexity of human relationships.

INFJ – The Protector: Quietly forceful, original, and sensitive. Tend to stick to things until they are done. Extremely intuitive about people, and concerned for their feelings. Well-developed value systems which they strictly adhere to. Well-respected for their perseverance in doing the right thing. Likely to be individualistic, rather than leading or following.

**INFJ Contributions to a Team:**

- Is quietly forceful, personable, and genuinely concerned for others.
- Likes tackling complex issues involving people and material.
- Enjoys working, talking, and sharing with individuals and small groups.

- Maintains a very strict internal organizational structure, where every thought, idea, and project fits into place before acting.
- Focuses on building harmony and works towards the common good for all.

#### **DISC Personality Model:**

- Dominance – 38%
- Steadiness – 29%
- Influence – 25%
- Compliance – 9%

You are responsive to challenges in a practical, realistic, and enthusiastic manner. You are a fact-orientated person capable of providing help based on solid information. You are assertive, self-sufficient, and individualistic. People are likely to perceive you as being rational and creative at the same time.

\*Although several of these personality descriptions describe me as creative, I would have to disagree with that part. I do not find myself to be creative at all!

- *Strengths and needed resources.*

In my opinion, my strengths when it comes to leadership include good communication and listening skills. I try to make sure that I am communicating all necessary information to my team including the why so that everyone understands the reason we are making changes. As a trained counselor, I am a good listener; sometimes this can become a problem in the work place. I have found some of my colleagues will come to my office to share their personal issues because they know that I am caring and will listen, however at times these sessions can be lengthy and can distract me from my work. As a leader, I also think I have strengths when it comes to my commitment, determination, and goal setting. I am an extremely committed and determined person. I always try my best and consider myself a perfectionist. I am willing to go above and beyond for things that I am passionate about which includes my job and advising.

Although I view these as my strengths, I think there is always room to grow. I would like support and/or resources focusing on communication. Sometimes I can be a little too transparent or too lengthy in my communication. I know as a leader, you need to be able to make tough decisions and communicate that with your team. I would like support on how to communicate these clearly and concisely that I know my team may not fully be on board with. Also, I would like support when it comes to creating specific goals related to NACADA. I find it easy to set personal goals and even work related goals, but I struggle more with setting specific goals with where I see myself going with NACADA. I am not sure where I would be serve the association.

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

The top five characteristics that I feel would make a mentor a good fit for me would be:

- Communication Style – I would much rather email, text, or talk via ZOOM. I am not a big fan of talking on the phone so I would like to have a mentor that is okay catching up and meeting via email, text, or ZOOM.
- Good listener/Sounding board – I need someone that will take the time to listen to me.
- Constructive feedback/Guidance – I would like a mentor that will help me grow as a leader and I do not think anyone can grow without constructive feedback. I need someone that is okay telling me if my idea isn't very good or if there is an area that I need to work on.
- Positive Attitude – I need a mentor that has a positive attitude. I feel like we are already surrounded by a lot of negative, so I need someone that can try and help find the positive.
- Fun – I want to have a mentor that is excited to be a mentor and share all that they know. I want to have fun building a mentoring relationship and I hope my mentor will too!

- *Communication style.*

I prefer text messaging, online meetings, emails, Facebook exchanges; pretty much anything other than talking on the phone. Email, texting, and Facebook exchanges are the easiest for me just because of my schedule. I am open to online meetings or phone calls if my mentor prefers, but typically those have to be scheduled out a couple weeks in advance to make sure I have appropriate coverage in all the areas I oversee. I think the frequency will depend on the goals that I set and the time of year. I would hope for at least a monthly check-in via email, but at times it may be more or less frequent depending on what we are working on.

- *Other things....*

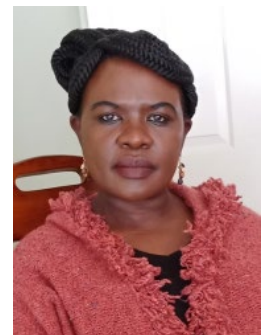
Just a few notes: I am a bit of a perfectionist, which can be good and bad at times. I am a people pleaser and want everyone to like me, which is tough considering I am in a leadership position. I am in the midst of planning the Delaware Drive-In, which will take place on September 20<sup>th</sup> so that is taking up quite a bit of my time right now.

My family is my number one priority. My husband, Justin and I have been married for five years. He is in law enforcement. We have identical twin girls, Alexis and Victoria that are three years old. They are starting preschool this year, which will be a big change for our family because they have always stayed home with my grandmother or my mom when we are working. Our youngest daughter is Sawyer and she is 18 months old. She is the happiest little girl and tries to do everything her sisters are doing. We are building a new house, which should be done by the end of September so we will be moving soon. This has been a very long process, but I am very excited to move onto our farm and have more space for the kids to grow and play.

Over the next six months, I will be applying for a Dean of Student Affairs position where I currently am working. I am hopeful to move into this position but I know the interview process is lengthy and there will be a lot of competition.

## **Margaret Mbindyo – Emerging Leader**

Assistant Professor / Faculty Advisor  
Department of Academic Advisement and Student Development  
Millersville University  
Millersville, PA (Region 2)  
[margaret.mbindyo@millersville.edu](mailto:margaret.mbindyo@millersville.edu)



- *NACADA experiences and leadership goals.*

I have been a member of NACADA for more than 4 years. I have enjoyed the resources that are offered in NACADA website including articles and other resources to do with advising. The website is my go-to resource for academic advising. I currently do not hold a leadership position at NACADA, but I have been involved in activities that range from regional conference attendance and presentation to publication of three book reviews and more recently became a 2019 conference proposal reviewer. I have enjoyed reading books and offered my perspective and critical appreciation about different topics. More recently I have been recruited to serve on the NACADA's International Conference Advisory Board starting in October 2019. NACADA's mission statement says "NACADA promotes student success by advancing the field of academic advising globally". 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. To meet this goal, NACADA needs professionals such as myself with a passion to share its vision and core values. Academic advising is central to student success and NACADA is positioned to provide academic advisers and faculty with the tools and skills to help students succeed. This means emphasis on supporting, developing, and recognizing the professionals in this field

cultivating them, and supporting them to the highest level of advising. I see myself serving in all the three NACADA Leadership Divisions in some ways to support and provide service in all the pathways one at a time.

My initial thoughts about my goals for the association leadership are fairly well informed and achievable. At this point, I am confident the more I get involved in the program, the more firm my initial goals will become. I also may have to consider one or two other goals particularly in the area of direct leadership.

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

A woman of great faith! Type B personality type, a mild extrovert married to a deep introvert! A very busy mother of two children (10 and 7). I am an extremely determined honest and hardworking person usually busy and like to pursue my goals wholeheartedly. No matter what, I will push through limitations and adversity to try to get what needs to be done. Beyond that, I am extremely compassionate and kind, and will do everything in my power to see positive results.

The Myers Briggs Personality Test suggests that my 4-letter personality type is ESFJ

Extraverted (E) Sensing (S) Feeling (F) Judging (J) iNtuitive (N)

I love travelling but not the turbulence kind though I cannot avoid it! Cooking and entertaining is a passion of mine! I connect quickly with the poor and suffering in the society which has made me a natural GIVER at heart and believer in this quote "Nothing is yours, it can all go in seconds, and we are instead stewards of everything we own so why not share it" by Margaret Mbindyo 2019

In addition a very busy Mom of two children Girl 7 and Boy 10!

- *Strengths and needed resources.*
  - One of my strengths is understanding what's the most important thing to be working on at any given time (**Prioritize**).
  - I am great at listening and find it is important to pay attention (**Listening**) to what is being said at any given time.
  - If I say I am going to do something, I follow through no matter what. Not only does this build trust (**keep promises**).
  - I plan ahead all the time even with small things such as what to eat for dinner (**Think ahead**)
  - I am well-travelled and I have seen and interacted with people from all walks of life. I believe diversity is great for any organization. I believe **I bring something unique** to the program because of who I am, given my experiences.

About resources, I believe my mentor will guide me to get the resources I need for me to meet my goals in the program.

- *What will make a mentor a good fit?*
  - Willingness to share skills, knowledge, and expertise
  - Resourceful
  - Genuine interest and patience to mentor
  - Positive attitude and encouraging
  - Provides Guidance and Constructive Feedback
- *Communication style.*



Preferred mode of communication is email and online meetings and texts through WhatsApp!

- *Other things....*

This summer 2019 is busy for me since we are decentralizing our advisement department here at Millersville University to be college based. That means all faculty and advisors in the department will be housed within colleges. Therefore, I am moving my office to a new building, which houses the College of Arts, Humanities and Social Sciences. I look forward to working with students and faculty in the college.

## **Stephanie Morawo – Emerging Leader**

Academic Advisor II  
Harbert College of Business  
Office of Academic Advising  
Auburn University  
Auburn, AL (Region 4)  
[snd0008@auburn.edu](mailto:snd0008@auburn.edu)



- *NACADA experiences and leadership goals.*

I have attended 7 regional and annual NACADA Conferences and presented 6 times. I have also participated in a Summer Institute and served on regional conference committees. In 2018, I was the recipient of the NACADA Region 4 Excellence in Advising Award and the NACADA Global award for outstanding advising primary role. In 2019, I was able to serve on the regional conference committee in March and the NACADA Global Awards Committee.

My goals are to learn more about NACADA and all of the leadership opportunities that are available. I have an interest in the NACADA communities and leadership roles within my region. I want to learn more about the scholarship of advising. In particular, how to be a leader who communicates the importance of research, assessment, and publications in our field. My goals are in between not solid quite yet and need some more clarity.

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

Wife, Mother, Daughter, Confidant, Educator, Extrovert, Friend

MBTI TYPE

TRUE COLORS

# ENFJ

## “The Mentor”

ENFJ = Everyone Needs Fulfillment & Joy



ENFJs seek continuity through harmonious relationships and collective values. They excel at picking up on the tone of a situation and acting accordingly, adding warmth to a cool setting or turning sour into sweet.

They are natural cheerleaders, often expressing support, gratitude, and encouragement, and heaping praise onto those they appreciate. They take note of what is being done and what needs doing, offering their assistance wherever necessary.

### Characteristics

- Have many friends and close relationships.
- Sensitive to those who feel excluded.
- Enjoy organizing group activities.
- Loyal and expect loyalty in return.

### Possible Careers

Business Consultant, HR Manager, Teacher, Writer

### Famous ENFJs

Bono, Martin Luther King Jr, Nelson Mandela, Opra Winfrey

<http://personalityclub.com/personality-types/enfj/>

## STRENGTHS QUEST

- Developer
- Connectedness
- Input
- Learner
- Positivity



## My Academic Advising Philosophy

### Purpose of Advising

I believe the purpose of advising is to help students navigate their academic journey by helping them to become independent learners and thinkers capable of identifying resources and taking ownership of educational and career goals. When I advise students, I aspire to create new and innovative ways to meet students where they are. Each student has unique needs and begins at a different level of development. I identify the level of development of each student and work to meet their academic needs. I use Arthur Chickering’s theory of identity development to not only identify a student’s level of development but also to help them navigate through the vectors/stages of the theory, specifically focusing on helping students develop autonomy to move towards interdependence. Students can reach interdependence through an appropriate level of challenge and support. I use Sanford’s theory of challenge and support to help my students learn to take ownership of their decision-making. I support them in the decisions that they make but also challenge them to evaluate their decisions and think through them before acting. I provide advice but make sure that they make their decisions on their own.

# BLUE

I need to feel unique and authentic.  
**Enthusiastic • Sympathetic • Personal**

I look for meaning and significance in life.  
**Warm • Communicative • Compassionate**

I need to contribute, to encourage, and to care.  
**Idealistic • Spiritual • Sincere**

I value integrity and unity in relationships.  
**Peaceful • Flexible • Imaginative**

*I am a natural romantic, a poet, a nurturer.*

### AT WORK

I have a strong desire to influence others so they lead more significant lives. I often work in the arts, communications, education, and the helping professions. I am adept at motivating and interacting with others.

### IN LOVE

I seek harmonious relationships and believe in true love. I am romantic, and cherish the small gestures of love. I am affectionate, supportive, and a good listener. I enjoy doing thoughtful things for others. I bring drama, warmth, and empathy to relationships.

### IN CHILDHOOD

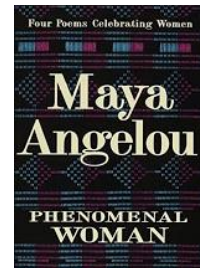
I was imaginative and creative. I flourished with encouragement rather than competition, and wanted others to like me. I reacted with great sensitivity to discordance or rejection and sought recognition. I responded best to my teachers who were warm and friendly.



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## HOBBIES

- Reading
- Singing
- Swimming





The thing that I value most about my role as an academic advisor is getting to know my students. I believe that it is very important to connect to and appeal to the humanity of my students. I have learned so much from my students in the past three and a half years. But I believe the most important thing that I have learned is that every student needs someone to be their advocate. As their advocate, I do my best to be the center of their academic support system, pulling others into the circle, others like their career coach, their instructors, and other professionals to support their learning and career success.

### **Commitment to Every Student**

I have a commitment to every student that I advise. I do my best to commit to five basic principles with each of my students:

**More than a number.** I do my very best to know each of my students. To not only remember their name but also to remember facts about their personal life, their social involvement, and their career goals. If I see my students outside of my office I ask them about their day and refer to something they have previously told me. Even though I have many students, I never want any of them to feel that they are just a number. Schlossberg's theory of Marginality and Mattering, discusses how students react to transition and the belief that they matter to someone. College itself is a huge transition for students. As part of the College experience students go through many transitions academically, socially, and personally. As students move through these transitions its easy for them to feel self-conscious and isolated. Students need to know that the transitions they face are normal and there is a way to work through all the changes. Students need to know that they are supported and have the belief not only that they matter to someone, but that someone has their best interests at heart. Students need to know that their concerns, needs, and wants are important. Most importantly students need to know that someone will celebrate their successes and encourage them to do better when they fail. When I work with a student, I make sure they know that they are important to me and that their success is important to me. Every advising meeting, or email is about them; getting to know them, helping them, showing them that they matter.

**Involvement.** I believe that it very important for students to be involved outside of the classroom. This can mean involvement in a student organization, an internship opportunity, or involvement in the community. I encourage my students to be involved on campus or in the community in some way. Involvement outside of the classroom will teach students important life skills and connect them to a cause or purpose larger than themselves. Alexander Astin's Theory of Involvement states that there is a direct correlation between student involvement and academic performance. I strongly believe in and participate in involvement through the advisement of a student organization.

### **The Advising Relationship.**

It is important to me to establish a rapport and meaningful relationship with each advisee. To do so, I follow the ethical standards and core values set by NACADA. Core Values one and two state that academic advisors are responsible to the individuals they and advise and advisors are responsible for involving others, when appropriate in the advising process. Core Value one means that I do my very best to understand where my students are in their growth and development, and support them in every way that I can. Supporting them, means respecting their ideas and belief systems, teaching them and guiding them through their academic endeavors, helping them to set goals, and advocating for them. One way I aim to support my students is to look for every viable way to help them, whether it be academically or personally. When my students are struggling academically, I point them to the resources that can help, like tutoring, or academic coaching. When my students are struggling personally, I take the time to talk through the issues they may be having and identify resources and set a plan of steps to take to move forward. For any student that may be struggling in any way, I make sure that I follow up with them to see how they are doing after we have met. Each term I identify my students who are in academic trouble (below 2.0 GPA). I reach out to them and meet with them one on one. We work together to identify their needs academically and personally and we plan and set goals. I also reach out to my students who have

had recent academic successes. As well as congratulate my high achieving students for their good grades. Core Value two means that I advocate for my students when needed. One major way that I advocate for my students is through a team collaborative effort between departments and our in house career center to provide each student with the support they need. Each student meets with me and then I refer them to their career coach for resume help, internship placement etc and they are also referred to the designated program champion for their major, so they can gain industry information and begin to capitalize on networking opportunities. Through my advising relationship with every student I approach each advising situation in an ethical manner. I embrace and celebrate each student for their unique diverse background and provide all students with the same information regarding their academic program and any opportunities that may arise. Even when my students are at fault in any given situation, I use it as an opportunity for a teachable moment and still support them and advocate for them for what is in their best interests.

### **Autonomy is Key.**

I believe it is very important for every student to emerge as emotionally intelligent leaders capable of taking ownership of their ideas, actions, and make meaning of their experiences. I expect them to know the importance of life-long learning. It is my hope that upon graduation, all of my students reach the fourth level of Perry's Scheme-"Commitment within relativism". According to Perry, at this level students can accept knowledge and combine it with their own experiences. They are also able to commit to their own values and beliefs. I work with my students to help them develop their own ideas, values, and purpose. I ask them questions about why they chose their major, where they see themselves after graduation, and why they make decisions that they make. For instance, when a student begins a sentence with "because my mom thinks," I ask well what do you think? I want all my students to be independent thinkers and learners ready to take ownership for their lives.

### **The Future is Now.**

I encourage my students to begin preparing for post-graduation TODAY! The decisions they make each day, the risks they take, the opportunities they seize, the things they learn, are all working together to shape their future. I work with my students to create a timeline of what they should be doing now to prepare for tomorrow. I encourage them to go to the career fair even as a sophomore. I encourage them to have a resume, to get involved on campus in academic and non-academic programs. I encourage them to volunteer or shadow in their chosen career field and to have a least one internship before graduation. Every step they take prepares them for their future.

- *Strengths and needed resources.*

Strengths I see bringing to the association's leadership arena are: Passion, Drive, Vision, Execution, Harmony, ability to build strong relationships, servant-leadership

Resources/Support I am looking for: Information- Knowledge is Power; Encouragement, Tangible experiences to help me to succeed with my goals

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

Passionate, Friendly, Servant- Leader, Optimistic, Life-long learner

- *Communication style.*

I would like to have different types or formats of communication with my mentor. I would like to speak with my mentor through face to face zoom communications, emails, and/or phone calls or text messages. I think that at least as an initial meeting a zoom online meeting would be nice to get to know each other and to set goals for this experience. I think

communication types after that will be relative to what we need to discuss. I think in the beginning we would need to communicate bi-weekly and then go from there.

- *Other things....*

There may be some significant family life changes coming up, but those are contingent on an potential position change for my spouse. Once we find out if the position change will happen for him, then I will definitely fill my mentor in.

## **Leslie Ross – Emerging Leader**

Academic Program Manager I  
Department of Public Policy  
Georgia Institute of Technology  
Atlanta, GA (Region 4)  
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- *NACADA experiences and leadership goals.*

In my application I stated that I wanted to be chair of the liberal arts advising community one day, get more involved with *Advising Today* or the NACADA journal. My plan is stay active and involved with the liberal arts steering committee, and to also reach out for other opportunities to help out in the Administrative Division. As a past Outstanding Advising Award winner, I have already volunteered to read awards packets this year, and next year I hope to volunteer to be a Member At Large on the Global Awards Committee. These goals are pretty well thought out and clear, but they may evolve as I learn more through my involvement in the ELP.

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

For assignment #2 I decided to be a combination of Trendy, Classic, Traditional and Whimsical. To that end, I have included What Game of Thrones Character I would be, What Gilmore Girls Character I would be, plus my Myers-Briggs and Clifton Strengths types. Hope this is helpful! 😊

(Note about Myers-Briggs: Though I am 51/49 Introverted/Extroverted- I tend to feel more energized after I have had some time alone.)

### **ISFJ - The Protector**

ISFJs are industrious caretakers, loyal to traditions and organizations. They are practical, compassionate, and caring, and are motivated to provide for others and protect them from the perils of life.

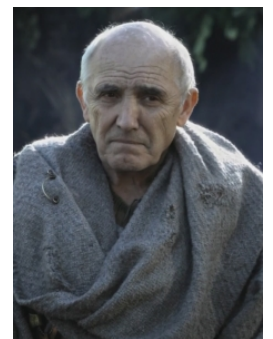
**My Game of Thrones Character:** Maester Luwin

[Take The Test Again](#)

**Nickname:** Maester of Winterfell

**Traits:** Wise, Faithful, Seasoned

Your primary character is Maester Luwin. You are compassionate and intelligent. You take your work seriously but sometimes can be irritable if disturbed. You believe everyone has goodness in them, including those who have hurt you. You place a high premium on honesty and loyalty. You are dutiful and a reliable, trustworthy servant. You do not seek the trappings of power for yourself but are called upon by the influential and powerful to advise on matters of importance as your opinion is greatly valued.



## RESULTS FOR: Which Gilmore Girls Character Are You?

### Paris Geller

You are incredibly strong and incurring your wrath is the last thing that anyone wants to do. Not only are you brilliant, but you're definitely not afraid to speak your mind. In fact, sometimes you've been known to speak it a bit too much. Although your bite matches your bark, you are still the best pal someone could ask for, because you're willing to go to the mat for your friends.



## Top 5 Clifton Strengths

### Achiever

Your Achiever theme helps explain your drive. Achiever describes a constant need for achievement. You feel as if every day starts at zero. By the end of the day you must achieve something tangible in order to feel good about yourself. And by “every day” you mean every single day—workdays, weekends, vacations. No matter how much you may feel you deserve a day of rest, if the day passes without some form of achievement, no matter how small, you will feel dissatisfied. You have an internal fire burning inside you. It pushes you to do more, to achieve more. After each accomplishment is reached, the fire dwindles for a moment, but very soon it rekindles itself, forcing you toward the next accomplishment. Your relentless need for achievement might not be logical. It might not even be focused. But it will always be with you. As an Achiever you must learn to live with this whisper of discontent. It does have its benefits. It brings you the energy you need to work long hours without burning out. It is the jolt you can always count on to get you started on new tasks, new challenges. It is the power supply that causes you to set the pace and define the levels of productivity for your work group. It is the theme that keeps you moving.

### Developer

You see the potential in others. Very often, in fact, potential is all you see. In your view no individual is fully formed. On the contrary, each individual is a work in progress, alive with possibilities. And you are drawn toward people for this very reason. When you interact with others, your goal is to help them experience success. You look for ways to challenge them. You devise interesting experiences that can stretch them and help them grow. And all the while you are on the lookout for the signs of growth—a new behavior learned or modified, a slight improvement in a skill, a glimpse of excellence or of “flow” where previously there were only halting steps. For you these small increments—invisible to some—are clear signs of potential being realized. These signs of growth in others are your fuel. They bring you strength and satisfaction. Over time many will seek you out for help and encouragement because on some level they know that your helpfulness is both genuine and fulfilling to you.

### Input

You are inquisitive. You collect things. You might collect information—words, facts, books, and quotations—or you might collect tangible objects such as butterflies, baseball cards, porcelain dolls, or sepia photographs. Whatever you collect, you collect it because it interests you. And yours is the kind of mind that finds so many things interesting. The world is exciting precisely because of its infinite variety and complexity. If you read a great deal, it is not necessarily to refine your theories but, rather, to add more information to your archives. If you like to travel, it is because each new location offers novel artifacts and facts. These can be acquired and then stored away. Why are they worth storing? At the time of storing it is often hard to say exactly when or why you might need them, but who knows when they might become useful? With all those possible uses in mind, you really don't feel comfortable throwing anything away. So you keep acquiring and compiling and filing stuff away. It's interesting. It keeps your mind fresh. And perhaps one day some of it will prove valuable.

### Empathy

You can sense the emotions of those around you. You can feel what they are feeling as though their feelings are your own. Intuitively, you are able to see the world through their eyes and share their perspective. You do not necessarily agree with each person's perspective. You do not necessarily feel pity for each person's predicament—this would be

sympathy, not Empathy. You do not necessarily condone the choices each person makes, but you do understand. This instinctive ability to understand is powerful. You hear the unvoiced questions. You anticipate the need. Where others grapple for words, you seem to find the right words and the right tone. You help people find the right phrases to express their feelings—to themselves as well as to others. You help them give voice to their emotional life. For all these reasons other people are drawn to you.

### **Learner**

You love to learn. The subject matter that interests you most will be determined by your other themes and experiences, but whatever the subject, you will always be drawn to the process of learning. The process, more than the content or the result, is especially exciting for you. You are energized by the steady and deliberate journey from ignorance to competence. The thrill of the first few facts, the early efforts to recite or practice what you have learned, the growing confidence of a skill mastered—this is the process that entices you. Your excitement leads you to engage in adult learning experiences—yoga or piano lessons or graduate classes. It enables you to thrive in dynamic work environments where you are asked to take on short project assignments and are expected to learn a lot about the new subject matter in a short period of time and then move on to the next one. This Learner theme does not necessarily mean that you seek to become the subject matter expert, or that you are striving for the respect that accompanies a professional or academic credential. The outcome of the learning is less significant than the “getting there.”

- *Strengths and needed resources.*

As far as strengths are concerned, I am a very organized person. I love to plan, and I am a pro at “scheduling”. I inherently know how things fit together and what I see “the big picture” as well as some of the things or nuisances that others might miss. I think this will be extremely helpful to the association, especially as it pertains to including under represented voices. I also have over a decade worth of experience in higher education. I have worked in higher ed for almost my entire adult life, which has been helpful to see how technology, social media and generational divides have transformed the way that we communicate and interact with one another.

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

I’d really like to be paired with someone who has BHAG’s, Big Hairy Audacious Goals. Someone who wants or has been president, or someone who wants or has been a leader of all academic advising on their campus. I’d love to be inspired by my mentor to push myself in ways I have not yet thought of, and to explore and develop talents that I do not now possess or have not fully expressed.

- *Communication style.*

I love to text, fb message, skype, FaceTime, if it is a means of communication, I’ve probably used it. That being said, I’d probably want a more formal relationship with my mentor. I’d love to set Monthly check-ins when we talk specifically about my goals and my progress toward reaching them. But then I’d be open to text messages, Memes and GIFs on a weekly or semi weekly basis on life in general or life in higher Ed.

- *Other things....*

As far as personal life changes, my spouse is taking a job in Maryland next month, and we will be commuting for the next few months. I may be looking for a new position in or close to Maryland in January, or we may decide to continue commuting. Much of that is still up in the air, which causes me so much angst!

## Jacob Rudy – Emerging Leader

Academic Advisor  
College of Liberal Arts  
University of Minnesota-Twin Cities  
Minneapolis, MN (Region 6)  
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- *NACADA experiences and leadership goals.*

My service within NACADA has been mostly colored by several conference presentations at the regional and annual levels, volunteering and coordinating volunteers at NACADA conferences. However, recently I have been serving as “Interim Vice Chair” for a Potential Advising Community focused on wellbeing and self-care conversations within advising and with students. The skills and perspectives I have gained through the Advising Community proposal process have taught me a lot about NACADA and where I see myself going as a leader within the advising profession. I have gained more insight into broader “whys”, the structure of NACADA as a community/organization, and how it can keep responding to the diversifying needs of its members.

Currently my goals as a new member of NACADA’s Emerging Leader Program are centered on two tracks: leading within the Advising Communities Division and researching/writing for NACADA publications. I hope that my time within the ELP helps empower me to hone and achieve these goals. I have always wanted to build academic writing into my professional life, but my newer experiences with the Advising Community proposal process help me think that is an area I could lead in as well.

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

I’m an academic advisor who has worked with STEM students, Liberal Arts students, student organizations, students in academic recovery, and first-year students, and I am fascinated by advisor training and development. I’m a context person, and find joy in discovering connections between people and ideas. I’m a consummate nerd who enjoys connecting with students through pop culture and the media content they’re consuming. I constantly try to build professional development reading into my work schedule, as I think we should actively demonstrate what it means to be a lifelong learner. I hope to build on this and start writing on the student and advisor experience within higher education. I believe in eliminating power differentials between advisor and advisee, and using academic advising to radically transform higher education to serve the public good.

- *Strengths and needed resources.*

I think that my skills in “big picture” thinking, coupled with my experiences as a rural student and newer advising professional would be helpful to the association and its leadership. I approach my work and professional development with a blend of humor and critical curiosity. This is partially why I pursued this opportunity, as I want to learn more about my own work in advising and strengthen the association. I want to use my time in the Emerging Leaders Program to jump-start conversations on the wellbeing of advisors and to help empower new professionals across the association to take care of themselves as employees and lifelong students of students. I’m hoping to gain broader perspectives and context on advising structures within the association and how the association itself supports the continuous growth of advising in a world with widening accessibility and wealth gaps.

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



I think that I would benefit the most from a mentor who can enjoy a good laugh but also help focus my energy on further refining and achieving my ELP goals. I would appreciate learning with a mentor who approaches their advising work through a justice lens and with a continuous curiosity, while maintaining a healthy process for critical reflection on their practice and boundaries with their “non-work” lives.

In short:

- Humor
- Focus
- Curious
- Reflective
- Balance
  
- *Communication style.*

I tend to funnel my professional communication into my email, as it helps me organize my agenda for the day and week. It also helps me maintain the illusion of a work/life balance. For emails, I think a regular conversation, maybe with weekly or biweekly updates, would help keep me focused and accountable. I’m absolutely open to texting or video meetings for more informal/formal conversations as well. Texting would be great for the “one-off” ideas that I will sometimes get, and video meetings could be used to create long-term plans. If my mentor feels comfortable with sporadic social media exchanges as well, I’m game for that.

- *Other things....*

I’m still exploring the best ways I can use my skills within academic advising and higher education, and how I can do the “most good” for the people in my life. I come from a small immediate family with aging parents who still live in a rural community, and I also am coaching my sister through her first year as a student affairs professional.

### **Billie Streufert – Emerging Leader**

Executive Director, Student Success Center  
Augustana University  
Sioux Falls, SD (Region 6)  
[billie.streufert@augie.edu](mailto:billie.streufert@augie.edu)



- *NACADA experiences and leadership goals.*

During the past 10+ years I have served as a primary advisor for exploring and probationary students. My access to NACADA, however, has been limited because I worked at an under-resourced small private institution. I recently changed roles and now oversee faculty advising, as well as a team of five primary advisors, at Augustana University in Sioux Falls, South Dakota. My most recent NACADA involvement includes serving on the Region 6 Conference Planning Committee; presenting at the conference; reviewing global conference and award proposals; and writing for NACADA.

In the future, I hope to advance my participation in the NACADA career advising and/or undecided/exploratory community steering committees. I share Virginia Gordon's (2006) that perhaps “someday the term career advising will disappear when it becomes so ingrained in the academic advising process that its separate designation will no longer be necessary.” Having recently attended the assessment institution, I also aspire to return and serve on the planning committee in the future. Ethics in advising also interests me.

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

I am a first-generation college graduate who has worked in advising for more than 10 years. I currently manage faculty advising and serve as the primary advisor for exploring and probationary students at Augustana University, a liberal arts institution that serves approximately 2,000 graduate and undergraduate students in South Dakota. When I am not at home, you can find me venturing to Hogwarts or sipping tea with my two young children.

### **Strengths Quest**

My signature strengths include achiever, developer, learner, strategic, and includer. To reduce your reading, I grabbed hold of one sentence per strength that I thought captured me. My profile means I have an internal fire burning, play out alternative "What if" scenarios, love to learn, constantly see the potential in others, and want to include others to make them feel part of the group.

### **Myers-Briggs Type Indicator: INFJ**

Here are a few sentences that describe me: I need to be able to express my creativity and insight, that what I do has meaning, helps people, leads to personal growth and, all the while, is in line with my values, principles and beliefs. I enjoy interacting with ideas that are important to me. I can be reluctant in exercising my authority, preferring to see my staff as equals, coordinating and supervising people, leaving the technical systems and factual details to more capable hands, and working hard to inspire and motivate.

- *Strengths and needed resources.*

The question about my strengths was difficult to answer. I walk among intellectual giants whenever I am at NACADA events and continue to be inspired by their dedicated service to students. In addition to the Gallup strengths I named, I would add that I am conscientious. I value intentionality and evidence-based practice grounded in the literature. I also try to honor my commitments and act as an equal contributor to the team.

I also am approaching the ELP with a spirit of openness. I have no expectations about the outcomes of my participation in this program and am up for wherever the adventure takes us (so long as it does not involve helicopter parents, scarce budgets or silos, which cause severe allergic reactions. Just kidding — we know I would be dead by now.)

As I prepare to participate in the program, I need the following:

- **Affirmation.** I work at a smaller college. This sometimes leaves me feeling like an outsider at NACADA events. It can also be lonely as a manager at a smaller college because the people you interact with most report to you and cannot be close friends.
  - **Accountability.** I look forward to identifying goals with deadlines and reporting periodically about my progress.
  - **Feedback.** I want to best serve my staff, students, and profession. I welcome ideas and input on advancing this service. I am approaching this with a spirit of openness and adventure.
  - **Theoretical Conversation:** I have tried to navigate the philosophical paradigm wars in our profession with agility. Even after digesting nearly every NACADA publication, I sometimes fear I am stepping on a landmine. It would be helpful to engage in reflective conversations that sharpen my current understanding of the fundamental purpose of advising and its pedagogy.
  - **Structural Association Information.** As I look to advance my involvement, I do not know how to navigate NACADA. I made some faux pas in the past because its structure has been a bit daunting.
- 
- *What will make a mentor a good fit*
  - **Candor.** I value brave conversations about my blindspots.



- **Balance.** We all encounter the hustle of every day. I need permission and encouragement to step away every now and then. Setting a healthy pace as I establish goals would be helpful.
- **Vulnerability.** I am curious if my mentor has shared some of my questions or experiences, especially as a first-generation graduate. (This is probably the only attribute I prefer to be similar.)
- **Difference.** My mentor does not necessarily need to be from a small college like mine or necessarily provide integrated career advising. In fact, I think I will grow more if I hear about the structure at other institutions and different perspectives.
- **Fun.** We don't have to save 15% by switching to Geico or even stay at a Holiday Inn, but laughter would be good medicine.
- *Communication style.*

I envision meeting monthly with my mentor for about an hour via phone. Periodically, we may also exchange emails. I am not very active on social media (if at all). These conversations will be fairly casual. We may identify one or two topics to discuss or simply revisit my progress on the goals we identified. I want to increase my awareness of blindspots. I may simply need affirmation that I am on the right track and support as I set a pace that is realistic. I hope the relationship is mutually enriching and welcome the opportunity to help my mentor however I can.

- *Other things....*

My goals are fairly ambiguous at this point. I have a lot of ideas floating around in my head about my involvement in NACADA and professional future goals, but am conflicted when I try to choose between them. I imagine several of our conversations will explore these ideas further.

Personally, life is good. My youngest starts Kindergarten. Other than that, no transitions are on the horizon (knock on wood). I also thoroughly enjoy my institution and position. While I typically cope with at least one FMLA request or new hire per year among my team, I do not anticipate any such transitions during the coming year. I am blessed with dedicated staff who work hard to serve students. Augustana, however, is engaged in strategic planning and submitting several large grants during the coming year. Life will be hectic as I work on these fronts, but I am committed to this mentoring program. Regardless of what is going on in my world, I will remain engaged in the arena and connected to NACADA.

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## Ross Hawkins – Mentor

Assistant Director, Academic Advisement Center  
 Missouri State University  
 Springfield, MO (Region 7)  
[rosshawkins@missouristate.edu](mailto:rosshawkins@missouristate.edu)



- *Leadership experiences.*
  - Member, Annual Conference Planning Committee, 2017
  - Evaluations Co-Chair, Annual Conference, 2017
  - Steering Committee Member, Advising Communities Division, 2014-16

- Member, Committee on Sustainable NACADA Leadership, 2015-16
- Chair, Advising Community on Transfer Students, 2012-14
- Steering Committee Member, Advising Community on Transfer Students, 2010-2016
- Panelist, Advising Transfer Students Webinar, 2013
- Member, Emerging Leaders Program, 2011-13
- Exemplary Practice Honoree, Advising Transfer Students Monograph, 2012
- Member, Video Advisory Board, 2008-2010
- Book Review Journal Publication, 2008
- Presenter, several formats including pre-conference workshop, hot topics panel, conference session

I began my leadership experience at NACADA through the Advising Communities Division. In 2011, I attended the Advising Transfer Students Community meeting to learn more about transfer advising. Missouri State University was experiencing rapid growth with this student population and I needed to learn more about best practices and innovative strategies. After the meeting, I had an opportunity to talk to the chair and she encouraged me to get involved with the steering committee. After serving on the steering committee for two years, I was elected as the Advising Community on Transfer Students Chair.

I learned so much about NACADA, the transfer community and myself during this leadership experience. First, NACADA is a family and people are always willing to help. The association thrives due to countless individuals who volunteer their time, energy and knowledge to make sure advisors and administrators are doing what is in the best interest of our students at our home institutions. In any leadership position, it is important to learn more about the people you are serving and make sure they feel included in conversations and decisions. Do not feel as if you have to do things in silos. Reach out to others and make connections, regardless of experience level. Most importantly, do something. When I was elected chair of the Advising Community on Transfer Students, I spent the first year adding members to the steering committee who had shown interest at the annual meeting. We then jumped in and updated the transfer community website to include additional resources and best practices. The steering committee also helped create more of a social media presence and wrote case studies that were used in our annual conference community meeting to address some of the common themes being discussed among the members at varying institutions. We also administered a survey to all members of the community and asked how we could move it forward.

In summary, I wish I would have known how hard people are willing to work in a volunteer organization when they are passionate about a topic or student population. The reason I was successful as a chair was that I had a great group of individuals who worked together to accomplish numerous things. I asked for help, received assistance, and made lifelong friendships. In summary, do not be afraid to ask for help or allow intimidation to prevent you from pursuing a leadership role. It will be what you make it; therefore, make it a good experience by working hard and networking with individuals of all backgrounds and experience levels.

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

Born in Missouri and grew up in a small town with one stoplight (today the town has four stoplights). Upon high school graduation, I planned to pursue medical school. Unfortunately, my grandmother died in a car accident a month before I began college and I no longer wanted to do anything medical related. With little guidance and minimal research, I chose to be a business major since I heard you could do anything with it. After graduating with a bachelor's degree, I attended a large, public university for graduate school. I am still at this large, public university today!

I discovered a passion for academic advising at Missouri State University while pursuing an MBA. I earned a graduate assistant position in the College of Education at MSU where I had the opportunity to meet with post baccalaureate students returning to college to seek teacher certification. While meeting with these students, I frequently asked why they were coming back to school. Many of them stated how they were unhappy with their original degree plan and wanted to do something different and more meaningful. I could relate with the students since I had put minimal effort in

choosing my degree path and did not feel passionate about business courses. This helped me understand the significance of academic advising and the importance of relationship building and listening skills. The interactions with these students, as well as my own experience choosing a major, solidified my desire to help others navigating the college experience.

I live in Springfield, MO and work full-time at Missouri State University and part-time as an adjunct instructor at Ozarks Technical Community College. I am an Assistant Director in the Academic Advisement Center at MSU and work with the exploratory student population.

I am a single dad to a nine-month-old girl named Millie who astounds me on a daily basis.

According to the MBTI, I am an ISFJ: Friendly, responsible, and conscientious. Committed and steady in meeting obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.

Top five themes of strengths: Arranger, Competition, Empathy, Positivity, Responsibility

- *How being mentored has helped me.*

I have been fortunate to have several mentors in my life, both professionally and personally. My current supervisor is one of my dearest mentors. When I first became familiar with academic advising as a profession in graduate school, she sought to nurture my passion by allowing me to meet with her on an individual basis and participate in advisor development and training opportunities. This allowed me to further explore academic advising and become more confident in career opportunities and advancement possibilities. She helped me better understand my strengths and weaknesses. I have gained confidence in my communication skills, both oral and written, because of her positive feedback and constructive criticism. She encourages me to be engaged in the field of academic advising by championing me to present at campus advisor forums, state and global conferences and writing for professional journals. I have learned the importance of celebrating accomplishments, both small and large. Perhaps most importantly, she has prepared me for a leadership role because she always leads by example. She works hard and supports her staff, but never micromanages. She recognizes opportunities for her employees and helps them reach their goals, even when that is a detriment to her. She cares about her employees as individuals and recognizes the importance of work-life balance. When faced with a difficult circumstance at work, I think to myself what she would do in the situation, and then I do it. Because of the mentorship she has provided me, I am confident and excited to supervise others and celebrate the uniqueness of each member of the team.

- *Skills / characteristics needed to be an effective NACADA leader.*
  1. **Good listener:** This may be obvious, but can be so obvious, that we overlook it. Listen to understand, not to reply. When one listens to understand, a window of opportunity opens. As individuals, we have unique life experiences that we draw upon to reach conclusions. Learn from these experiences and perhaps you will grow professionally and/or personally without saying a word.
  2. **Innovative:** Thinking outside the box; helping solve problems that may be recurring because the current solution is no longer effective. NACADA has grown tremendously in a relatively short amount of time. How do we continue to grow while ensuring our “family feel” remains intact?
  3. **Inclusive:** Welcoming of all individuals and thought processes.
  4. **Adaptable:** The only thing constant is change. Leaders will need to embrace change and help others understand the significance of it. Be open to change and share it widely so others understand why it is necessary.
  5. **Positivity:** Being a leader can be challenging and difficult. Embrace the challenge and level of difficulty with a positive viewpoint. Being negative will only hurt the cause and fewer people will rally around it. Smile and laugh

often in leadership roles. A leader cannot lead without people willing to follow. Would you want to follow someone who is negative and unhappy?

- *Communication style.*

I prefer open and honest communication. I am an active listener and want an individual to feel comfortable discussing ideas and thoughts with me. I really enjoy brainstorming and thinking outside the box. Trust is important to any relationship and solid communication helps build trust. It is important to communicate often and I enjoy using all platforms available. I am comfortable communicating through social media, email, text, phone calls and video chats. At a minimum, I would like to have a phone conversation or video chat monthly, while using email, social media and texting for communication in between monthly meetings.

- *Other things....*

As mentioned in an earlier response, I am a single dad to a 1-year-old girl named Millie. I chose to be a single dad when a work colleague and friend offered to be a gestational carrier. Millie had three wonderful people who helped bring her into this world: a gestational carrier named Jessica, an anonymous egg donor and myself. She was born on July 30, 2018 and my life forever changed.

I am an early riser and workout every weekday before going to the office to begin the workday. It is important to take time for yourself whatever way a person sees fit. Working out allows me to gather my thoughts and de-stress. It is as much of a mental exercise as a physical one.

I identify as a glass half-full kind of person. Life gives us many opportunities and challenges and is one big learning experience. I am very excited to be part of the 2019-2021 Emerging Leaders Class!

## **Karen Lewis – Mentor**

Assistant Director  
Department of English Language and Literature  
University of Maryland-College Park  
College Park, MD (Region 2)  
[lewiske@umd.edu](mailto:lewiske@umd.edu)



- *Leadership experiences.*

- 1) Regional Division Representative, 2019-2021
- 2) Emerging Leaders Program Mentor, 2019-2021
- 3) Member of Professional Development Committee, 2018-2020
- 4) Member of Region Review Work Group, 2017-Present
- 5) Region 2 Chair, 2016-2018
- 6) Chair of Global Awards Committee, 2013-2015
- 7) Member of Annual Conference Advisory Board, 2013-2015
- 8) Co-Chair of Region 2 Conference in Annapolis, MD in March 2012 (position on Region 2 Steering Committee from 2010-2012)
- 9) Sole organizer of MD drive-in advising conference in May 2009
- 10) Global Awards Committee member/reader 2008-present

11) Maryland State Liaison, 2008-2010

12) Concurrent Sessions Chair for the 2007 annual conference in Baltimore, MD

One of my earliest leadership roles was serving on the Region 2 Steering Committee as the Maryland State Liaison to NACADA. I served one 2-year term in that role. Because of the small geographic size of Region 2, it is expected that state liaisons will organize a state drive-in every other year at minimum, and yearly if possible. I organized one drive-in conference at my institution during my term. In the end, the drive-in had over 100 attendees and helped revitalize the totally empty Maryland state budget that I inherited. After hosting, I realized just how easy hosting a drive-in can be. However, prior to the event, I felt totally overwhelmed. What I know now that I wish I had known then was:

- The region chair can be a great resource when you are unsure how to begin.
- People will drive surprisingly long distances to attend drive-ins, so plan some hotel information.
- Just because you are the state liaison, it does not mean you have to be the primary organizer of the drive-in, and it doesn't mean the drive-in has to be on your campus. It is possible to manage the process while volunteers host the event on another campus.
- There is no one correct format for a drive-in. You do not necessarily need to do a call for proposals and have concurrent sessions. You can have longer sessions of training and/or panels instead.
- If you make money on the drive-in, that is a bonus, but the goal is really to break even.
- You can form a committee to assist you with tasks. You do not have to do everything yourself.

Six years later, when I became chair of Region 2, I started transition meetings with all of the new state liaisons to discuss how to host a drive-in with them. My steering committee also asked a great question- If there is a Regional Conference Chair Handbook, why isn't there a Drive-In Handbook? I asked Diane Matteson about this, and she did put a Drive-In Handbook together before she retired. This handbook will demystify the drive-in process for state liaisons moving forward. I'm happy I could do my part to help future liaisons organize drive-ins with less stress.

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



The first thing to know about me is that I am not at all creative. Therefore, when I saw the question, I knew immediately what I would use as a source of inspiration. Years ago, I saw a photo on Facebook of all the Meyers-Briggs types depicted

as Star Wars characters. I found mine- ISFJ- and instantly knew that it was perfect. I am C-3PO. A rule-follower. Polite. Risk-averse. Fiercely protective of those I care about.

If I were to boil my life down to a series of words to describe me on Facebook or Twitter, they would be:

1. Daughter- I grew up in Annapolis, Maryland. My parents still live in the house I grew up in, which is just 30 minutes away from where I live now. The greatest things my parents instilled in me are the importance of honesty, politeness, and punctuality.
2. Sister- I have one brother, Richard. He is 4 years younger than me and lives in Virginia Beach, VA. Although he is younger, he has always watched over me with the protectiveness of an older sibling.
3. Aunt- I have one nephew, named Jackson, who is 14 years old. He is an intelligent, sensitive, sweet child, and an absolute joy in my life.
4. Wife- I'm going to dig deep here and confess that I have been married three times. My husband, Kirpal, definitely personifies the "Third time is a charm" saying. It took me some time to find my perfect match, but he is it.
5. Friend- I have strengths and weaknesses as a friend. I can be horrible at keeping in touch on a day-to-day basis. However, I really value all of my friends. I am fiercely loyal, and will always be there when needed.
6. Cat lover- I have three cats. Smoke is a stray we found in our neighborhood who we found out was abandoned by his previous owners. He is the quiet leader of the tribe. We adopted Leela from Last Chance Animal Rescue when she weighed only 2.5 pounds. She is absolutely the closest thing to a baby I have. She is missing an eye, and so is a bit fearful of light and shadows, and tends to stick to me like glue. Our third cat, Sofie, also was adopted from Last Chance when she was approximately 2 years old. She is a very special and sweet cat who loves people and is unusually excellent around children. She adores Kirpal and pretty much lives on his shoulder. Three cats is a lot for one townhouse, but I always wish I could adopt more. There are so many cats out there who need love. If I won the lottery, I would probably open a cat sanctuary.
7. Academic advising administrator- I have been working in academic advising since 1999, when I was only 23 years old. I have worked at 4 different institutions, all in the large university category, but two of those are online institutions. I became an advising administrator approximately 6 years ago. Truthfully, I really do miss my advising days. There is a level of satisfaction that comes with directly helping students that you just don't get from course seat planning.
8. NACADA disciple- I have been a NACADA member since 2002, and involved in different aspects of NACADA leadership since 2006. NACADA has given me the opportunity to learn and grow professionally in a way that my day-to-day job does not. My ability to lead large groups, plan events, and grow my knowledge through NACADA has been key to helping me clinch both my current job and my previous one.
9. Orioles fan- I have followed the Baltimore Orioles through many years of highs and lows. I love going to Oriole Park or any other ballpark. I am lucky enough to have several minor and major league ballparks within easy driving distance.
10. Craft beer enthusiast- It is a craft beer haven where I live. My favorite types of beers are sour beers and beers that have been bourbon-barrel aged. I have an American Homebrewers Association membership just so I can get early access to tickets for major national beer festivals.
11. Lover of the beach and the ocean- My parents took us to Ocean City, MD for vacation every year growing up. I still go at least once a year. It is a happy place for me. There is nothing better than sitting by the ocean with a book and just whiling away the hours in the sun.

- *How being mentored has helped me.*

The person who has helped me in developing my leadership skills the most is NACADA member Susan Fread from Lehigh Carbon Community College in Pennsylvania). She and I were on the 2007 Baltimore annual conference committee together. At the time, she was the association-level Awards Chair, and she had mentioned ways she had been involved with Region 2 in years past. My experience on the conference committee was excellent, so I began looking for other ways to get involved. Since Susan and I had worked together really well, I asked her if she would meet with me to



discuss more about NACADA involvement. She immediately put me on the Awards Committee as a reader and outlined the steps I would need to take to run for Awards Chair in the future (which I eventually did and won). When the Maryland State Liaison position opened up a few months later, she encouraged me to apply. I was lucky enough to win and my trajectory continued from there. All along the way, Susan has been there to encourage me for every job I have applied for and every NACADA position I have run for. She is not just a mentor, but someone as I count as a close friend for over 13 years now.

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

**Commitment and Passion-** I have heard NACADA leaders be referred to as a “volunteer army.” While NACADA leaders are volunteering their time to take on these positions, the association depends on them to honor their commitments. Passion for the association and the ability, desire, and drive to follow through with the responsibilities you have taken on is key to NACADA leadership.

**Excellent Communication Skills-** All NACADA leadership roles require communicating with your team, the NACADA executive office, and the membership in some capacity. Leadership requires you to be able to express yourself in a clear and concise manner both orally and verbally, be it issuing tasks to your team or advertising an event to the membership.

**Understanding Your Role as a Representative of the Association-** When you take on a NACADA leadership role, you need to understand that decisions you make are perceived as a reflection of the entire association and therefore cannot be made unilaterally. Every leader has an Executive Office liaison for a reason, and that is to consult to make sure you are making good, responsible decisions on behalf of the association. This is especially true if your role involves working with a budget of association funds.

**Collaboration-** I can't think of a single leadership role in the association that doesn't involve working within and/or leading a team of individuals to achieve common goals. There are many ways to get involved with the association if you do your best work solo, such as presenting, reading awards applications and presentation proposals, and research. However, taking on a leadership role demands that you work well with others.

**Listening-** As advisors, we already know how important it is to just sit back and listen when a student is in our office. Listening carries the same importance in NACADA leadership as well. If you have ever attended a NACADA Town Hall Meeting, you know that NACADA members have a number of very real concerns that they need to be addressed. Your job as someone in leadership is to take those concerns in, make it known that you hear and understand the concerns, and begin to take action to address those concerns as appropriate. I have found that even if, in the end, the concerned party doesn't receive the solution they want, they are still very grateful to have had someone hear them out and take action.

- *Communication style.*

I'll be honest here and say that for some reason I really dislike talking on the phone. I'm open to any other form of communication- text, email, Facebook Messenger, Zoom meeting, etc. Someone I am unofficially mentoring often texts to me to ask if we can set up a meeting within the next 24 hours, and that works perfectly for us. That being said, if I am paired with someone who prefers phone calls over other means of communication, that would not be an issue. In terms of being available to communicate with a mentee, I think I can be available as much as that person wants or needs. As Region 2 Chair, I was basically on call at all times for a steering committee of 15, so I can definitely make time when I need to.

- *Other things....*

I am the NACADA Region Division Representative for 2019-2021, which will be the duration of my formal mentorship with my mentee. This position involves more meetings than any other position I have held- Council meetings, Board meetings, Region Division meetings, Region Chair meetings, and Regional Conference Chair trainings. I am also involved in the Region Review Work Group and the Professional Development Committee for the next year. I'm not at all complaining about all of the responsibility I have taken on, but my mentee should know that not a week goes by without me attending at least one NACADA meeting on top of my regular work. That being said, it might be necessary to schedule set times on the calendar for us to talk. I am happy to have been chosen as a mentor, and I don't want my mentee to ever feel neglected.

## **Alex Kunkle – Mentor**

Director of Academic Advising  
Academic Advising Center  
Nevada State College  
Henderson, NV (Region 9)  
[alexander.kunkle@nsc.edu](mailto:alexander.kunkle@nsc.edu)



- *Leadership experiences.*

### **Conference Chair/Sub-Chair(s)**

- 2017 Region 8 Conference Co-Chair, Missoula, Montana  
– *September 2016 through April 2017*
- 2016 Oregon Drive-In Conference Chair  
– *April 2015 through June 2016*
- 2014, 2015 Region 8 Conference Marketing and Publicity Sub-Committee Chair  
– *May 2013 through March 2015*

### **Committees and Groups**

- NACADA Annual Conference Advisory Board  
– *October 2017 through Present*
- NACADA Awards Committee Chair  
– *October 2017 through October 2019*
- NACADA 'Probation/Dismissal/Reinstatement Issues' Interest Group Chair  
– *October 2015 through October 2016*
- NACADA Awards Committee  
– *October 2014 through October 2016*
- Region 8 Awards Committee Chair  
– *June 2014 through March 2015*
- Region 8 Awards Committee  
– *October 2013 through November 2013*



- Region 8 Communication Coordinator
- *January 2013 through April 2017*

Additionally, I have written for AAT (2015), Presented at Regional, Annual, and International Conferences (19 Presentations since 2012), and served as a conference panelist (2016).

*Along with a discussion of your first (or one of your early) leadership role(s) - What do you know now that you wish you had known before you stepped into that role?*

Any experience within NACADA leads to new experiences. That is the most important thing I wish I had known when I first joined the organization in 2012. I have had the opportunity to serve in several roles within NACADA over the years, but I wish I would have connected those experiences with new opportunities. Something which I strive for now is looking at how the roles in which I serve in may connect with other opportunities or projects which may help the association. In the past it was much more linear, one role, to another role, to another...without a clear effort being made to overlap or parlay one into another. Don't say no to "voluntunities" and use those to build a web of experiences that will connect you to the next step.

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

My name is Alex Kunkle and I live in Henderson, Nevada. I grew up in Portland, Oregon and have lived in the Henderson, a suburb of Las Vegas since March, 2017. Las Vegas is a fast paced city and I love the energy that can be felt in a big city where there is always something happening. After completing my Bachelor's degree, and working as a Peer Advisor, I began my career in advising at Western Oregon University as an Academic Advisor. After spending 7 years at WOU, I decided it was time for the next step and I began my new role as the Director of Academic Advising at Nevada State College. My undergraduate degree in Communication Studies and Social Sciences were heavily influenced by my personal passions including rhetoric, media, politics and history. I earned a Master's degree in Education: Information Technology in 2014. This program allowed me to build connections to what we as advisors do on a daily basis, which is sharing information, often through technology. I am fascinated with how people get and retain information especially via technology.

I fall under the ESTJ personality type as I am extremely extroverted, always talking with new people and trying to break the ice. I enjoy joking around and showing that if you're not having fun, you're not trying. Though I am very outgoing and often very energetic, I am very reserved in my thoughts and my planning. I consider myself very analytical often taking time to think about all the factors that may influence a situation. I am also highly motivated and deliberative in my attempt to build a professional portfolio through my continued education and professional development opportunities. Finally, I take the opportunities to jump directly at a problem and think about all the possible solutions available in an effort to solve the problem like a puzzle.

My top 5 themes of strength are; Activator, Analytical, Communication, Focus and Input. I like to take all information I can gather, think about possible outcomes and implications, and then make quick action towards a goal. I quickly fixate on what I want to achieve and move towards that at rapid pace. I am typically not patient, as my process and goal is typically fixed once I begin pursuit of the goal.

I am also passionate about popular culture including movies, music, television, comics, sports, and my family. My wife and I have two children ages 3 and 5.

- *How being mentored has helped me.*

I have had the great benefit of having a mentor who has guided my development for over a decade and is responsible for where I am at in my career at this point. This mentor also is the individual who introduced me to NACADA and pushed me to get as involved as possible, pushing me to never saying no to an opportunity, and introducing me to new connections who would later serve as vocal supporters of my development. Additionally, I was selected as an Emerging Leader from 2014-2016 and was paired with another great mentor who helped further my involvement and brought my work to the attention of countless other leaders within NACADA.

These individuals helped me navigate higher education and NACADA, finding opportunities which matched my interests, but also encouraging me to volunteer for opportunities which would further develop my skills as a leader, even when those opportunities didn't clearly align with what I envisioned to be my trajectory. These new opportunities prepared me for future involvement within NACADA and also helped develop skills which have benefited me as I stepped into a Director role in advising.

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

While I can list five characteristics/skills (and I will), the most important one supersedes the rest; you must have a willingness to say yes. Every day an opportunity becomes available within NACADA. By saying yes to these opportunities, not only will you develop your own skills, but those opportunities will lead to more opportunities and the slippery slope of NACADA involvement will take hold. Meeting new people, trying new things, taking risks and chances will help you develop into a future leader in NACADA.

Next, I would say motivation, efficiency and follow-through. If you are motivated to do good, then opportunity will present itself. Take that opportunity and try your best to complete the task and that will be recognized. Finally, I think interpersonal skills/teamwork, and forward thinking. You must be able to work with others, even in a consistently changing landscape of higher ed policies and players. Finally, don't go for what's safe, find your passion and work towards it. If NACADA doesn't align with your interests, build that into NACADA.

Each of these things will help push NACADA forward and take you along for the ride.

- *Communication style.*

I talk fast, think fast, and move fast. Think walking and talking in the West Wing (my favorite show of all time). While the walking part may not be an essential component, the fast talking back and forth banter best describes my communication style. I would hope the mentor/mentee relationship would allow us to bounce ideas back and forth and see what work. No idea is too crazy if we can talk it out.

I am available to an Emerging Leader in whatever medium works best for them. I am available via phone, text, email, or Skype/Zoom. I am not on Social Media, so that would be the only medium where I would be MIA. I think the frequency of meetings would be based on the Emerging Leader's goals. I am available weekly or monthly (or a happy medium), and I am typically responsive to text from the time I wake until the late evening hours, and sometimes hope for the text during those long drawn-out meetings. I want to be there when the Emerging Leader has a moment of genius and just wants to talk it out.

- *Other things....*

I think I am fairly steady at this moment in time. I have no planned changes in the coming years. I have been a Director going on 3 years, so I have at least a few more ahead of me at my current institution. I have two kids, but my wife and I agree that two is...two. So I can't foresee any significant shifts in my world during the two year ELP period. The most important thing I hope people will learn about me is that I just want to have fun. Even when working, if you aren't having fun, what are you doing? Find the things that bring fun to your work, find the people who you click with in the

association, and build your own pathways to align with your interests. If you do those things, then I think we can pair well together as a Mentor/Emerging Leader.

## **Karen Archambault – Mentor**

Vice President, Enrollment Management & Student Success  
Rowan College at Burlington County  
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- *Leadership experiences.*

My path to NACADA Leadership has been both linear and nonlinear, interestingly enough. My first elected position in the association was as Chair of the Advising Transfer Students Commission (now Advising Community). I went into this role because I wasn't sure how to be involved in the association and that position was "up my alley" and was up for election. I nominated myself, ran unopposed, and "won." My predecessor left the role a few months early, so when I came to the annual conference in 2010, I dove in with no real idea of what I was supposed to do. I moved from that role to CIG (now ACD) steering committee, to division representative/council member to the Board, to Vice President and then President. This was the linear part – the elected roles.

However, my involvement in NACADA has been much broader than in elected roles and it is these roles that provide the depth of my experience. My first volunteer position was as a member of the 2006 regional conference committee as proposal chair (predating my first elected position by 4 years) and then as 2007 Conference Committee for the Annual conference in Baltimore for which I served as exhibits chair. In conference related activity, I've also chaired a drive in and a regional conference. I like these because they give the opportunity to be involved in getting things done. In addition, I've served on a number of boards including publications advisory board and the administrators institute advisory board. But the most significant experience with NACADA will always be my first ELP mentoring pair; my relationship with my mentee is an important part of my life, not just my time in NACADA.

What do I wish someone told me? Well, I wish someone had told me that there were so many opportunities within the association; I only knew the things that were right in front of me. I also wish someone had told me about the extensive support that I would find in every position I've held -- I might not have been as nervous to step up.

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

I'm an ISTJ, what is sometimes called a "Logistician" and it feels pretty close to accurate. I tend to get energy from individual conversations or personal time, rather than from being more overtly social. I'm a realist. I am often not what folks envision as the emotional caregiver that might be seen as more likely in a student care professional. I'm dependable and sometimes miss the emotional connection in favor of getting the job done.

Since this seemed a little boring, I also included who I would be from a few of my favorite TV shows. Again, all seem pretty accurate 😊

### **You got: C.J. Cregg (in response to "What West Wing Character are you?")**

You're the definition of approachable coolness. You're a total pro when it comes to your job, and have the rare ability to defuse tense situations with intelligent humor. You're quick-witted, empathetic, and you don't mince words. You can stand your ground without becoming confrontational, and while you rarely create conflict, you don't back down from it. You're very loyal and value honesty above all. And obviously, no one does "The Jackal" like you.

### **You got: Paris Geller (in response to “What Gilmore Girls Character are you?”)**

You're as smart as a whip and don't take shit from anyone. You may come off hard at first, but deep down you're a real sweetheart. You're goal-oriented and pride yourself on your intelligence. If people don't like you — don't worry — it's probably just because they are intimidated by you!

- *How being mentored has helped me.*

I've been very fortunate to have a number of mentors both personally and professionally who have helped me develop my leadership, both in terms of skillset and in terms of what I think leadership actually means. I'd say that when I was younger I had a view of leadership that was very positional, but as I worked with many in positions of leadership, I learned from them that their greatest strength came from building the leadership skills of those on their teams. In particular, I learned that from two of my former Deans of Students. One of them used to say “I never hire anybody dumber than me” by which, in his curmudgeonly way, he meant that he looked to surround himself with smart people who would teach him things rather than looking for sycophants or admirers. I think my strengths in leadership have been in finding the leadership in those around me.

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

Top five skills for NACADA leaders are, I think, the same that are important for leadership broadly: humility, persistence, cultural competence, intellectually curious, and compassion.

- *Communication style.*

I'm a fan of any kind of text based or online exchange. I'm not very good at phone calls, as I don't process audio as well without a visual to go with it. With some notice, I'm available as often as a mentee would need me. In my last ELP connection, we have zoom meetings once a month and that, along with texting and other interim communication, seemed to go well.

- *Other things....*

In terms of scheduling, it is almost impossible for me to do anything last minute. Between my work and my daughter, my life is usually scheduled out at least 2 weeks in advance. The past year has been chaotic (new job, new life circumstances, presidency) but I expect that this coming year will be significantly easier to manage!

### **Calley Stevens Taylor – Mentor**

Dean of Student Success  
Office of the Provost / Academic Services  
Cedar Crest College  
Allentown, PA (Region 2)  
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- *Leadership experiences.*

National leadership:

- Faculty Advising Community: *Chair*: October 2016-October 2018; *Steering Committee*: November 2018-present.

Regional leadership:

- Region 2

- Conference Co-chair: 2014 Annual Conference, Lancaster, PA.
- Region 2 Mentor: 2013, 2015.
- Region 2 Steering Committee: December 2012-December 2014.
- AV/Technology Co-chair: 2011 Annual Conference, Charlottesville, VA.
- Region 3:
  - Program Proposal & Scheduling Committee Chair: 2007 Annual Conference, Asheville, NC.

Publications activities:

- Thompson, K. & Stevens Taylor, C. (2014). Our NACADA summer institute experiences. *Academic Advising Today*, 37(1).
- Chapter reviewer for *Academic Advising and the First Year of College* – reviewed March 2015, published 2017; and *Comprehensive Advisor Training and Development: Practices that Deliver* - published 2010, reviewed February 2018.

Presentations:

- Maximizing our minimal time: Perspectives and personal success with advisor collaboration (panelist). Virtual Lunch & Learn with the NACADA Faculty Advising Community and the Small Colleges and Universities Advising Community. May 2019.
- Comparing faculty and first-year student expectations for college success: Implications for advising and transition programs (co-presenter). NACADA 2017 Annual Conference. St. Louis, MO. October 2017.
- Embedding advising into international student retention programming. NACADA 2016 Annual Conference. Atlanta, GA. October 2016. *Commission Sponsorships: Global Engagement*
- An advising center for prospective students: Planting seeds for stronger students. NACADA Region 2 Annual Conference. New Brunswick, NJ. March 2013.
- Navigating with the same map. NACADA Region 2 Annual Conference. Annapolis, MD. March 2012.
- Applied technology in academic advising (co-presenter). Pre-conference workshop & conference-long experience; NACADA Region 2 Annual Conference. Charlottesville, VA. April 2011.
- Caring across campus: Guiding students through difficult times. NACADA North Carolina Drive-in Conference. Charlotte, NC. September 2008.
- Orientation advising as a foundation for assessing freshman learning outcomes (co-presenter). NACADA Annual Conference. Cincinnati, OH. October 2004. *Commission Sponsorships: Assessment of Advising and Advising Business Majors*
- Dealing with oversubscribed programs (co-presenter). NACADA Annual Conference. Cincinnati, OH. October 2004. *Commission Sponsorship: Advising Business Majors*

*What do I know now that I wish I had known before my first leadership role with NACADA?*

For this question, I decided to reflect on my experience as the program proposal and scheduling chair for the 2007 NACADA Region 3 conference. It's been a long time since I really thought about what that experience was like and how it served as the basis for my future involvement with NACADA. To be honest, I don't even remember how I ended up in that role. I had previously attended NACADA conferences, but I didn't really know a lot of people in Region 2. Looking back now, I wish I had known how easy it was to get involved – if I had, I would have done it sooner. I do recall that getting involved with the conference committee felt like a significant step in my professional development, and I remember feeling like a lot was riding on my performance on that committee. I don't mean to suggest that the role wasn't an important one, but I put a lot of pressure on myself to use it as a chance to prove myself with NACADA. As a result, I did too much of the work myself, and while I did good work, I wish I that I had asked for more help – and known that asking for help comes with being a leader.

I say that I wish I had known this for two reasons. First, I should have asked more questions to get a broader view of the different ways the program proposal and scheduling process could be run. Instead, I ran it the way I assumed others had done it in the past, which was really just based on my experience as a presenter for previous conferences. Had I asked previous program proposal and scheduling chairs, reached out to the executive office, or bounced ideas off the

conference committee more regularly, I think we might have been able to enhance the process to make it better for proposers, presenters, and attendees. The process I used worked just fine, but I thought that my job was to do it how it had always been done, rather than thinking about ways it could have been done better. Though I didn't realize it at the time, I now understand that I wasn't confident enough to move from a "status quo" mentality to an "improvement" mentality, not did I realize that part of the job was thinking about new ways of doing our work.

Second, I wish I had asked for help because serving as the program proposal and scheduling chair wasn't just an opportunity for me to demonstrate my skills – it should have also been an opportunity to engage more people in the conference and in NACADA more broadly. At the time, I asked for help for the things I knew I needed help for (like proposal reviewers). Looking back now, I wish I had made a greater effort to get more people involved in all steps of the process – regardless of whether or not I actually *needed* the help. In my leadership roles now, I realize that I have a responsibility to involve as many people as possible in what I do. This ensures a pipeline of people who can continually refresh the work, bring new perspectives and opportunities for development, and ensure the sustainability of programs.

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

I have always liked personality assessments, and though I've done a lot of them, I've found that I consistently come back to two as being the most accurate for me: the MBTI and CliftonStrengths. On the MBTI, I am an INTJ – and proud of it! My I (Introvert) and T (Thinking) are my strongest preferences and I have some variation in N (Intuition) and J (Judging). There are some elements of my MBTI description that fit me especially well. In particular, I like using working on complex problems and analyzing how pieces can fit together into a cohesive whole. A true introvert, being with a lot of people can wear me down, but my intuition also means that I really love brainstorming with other people, which makes people think I'm not "really" an introvert. People who have worked on projects with me would probably be surprised to find that the most variation in my MBTI results is in Judging – I'm actually pretty strong on 2 of 5 facets in the Perceiving type. Who knew?

My 5 CliftonStrengths are Learner, Individualization, Input, Relator, Responsibility, and I think these are all really accurate. Learner is certainly strongest, and this is evident in how much I immerse myself into new projects and responsibilities. This works well with my MBTI type - I love learning everything I can, putting that knowledge to good use putting all the pieces together, and then seeing the result in action. I don't always need to be the one to get the product moving – because I like the process so much, I don't often mind when someone else takes the reigns of something that I got started. My Individualization really comes out in the way that I approach advising, student appeals, staff supervision, and program administration. I'm often the first one who will say "but what about a student who....", making sure that we don't forget that for every rule, policy, or program, there is a someone who will need something different.

But, of course, my personality type and strengths aren't everything, so here's a little more about me. I've worked at a large public university, an urban community college, a public liberal arts university, and a private women's college. My degrees are in Psychology (BA), College Student Personnel (MS), and Comparative and International Education (PhD). My professional interests are in student success, retention and persistence, international education, equity in higher education, and higher education accreditation. I like to travel and read. I'm a sucker for a good TV binge, though I often use that as an excuse to get moving on an overdue knitting project. I love a good quote and have posted some in particular on every refrigerator and bulletin board I've gotten my hands on: "The being that knows the least about the water is the fish" (*Proverb*); "Worry is like a rocking chair. It will give you something to do, but it won't get you very far" (*Proverb*); and "An inconvenience is only an adventure wrongly considered; an adventure is an inconvenience rightly considered." (*G.K. Chesterton*).

- *How being mentored has helped me.*

I am lucky to have a mentor at my current institution that has helped me develop my leadership skills. Moving to a new leadership level always comes with its challenges, but I will admit that moving from director to dean at my current



institution came with more than I expected. It's hard to redefine power dynamics while maintaining personal relationship with colleagues, and this mentor has been instrumental in helping me sort through when I need to exercise my "dean-ness" and when it's better to draw on previously relationship dynamics. Though we have very different educational and professional experiences, I go to her for advice when I need a different perspective on an issue, or want brainstorm new ideas in a safe space, which is a relief when I'm worn out from being everyone else's sounding board. She pushes me to think in ways I don't naturally think and encourages me to take risks (and supports me through them), and I am a better leader for it. At the same time, I value how often she asks me for advice; as a Vice President, she certainly does not need to, but in doing so she reminds me that I still have a lot of career ahead of me and a lot to learn. Instead of making this feel daunting, she makes the prospect of "leading while learning" exciting.

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

We can't predict the future, so really, the first characteristic has to be a willingness to venture into the unknown, knowing that others are depending on you to help them craft the way. In order to do this, NACADA leaders of the future will need to:

1. Be able to think and collaborate cross-disciplinarily.
2. Be able to balance tradition ("this is how we do it") with creativity ("this is how we *could* do it") in order to maintain our identity and unique value as advisors while evolving to meet the new (and likely unforeseen) challenges that will face higher education.
3. Be able to carefully and critically approach the "next new thing". As leaders in student success, NACADA has to continue to promote innovative strategies in student support while simultaneously being cautious about quick-fix solutions that may be too good to be true.
4. Be able to develop international, intergenerational, and intercultural relationships that recognize our similarities and value each other's unique values and contributions.
5. Be committed to developing the next generation of leaders.

- *Communication style.*

I think that my communication with my mentee will evolve as our relationship evolves. I'm comfortable on the phone and using a variety of synchronous online video platforms, but those really work best for me during the day when I'm at work. This lets me carve out time in advance to be sure I'm focused on prepared, and will work best for regularly-scheduled check-ins and meetings. When I'm not at work, I'm really trying to focus on myself (exercising, hobbies) and my family (cooking together, getting some downtime together), so text or email exchanges work better at night or on the weekends.

I imagine that the timing of our communication will vary based on what we're working on, but we'll probably start with monthly meetings. When we're brainstorming possible projects, or when I'm guiding my mentee through a particular pathway, we will probably be in touch more often. My hope is that we will have a combination of regularly scheduled communications and impromptu conversations as our relationship develops organically.

- *Other things....*

I finished my PhD last year and have enjoyed taking some time away from academic projects since. However, I'm ready to jump back in, so I'm certainly open to a mentee interested in partnering for research or writing. I also was promoted to Dean last year, and while it has been really rewarding to shape this new role (which is both new to me and new to the College), I think I still have a lot of work to do in crafting it. I hope that my mentee can be someone that I can bounce ideas off of and help me also reflect on how I can continue my involvement with NACADA as my day-to-day evolves away from advising and towards more academic administration.



## Dana Hebreard – Mentor

Director of Career Services  
Advantage Center  
Aquinas College-Grand Rapids  
Grand Rapids, MI (Region 5)  
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- *Leadership experiences.*

### National Academic Advising Association (NACADA):

- 2016-2019 Steering Committee Representative
  - Member engagement auto-communication (on hold until tech is in place), 2018-2019
  - Training working group for Business Meeting “Best Practices/Materials”, 2018-2019
  - Finance Subcommittee, 2017-2018
  - Becoming an Advising Community, 2017-2018
- 2017 Commission and Interest Group Division Service Award
- “Don’t burn out STL: Turn your arch into a circle” presented at the 2017 Annual NACADA Conference, October 12, 2017
- “Pros” and “Profs”: Building Advising Partnerships at Liberal Arts Colleges at the 2016 Annual NACADA Conference, October 13, 2016
- 2014 – 2016 Small Colleges and Universities Commission Chair
- 2014 Minneapolis Conference Presentation: A review of one college’s approach to assessment of advising
- 2008 Volunteer Conference, *Taking Advising to New Heights*, in Chicago, IL
- 2007 Academic Advising Administrators’ Institute Participate in San Diego, CA

### Michigan Academic Advising Association (MIACADA):

- Presenter at 2012 MIACADA Conference hosted by Davenport University
- Volunteer at 2011 MIACADA Conference hosted by Wayne State University
- Co-Chair of 2010 MIACADA Conference hosted by Calvin College

With reference to my involvement in the ACD during the 2017-2018 academic year, I have had a role in helping to reorganize and rename the advising communities and how finances are distributed within the commission.

*What do I know now that I wish you had known before you stepped into that role?*

This is a great question! I think my best piece of advice to anyone would be to have a willingness to say “yes” and a grateful heart. I was encouraged to apply to my first leadership role in NACADA by a colleague as a way to meet new people in the organization. It has been such a blessing. I came away from my first position with a handful of important lessons that I wished I had heard and really internalized. Here are a few of my top takeaways:

- To do lists will become your best friend and a good way to keep yourself organized.
- Trust your instincts and have confidence in yourself.
- It is okay to ask questions.

I learned that we all have our own issues – at our institutions and personally – and that it is important to just do your best. It is also important to get a good group of colleagues around you to share in the work load and responsibilities.

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

Born in Brooklyn, New York and spent childhood years in big cities including Chicago and Miami. Completed undergraduate degrees in journalism and communications at Indiana University Bloomington. Through campus involvement, found passion for student development and completed a masters in college student affairs and leadership at Loyola University Chicago. Came to Grand Rapids in the late 90s to serve as the director of student activities at Aquinas College.

A lifelong learner, this mentor continued education at Western Michigan University earning a Ph.D. in Educational Leadership in 2011. Most recently, served as the director of academic advising at small private religiously-affiliated institution. Teaches a Career Development class designed for upper-class students and also advises both students and alumni on resumes, cover letter writing, job search strategies, interviewing skills, and other areas related to career exploration and development. Works with individual employers and a number of college consortiums, to develop recruitment strategies and to help broaden the scope of employment opportunities for Aquinas students. An active member of the advising communities in the [National Association of Academic Advising](#) and also attends [NACE](#) and [AHRM](#) events to continuous learn how to better connect with people.

I live in the Midwest with my partner and our three boys (twins are first-year students in college).

A little bit more about me... my Myers-Briggs Personality Type is ENFJ. My five signature strengths are Strategic, Arranger, Developer, Positivity, and Woo. Very excited to serve as an ELP Mentor for 2019-2021!



- *How being mentored has helped me.*

Everyone needs someone in their corner – a trusted partner, who can help you see yourself and your circumstances more clearly and in a new light – an advocate and collaborator, who can listen, question, and share insights to help you close the gap between where you stand now and the goal or opportunity that you see on the horizon. My person is Carolyn Esposito. She is my older cousin and has been a constant source of guidance in my life. She is a life coach and she graciously make herself available to me when I need to talk about navigating my professional life. She has helped me realize, for myself, what I might be doing wrong and how I could fix it. In addition, she helps me clearly define my “current realize” and create a long-term plan for me to achieve my “desired reality.”

Carolyn has had her own life journey to navigate. She was a communications major in college which is a nod to the benefits of a liberal arts degree. Her career started in customer service at Hertz Corporation. She evolved into owning her own company called Talent Pathways, Inc. One thing that I have admired about her is the resiliency that she has shown and her ability to navigate obstacles. When I entered higher education over 20 years ago, I naively assumed that the educational field would be a haven. I didn’t think that the politics that I saw in Carolyn’s profession or my own parent’s careers would be a part of the landscape. After all, didn’t we all work in higher education to support student success? Didn’t we get into this field to make a difference in someone’s life? Well, the changing landscape of higher education with declining enrollments, financial pressures, and competition has created a new normal in the field of higher education. This is one of the reasons that I have come to value my mentors. They are my sounding boards.

Carolyn has helped me to see how I might be a better, more effective communicator. She has also helped me to take a pause and to consider what is important in life.

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

Here are five skills NACADA leaders might need in an accelerated, interconnected, innovative and sustainable world:

1. **Big-picture vision.** Leaders in NACADA will need the ability to seek value for all participants at the same time. Leaders need to be able to envision the ripple effects of any action on all these participants, and act strategically and proactively to engage them as partners in a common journey.
2. **Deep listening.** Engaging with NACADA members includes the ability to listen to them on a deep level, which means opening oneself, letting go of preconceived ideas and foregone conclusions, connecting to others, and honoring all voices and contributions.
3. **Authenticity.** Leaders will need to be able to follow their intuition with clarity and confidence. It is important to know this might require a high level of authenticity and the ability to be vulnerable and remove any personal barriers.
4. **Courage.** Clear intuition will be necessary to see the path forward on a rollercoaster ride of disruptive technologies, changing demographics and resource availability. Leaders in NACADA (and higher education in general) need to be willing to make courageous decisions in order to be relevant in the future.
5. **Humility.** The complex world we live in is a world with multiple voices. A large majority of the population has access to the Internet and can engage, create, and broadcast opinions. Leaders need to know that everyone has gifts to offer and honor the responsibility of each to bring those gifts.

- *Communication style.*

"You can get everything you want in life by helping others get what they want." according to Zig Ziglar.

This is such a great question! I think how we communicate with each other is so important in the workplace and in life. Of course, my preference is always to communicate in person but I know that might not be feasible. We are all extremely busy so my preference would be to schedule times to connect on a monthly basis. It could be phone calls, Facetime, or online meetings. This way, we have a calendar appointment to remind us to connect. In between those scheduled times, a quick text or email exchange is great!

Workplace miscommunications often squander resources that could be better spent working towards maximizing output and production and increasing an organization's efficiency. I went back to my Myers-Briggs Personality Assessment (ENFJ) to review how researchers describe communication:

*According to Dunning (2003), ENFJ personality types (extraverted-intuitive-feeling-judging) are "insightful contributors" – they are decisive people, but also enjoy communicating and cooperating with others. They tend to be warm and compassionate, and are able to synthesize logistics and strategy to meet long-term goals in an organized and coherent fashion. They are able to do this smoothly in a way that few do. They also value means as much as the ends in decision making. Because of these characteristics, at first glance they seem sincere, collaborative, and that they genuinely enjoy leading others to success. They tend to guide others in a mentoring, teaching way, rather than as disciplinarians or reinforces of policy. They take great effort to actively support other team members, both with words as well as actions. This kind of community building is of the utmost importance to them.*

*On the other hand, ENFJ types can sometimes have a tendency to take criticism personally, or not necessarily be able to distinguish between others' criticism of ideas versus individuals. For*



this reason, when communicating with them, it is often necessary to give positive feedback as well as constructive criticism, and to share inspirational messages and stories.

Great article about different communication styles: <https://www.forbes.com/sites/markmurphy/2015/08/06/which-of-these-4-communication-styles-are-you/#1f084cf43adb>

- *Other things....*

I am starting my second year as the director of career services at Aquinas College in Grand Rapids, MI. This has been a great switch from my role in academic advising and I love how these different areas connect to support student success. On a personal note, my twin boys will be heading into their sophomore year of college. One of my sons attends Case Western Reserve University where he studies engineering. My other son will be participating in a study abroad program to Spain. Our third son will be starting his sophomore year in high school. So, this will be an exciting fall!

## **Stephanie Kraft-Terry – Mentor**

Director of Advising  
College of Natural Sciences  
University of Hawaii at Manoa  
Honolulu, HI (Region 9)  
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- *Leadership experiences.*

My first significant NACADA Leadership Experience was serving as the STEM Advising Community Chair. Through this position I regularly engaged my steering committee in an effort to meet my community's needs. When reflecting on that experience I think there would have been great value in connecting with my steering committee immediately after the NACADA Annual Conference, which is always challenging as you're also returning to the office after an absence. It is important to gain sustainable momentum with the steering committee, engaging them early and often. They are willing to do a lot of work to support the community if you empower them to do so. Alternatively, delayed initial contact, or generally lacking direction when working with the steering committee can lead to an advising community quickly falling inactive. I recommend doing a needs assessment within the community early-on, working with the steering committee to set achievable goals and take ownership of the activities.

### **NACADA Leadership Experience**

NACADA Administrators' Institute Intern	2019
NACADA Administrators' Institute Advisory Board Member	2018-2020
NACADA Annual Conference Assessment of Advising Community Sponsored Session	2018
NACADA STEM Advising Commission Chair	2016-2018
NACADA Outstanding Advising Administrator Award	2016
NACADA Emerging Leader	2015-2017
NACADA Region 9 Conference Planning Committee Member	2015

### **NACADA Publications**

**Kraft-Terry, S.,** Kau, C. (In press: July 2019). Direct Measure Assessment of Learning Outcome-Driven Proactive Advising for Academically At-Risk Students. *NACADA Journal*

**Kraft-Terry, S.,** Kau, C. (2016). Manageable Steps to Implementing Data-Informed Advising. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web Site:

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Manageable-Steps-to-Implementing-Data-Informed-Advising.aspx>

### **NACADA Presentations**

**Kraft-Terry, S.** *Making Spreadsheets Work for You: Mastering Data Analysis to Support Evidence-Based Decision-Making*, October 2019, NACADA Annual Conference (pre-conference workshop)

**Kraft-Terry, S.** *Creating a Learning-Centered Advising Curriculum*, October 2018, NACADA Annual Conference (oral presentation)

Thompson, D., **Kraft-Terry, S.**, *Flip Your Advising Sessions With Screen Recording Technology*, October 2016, NACADA National Conference (Pre-Conference Workshop)

**Kraft-Terry, S.**, *Designing and Implementing a Proactive Advising Curriculum That Works*, October 2015, NACADA Annual Conference (oral presentation)

**Kraft-Terry, S.**, Kau, C., *Data-Informed Advising to Promote Student Success*, October 2015, NACADA Annual Conference (oral presentation)

**Kraft-Terry, S.**, Kau, C., *Developing a Proactive Advising Curriculum to Facilitate Student Success*, March 2015, NACADA Region 9 Conference (oral presentation)

Kau, C., **Kraft-Terry, S.**, *Technology in Advising: Basic Implementation of Online Tools*, March 2015, NACADA Region 9 Conference (oral presentation)

Smith, M., McFarlane, B., Stiner, M., **Kraft-Terry, S.**, Kerley, M., Mueller, A., *Will STEAM (Science, Technology, Engineering, Arts, and Mathematics) Propel the United States to the Forefront of Today's Global Economy?* October 2013, NACADA Annual Conference (panelist)

Makino-Kanehiro, M., **Kraft-Terry, S.**, et. al., *Arriving at the Summit: Mandatory Advising and Registration Holds at Different Level Perspectives*, October 2013, NACADA Annual Conference (oral presentation)

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

I completed my BS in Chemistry with a minor in Art at Pacific University, a small, private liberal arts institution in Forest Grove, OR. Having grown up only 30 minutes down the road in Hillsboro, OR, I decided it was time to move somewhere different. I relocated to Omaha, Nebraska with my now-husband, to pursue my PhD in Experimental Neuroscience at the University of Nebraska Medical Center. While finishing my dissertation I gave birth to my daughter. With the realization that two working professionals raising a child is a challenging feat, we chose to move to Hawai'i to be closer to my husband's family, where I worked as a postdoctoral researcher in a clinical research laboratory. During that time, I struggled with the idea that my chosen career path was going to require endless grant-writing and limited interaction with undergraduate students. Both of these were not in-line with what I had envisioned my career to be. As I searched for alternative career opportunities, I found the Biology Advising Coordinator position at the University of Hawai'i at Mānoa. While it was a challenging decision to leave the bench, I accepted the position and jumped with both feet into the world of advising. In my initial role I supervised one major-advisor and coordinated advising program development and biology degree program assessment. To be honest, I had limited experience in either of these areas, so I quickly worked to connect with other professionals I could learn from. These mentors were essential to my growth in my new career.

I have the unique benefit of being an advising administrator holding a tenure-track faculty position. As a result, my institution rewards participation in professional organizations, such as NACADA. This allows me to pursue involvement in

many areas within NACADA, something I have greatly enjoyed. As I worked to engage within NACADA I was given the opportunity to participate in the Emerging Leaders Program, which educated me about how to get involved and excited me for future opportunities. Fast forward seven years and I now serve as the Interim Director of Advising for the College of Natural Sciences and have participated in a number of NACADA leadership roles. During that period I had a second child and achieved tenure, but balancing my personal and professional life continues to be a challenge and something working professionals don't discuss enough.

I love my job and enthusiastically take on new tasks. While I used to regularly rejoice when I was finishing big projects and getting ready to "slow down," I have finally admitted to myself that I enjoy keeping a full plate. That being said, I still struggle with identifying my limits and rarely say no if I think I can positively contribute. One can see this in my involvement both on my campus and within NACADA. My Meyers-Briggs labels me an INTJ, which I think is a fitting description. I love helping find solutions to problems whether that be within my unit, across campus or even through system-wide collaboration. I work to be punctual and reliable and hold others to that expectation. I enjoy working with people to help them achieve their full potential, which is why advising administration has been such a good fit. The time I get to work with my staff on their personal and professional development is incredibly fulfilling. I would describe myself as an extroverted introvert. I look forward to sharing my enthusiasm with my future mentee while empowering them to identify and achieve their goals.

- *How being mentored has helped me.*

I have had a number of mentors, both formal and informal, during my professional career. Each brought different strengths to the table and all contributed positively to my professional development. In thinking about it, there were a few significant impacts they made that I am most grateful for.

1. **Defining a Path** – they not only encouraged me to strive for more, but helped me to identify specific opportunities to do that.
2. **Navigation Support** – they helped me to understand how to navigate the various organizations, clarifying the political landscape, potential hurdles and providing tips for success.
3. **Open Ear to Listen** - helping me gain the confidence to push forward, which for me requires a fair amount of discussion to think things through.
4. **Empowerment** – one of the largest contributions my mentors made is consistent encouragement, reinforcement that my desired path is attainable and suggestions for redirection if I may be walking off an unforeseen cliff.

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

The top five characteristics and/or skills I think are important for NACADA leaders to have in the coming decade are as follows:

1. **Organization** – I think it is imperative that people are organized. No matter which area(s) of NACADA you participate in this is always duties on top of your regular job. I find that it is important to be incredibly organized to ensure you stay on top of your NACADA duties because others are often depending on you to follow-through.
2. **Strong Communicator** – many roles within NACADA will require regular and consistent communication. It is important to reply in a timely fashion, ensure you hit regular deadlines. Clarity, consistency and brevity are all important when working to keep the audience engaged and encourage responses.
3. **Flexible** – You may enter a NACADA leadership role with a preconceived notion of what you accomplish and quickly learn that your plans are not executable in their current form. Be willing to engage with others, such as your steering committee, to establish common goals and a plan to achieve them.
4. **Team Player** – much of what we do is to support a broader community within NACADA. This often means stepping up to the plate to help. Sometimes that may be as simple as helping a NACADA member navigate the



organization to something more time-consuming like serving on ad hoc committees. When you think you can help, step-up and do so.

5. **Delegator** – in many NACADA leadership roles, such as Chairing and Advising Community, you have a number of people supporting you. Take advantage of that! They volunteer because they want to be involved. When you try to do everything yourself you lose the community voice as well as a great opportunity for collaboration and ultimately strengthening of the initiative you're driving.

- *Communication style.*

I would like to communicate in a way that works for my mentee. I like to schedule regular meetings, preferably over Skype, Facetime or another videoconferencing platform. I feel being able to see each other when talking yields a much better connection. Connecting over the phone also works, but would be my second choice. The frequency of meetings would ultimately depend on my mentee's desires. If I plan ahead, I can always make time. I find it a bit more challenging to have impromptu meetings due to a rather busy schedule.

- *Other things....*

For my own sanity I have parted ways with social media, so you won't find me engaging regularly in Facebook or any other social media platforms. For immediate or pressing conversations, I am usually quick to respond over email. In general, I plan to work with my mentee to setup regular communication that guides them in achieving their ELP goals in a way that works for them.

## Rebecca Hapes – Mentor

Academic Advisor IV & Assistant Lecturer  
Agriculture & Life Science / Department of Entomology  
Texas A&M University, College Station, TX (Region 7)  
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### Experiences in NACADA leadership

#### NACADA Council:

- Member, AC Division Representative (2018-2020)

#### Advising Communities Division: (**NOTE: Some of these service activities and roles will indicate "Commission" due to the time in which the service took place**)

- Division Representative (Appointed) to the NACADA Council (2018-2020)
- Cluster Representative (Steering Committee) (2017-2018)
- Chair, Advisor Training and Development Commission (2015-2017)
- Steering Committee Member, Advisor Training and Development Commission (2011-2015)
- Region 7 Representative, Steering Committee, ATD (2011-2015)
- Proposal Reader, Annual Conference, ATD Commission (multiple years)
- Commission Sponsored Presentation, Annual Conference (2007)
- Chair, Advising Graduate and Professional Students Commission (2013-2015)
- Proposal Reader, Advising Graduate and Professional Students Commission (multiple years)
- Commission Sponsored Presentation, Annual Conference (2007, 2011)
- Presenter, NACADA Annual Conference (2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019)
- Pre-Conference Presenter (2010)



- Proposal Reader, Advising Transfer Students Commission (2012)
- Member, CIGD Leadership Task Force (2013-2014)

#### **Administrative Division:**

- Member, Webinar Advisory Board (2015-2017; 2017-2019)
  - Member, Promotion & Communication Plan Subcommittee, WAB
  - Member, Webinar Information Sheet Subcommittee, WAB
- Member, Professional Development Committee (2015-2017; 2017-2018)

#### **Region Division:**

- Planning Committee Member, 2019 Region 7 Conference (2018-2019)
- Co-Chair, Exhibits Subcommittee, 2019 Region 7 Conference (2018-2019)
- Volunteer, Region 7 Conference (2015)
- Presenter, Region 7 Conference (2013, 2014, 2015, 2016, 2017, 2018, 2019)

#### **Other:**

- Speaker, NACADA Academic Advising Consultant and Speaker Service
- Member, *Academic Advising Today: Voices of the Global Community* Review Team (2015-2021)
- Author, *Academic Advising Today: Voices of the Global Community*
- Participant, Research Symposium (2016)
- Commission and Interest Group Service Award (2016)

One of the earliest titled leadership roles I have had within NACADA was as the chair of the Advising Graduate and Professional Students Commission. This commission is one of the smaller within the Advising Communities Division, and at the time, the membership articulated feeling a lack of visibility within the division and association. As a result of this feedback from the membership, goals were set to increase the visibility of the commission (as it was known at the time) in a number of ways. First, a goal was set to increase graduate and professional student-related topics at the annual conference through increased proposal submissions by the members of the group. My hope was that this would lead to a larger acceptance rate and therefore, additional sessions of related interest to the membership. By the end of my term, proposal *submissions* had increased dramatically, (an increase of 242% between the 2013 and 2015 annual conferences) and the number of accepted and presented commission related sessions held had increased as well (an increase of 333% in the same time frame). Interestingly enough, the proposal acceptance rate for the 2015 annual conference was 58.8%, the highest of all three years (42.8, 38.4, and 58.8, respectively), which I believe is astounding considering the vast amount of conference proposals for the Las Vegas location. I believe that speaks to the high quality of proposals related to this academic area.

An additional opportunity for visibility was to highlight the sessions denoted as “Commission Sponsored” on the commission website, and to include photos as much as possible to personalize the publicity of the member accomplishments and achievements.

This role was a significant and satisfying experience to me because throughout my time, I felt as though I ultimately served as a commission cheerleader and encourager, nudging people to do the next step that they themselves may not have thought about previously. I worked with individuals who were interested in presenting, but perhaps weren’t sure about the first (or next) steps needed in the process. I engaged people in panel sessions to discuss their area of expertise. I also worked to connect colleagues to begin collaborative efforts that culminated in proposal submissions. I believe I helped individuals feel engaged within the commission and NACADA and a little more empowered about stepping out of their previous comfort zone.

What I know now that I wish I would have known then going into that role was how vital it was for individuals within the group to *maintain* engagement with the advising community, and truly how easily that can be accomplished from someone in the chair role. The response received from sending out encouragement to the membership and individual messages to those who had expressed an interest in serving the community was tremendous! A practical way to do this is to set out time on my calendar throughout the year for commission-related activities and to continually reach out to the membership in an effort to engage them more fully within the group. I didn't start out managing this on my calendar and learned to do this more. It seems to work better when I plan this time (in advance!) on my calendar.

## PROFILE (Assignment 2)

### Strengths Quest

My top five strengths are:

Learner | Responsibility | Arranger | Belief | Achiever

**Learner:** great desire to learn and want to continuously improve; the process of learning, rather than the outcome, excites them

**Responsibility:** take psychological ownership of what they say they will do; committed to stable values such as honesty and loyalty

**Arranger:** can organize, but they also have a flexibility that compliments this ability; like to figure out how all of the pieces and resources can be arranged for maximum productivity

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

**Achiever:** have a great deal of stamina and work hard; take great satisfaction from being busy and productive

### Myers-Briggs Type Indicator (taken October 19, 2012)

ESFJ

**Extraversion** (Focus attention on the outer world of people and things) [PCI result – Clear]

**Sensing** (*Tend to take in information through the five senses and focus on the here and now*) {PCI result – Moderate}

**Feeling** (Tend to make decisions primarily on values and on subjective evaluation of person-centered concerns) [PCI result – Slight]

**Judging** (Tend to like a planned and organized approach to life and prefer to have things settled) [PCI result – Very Clear]

[PCI = preference clarity index]

Type Description: ESFJ

- Warm, sympathetic, and helpful
- Personable, cooperative, and tactful
- Conscientious and loyal, value security, stability, and tradition
- Focused on the present; make decisions based on experience and facts
- Uncomfortable with conflict; work hard to make sure it doesn't occur
- Focused on the needs of others; often uncomfortable with impersonal analysis
- Usually seen by others as sociable, enthusiastic, energetic, organized, and traditional

Characteristics Frequently Associated with ESFJ:

Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-to-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.

Slight adaptation from Myers-Briggs Results taken ~late 1990's

## ENFJ

**Extraversion** (Focus attention on the outer world of people and things)

**Intuition** (*tend to take in information from patterns and the big picture and focus on future possibilities*)

**Feeling** (Tend to make decisions primarily on values and on subjective evaluation of person-centered concerns)

**Judging** (Tend to like a planned and organized approach to life and prefer to have things settled)

Characteristics Frequently Associated with ENFJ:

Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership.

## Temperaments

Choleric/Melancholy

**Choleric** - Tough, strong, focused; set their mind on a goal and strive to achieve it, to get things done; extroverted; expressive; quick reactions; honor friendships, keep promises; unemotional; high self-esteem; optimistic (Retrieved May 17, 2016 from <http://temperaments.fighunter.com/?page=comparison>)

They tend to be task-oriented people and are focused on getting a job done efficiently; their motto is usually "do it now." They can be ambitious, strong-willed and like to be in charge. They can show leadership, are good at planning, and are often practical and solution-oriented. They appreciate receiving respect and esteem for their work. (Retrieved May 17, 2016 from [https://en.wikipedia.org/wiki/Four\\_temperaments#Choleric](https://en.wikipedia.org/wiki/Four_temperaments#Choleric))

**Melancholy** – intense, serious, care strongly about things, important that things are as close to perfection as possible; introverted; reserved; slow reactions, grit their teeth and bear it; hold grudges, deeply devoted to their interests; emotional; low self-esteem; pessimistic (Retrieved May 17, 2016 from <http://temperaments.fighunter.com/?page=comparison>)

People with this temperament may appear serious, [introverted](#), cautious or even suspicious. They can become preoccupied with the [tragedy and cruelty in the world](#) and are susceptible to depression and moodiness. They may be focused and conscientious. They often prefer to do things themselves, both to meet their own standards and because they are not inherently sociable. (Retrieved May 17, 2016 from [https://en.wikipedia.org/wiki/Four\\_temperaments#Choleric](https://en.wikipedia.org/wiki/Four_temperaments#Choleric))

**Is there someone who has been a mentor to you in developing your leadership skills? How has that person helped you?**

Certainly, I have had several individuals I feel have helped me to develop my leadership skills. In particular, I'll speak to some of what I have learned from my former boss, the individual who hired me into my current position over a dozen years ago. When he served as the department head, he was frequently overheard saying things such as, *'I hire people who were experts in what they do. My job is to be sure they're happy, have what they need so they can do it well, and then get out of their way.'*

With statements such as that, he continually confirmed his confidence in his staff - in me. He would welcome new and innovative ideas about programming and various modifications to 'the way things had been done' as long as there was a well thought out rationale and implementation plan. You had to answer his, *'Why?'* questions with well-articulated

background information and a plan. If the plan didn't work after implementation, that was ok. He taught me that I was no less valued simply because something I tried didn't work as I had anticipated.

If there was a problem or a complaint in the office/department and it was brought to his attention, he asked the party/parties involved to develop a potential solution to the problem. Complaining for the sake of complaining - without a solution in sight - wasn't something he tolerated in the workplace. He strove for a positive and supportive work environment, not one in which continual negativity was allowed to fester. This didn't mean that problems were nonexistent; it simply meant that those involved with the problems were also asked to be part of the solution. He taught me that solutions driven from the bottom up were more likely to succeed, since the person implementing the solution had a part in developing it.

He would take time regularly to stop by and chat, just for a few minutes to start off the day. He certainly realized that work, tasks and projects were important, as he was a pedal-to-the-medal type of individual. However, he understood that people were ultimately more important, both on a daily basis and in the grand scheme of things. It was (is) important to him to treat everyone kindly, with respect, and to get to know his staff and what was important to them as individuals. When special occasions occurred, gifts would arrive according to staff preferences, which he knew because it was important for him to truly communicate and know the people with whom he worked.

Throughout the years, we would have conversations about my future, where I saw myself X years down the road, and how he could best help me reach those goals. He was more interested in how to develop me professionally so I could accomplish what was optimal for me and my family then potentially having to hire something to replace me.

I believe that having him as a supervisor, and now as a colleague, has allowed me to further hone my leadership skills. He has been a great example of how to lead, and how to lead well. I work to surround myself with positive, motivated individuals who have the interests and abilities to perform the work needed, delegate appropriately, then (try to) get out of their way and provide support and encouragement as needed. I can easily gravitate toward task orientation, but his example is a good reminder that people and relationships come first.

### **What are the top five characteristics and/or skills that you believe will be important for NACADA leaders to have in the coming decade?**

This is HARD! I read an article today describing the 16 traits you need to be a great leader (<https://www.verywell.com/traits-you-need-to-be-a-great-leader-2795318>), thinking perhaps it would help me to narrow things down. It didn't. 😊

1. Integrity
2. Adaptability/Flexibility
3. Advocacy (*of ourselves and of the students with whom we work*)
4. Motivation (*of self, ability to motivate peers, and students with whom we work*)
5. Fortitude

### **Communication Style / Personal Preferences**

I'm pretty flexible when it comes to communication formats, as I want to be sure that the medium works for both parties. I am a frequent emailer, text, phone, and Facebook user, with less frequent use of Skype. The zoom platform seems to work really well for NACADA meetings, but feels a bit formal to me for this type of ongoing communication (although that simply may be because I have only utilized it for more formal business-related functions).

Depending on the goals and type of interaction established, I would probably recommend a range in frequency of monthly to no less than quarterly meetings to discuss progress towards goals and other topics relevant to the mentor/mentee partnership. I would envision that those types of meetings would be more structured in nature. I would envision additional communication would occur between meetings, in a variety of formats and mediums to informally gauge progress, check-in, encourage, etc.

This is my circus and I am (apparently) the ringmaster and keeper of all.the.calendars (but not of up-to-date family photos...this one is several years old). I have been married to my husband Matthew for almost 19 years and together we have three ~~crazy-rambunctious~~ wonderful children. Our bookends turned 9 and 16 in July and our middle daughter is 12. (Yes, I officially have a driver!) In the midst of the 'regular' life juggle, I am also enrolled in a Ph.D. program (entering year #3, with my proposal recently approved and almost done with coursework) and am racing our oldest in the hopes that I will finish college before he enters. 😊



Life is, well....life, and keeps us continually on our toes and moving in what seems like a million different directions all at one time. In the midst of it all, we trust that the Lord is good, and strive to follow His path for our lives.

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## Kyle Ross – Mentor

Academic Coordinator  
College of Nursing  
Washington State University  
Spokane, WA (Region 8)  
[kwross@wsu.edu](mailto:kwross@wsu.edu)

- *Leadership experiences.*

I joined NACADA In 2012.

Member-Elect, Board of Directors, 2019-2022

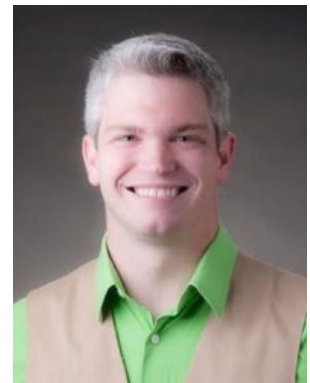
Consultant and Speaker, Academic Advising Consultants and Speakers Service, 2018-present

### Advising Communities Division

Advising Communities Division Representative on the NACADA Council, 2017-2019

Commission/Interest Group Division Steering Committee Member, 2016-2017

Commission Chair, Undecided and Exploratory Students, 2014-2016



### Administrative Division

ELP Mentor, 2017-2019

ELP Graduate, 2015-2017

Member, ELP Advisory Board, 2016-2018

Member, Professional Development Committee, 2016-2017

Member, Sustainable NACADA Leadership Committee, 2015-present

### Region Division

Washington State Liaison and Awards Chair, Region 8 Steering Committee 2016-2017

I served on several Region 8 conference planning committees from 2013-2016, and led subcommittees on the following areas:

- Conference program
- Technology and A/V
- Proposal review, selection, and session scheduling
- Keynote speakers

### Presentations and Publications

Ten publications: Three book reviews, six AAT articles, and one Clearinghouse article

Two webinars (with a third in progress for April 2020 on academic advising for social justice)

Region 8 Conferences: 2012-2019

Annual Conferences: 2014-2019

International Conferences: 2013, 2015, and 2017

*Discuss your first (or one of your early) leadership role(s) – What do you know now that you wish you had known before you stepped into that role?*

My biggest learning moment that I wished I had known before facilitating my first presentation, writing my first article, or jumping into my first leadership role is that the imposter syndrome is very real, will be your first thoughts in any role, and is completely unfounded and unnecessary, especially with how incredibly supportive the Association is. I started my term as a Commission Chair in 2014, just over two years after I joined NACADA, and three years after I had started my career in academic advising. I definitely felt like I had no business serving as a Commission Chair, and that I was going to be the worst Chair ever. I felt the same way when I presented my first session at my first regional conference (“How in the world did I get accepted? They really are going to regret this now.”), and while writing my first book review (“I am an awful writer, and there is no way they will ever consider publishing this.”). Looking back, I realized that while I am continuously improving my writing, presentation, and leadership skills, I am still positively contributing to the Association, and that I will never be alone in any of the work I do. There will always be a Leigh Cunningham to help with my writing, a Dawn Krause to consult with on ACD projects, and a group of advisors who just appreciate that someone is willing to take the time to research and lead the charge. At the end of a term, accomplishing two or three goals for the group you lead means you did an excellent job. If you are willing to put in the time and listen to the feedback you are given, then you will be a great NACADA leader. The only unfortunate thing is that the imposter syndrome comes back every time. I felt it two years ago when I was going to be an ELP Mentor for the first time and on the NACADA Council, and I feel it again as I am joining the Board of Directors in October. However, keeping realistic goals in mind, breaking down projects into small tasks, and reminding myself that I have support make it manageable.

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

### ***A Little about Me***



Some general characteristics about me are that I am a performer, extraverted, loud, and boisterous with an obnoxious laugh. I also love wearing bright-colored shirts and fun socks. For these reasons, I often make the joke that I am a bit of a narcissist. I also prefer to keep myself busy, to an excess at times, because idling and I do not get will with each other. Mainly though, I keep busy to maintain a balance over all the different aspects of my life that are important to me.

### Career

I have been a full-time academic advisor for eight years now in various positions. Currently, I work at the health sciences



campus of Washington State University in Spokane. I am the undergraduate academic coordinator for admissions for the College of Nursing and primarily serve as a transfer advisor for students interested in applying to our programs. I also am the advisor for registered nurses completing their Bachelor of Science in Nursing. I did just graduate with my EdD in Educational Leadership, so my immediate future is a little unknown right now. I hope to apply to a faculty position in the College of Nursing but also am looking at other administrative openings in the Pacific Northwest.

As an educator, one of my core values is that I am an advocate for social justice and equity; however, I am still learning a lot and challenge myself to read, listen, reflect, and improve on this aspect. I pretty much have access to every form of privilege possible (white, heterosexual, cisgender male, able-bodied, in my early 30s, educated, middle-class, and with a Christian-based religious background, though non-practicing), so grasping and connecting with the concepts of social justice, decolonization, equity, etc. took me a very long time to get started, and I definitely have my moments of misunderstanding and “savior” mentality.

### Music and Theatre

When I am not wearing my higher education hat, I am at rehearsal or at the piano. I love the arts, have been acting for over 10 years now, and took piano lessons for about 20 years. I play classical music, and I am slightly obsessed with musical theatre. My biggest bucket-list show at the moment is Stephen Sondheim’s *Follies*.

For anyone interested, here’s a recording of me playing Copland’s [Four Piano Blues](#).





Picture of the cast and crew of *Company*, my most recent production

### Personal Life

And most importantly, at home, I have been happily married with my partner Mackenzie (I call her Mack for the most part.) for almost five years. She is a singer, songwriter, and film score composer. We have a dog named Appa (from *Avatar: The Last Airbender*; yes, we are that nerdy), and he is almost 4 years old and a Samoyed (which means he is super-fluffy).



### **Favorites**

1. TV Shows: Stranger Things, Avatar: The Last Airbender (including Legend of Korra), The Haunting of Hill House, The Handmaid's Tale, and Altered Carbon
2. Books: Ender's Game series (I've read all 16 available books numerous times.), A Song of Ice and Fire, Harry Potter, The Great Gatsby, and His Dark Materials
3. Music Composers: Debussy, Rachmaninoff, Liszt, Copland, and Beethoven
4. Musicals: Anything composed by Stephen Sondheim, The Rocky Horror Show, Falsettos, The Lion King, and Phantom of the Opera
5. Plays: Noises Off, Cat on a Hot Tin Roof, True West, 1984, and A Streetcar Named Desire

## **Personality**

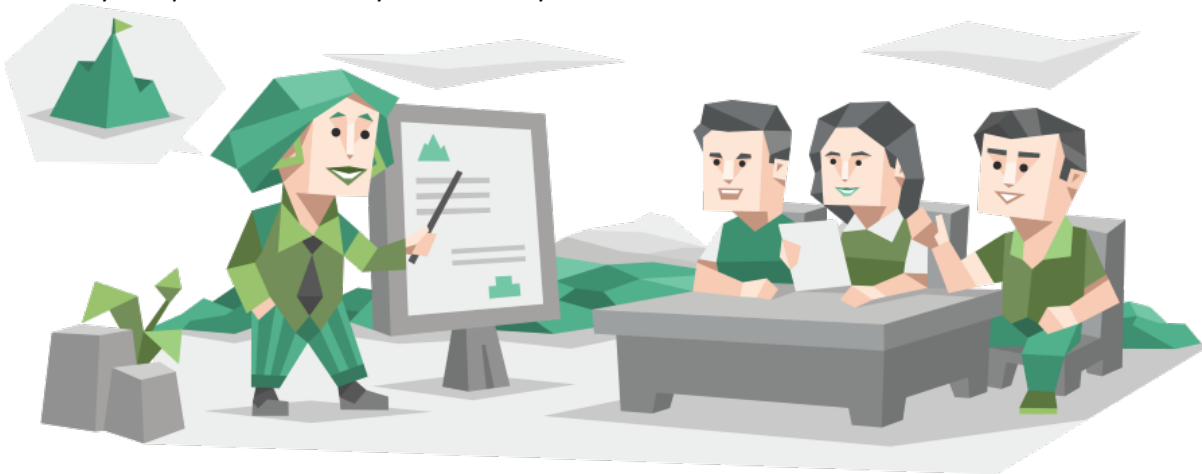
### Pottermore Quizzes

Hogwarts House: Hufflepuff

Patronus: Lynx

ENFP Personality ("The Campaigner") <https://www.16personalities.com/enfp-personality>

The ENFP personality is a true free spirit. They are often the life of the party, but unlike Explorers, they are less interested in the sheer excitement and pleasure of the moment than they are in enjoying the social and emotional connections they make with others. Charming, independent, energetic and compassionate, the 7% of the population that they comprise can certainly be felt in any crowd.



### You Can Change the World with Just an Idea

More than just sociable people-pleasers though, ENFPs, like all their Diplomat cousins, are shaped by their Intuitive (N) quality, allowing them to read between the lines with curiosity and energy. They tend to see life as a big, complex puzzle where everything is connected – but unlike Analysts, who tend to see that puzzle as a series of systemic machinations, ENFPs see it through a prism of emotion, compassion and mysticism, and are always looking for a deeper meaning.

ENFPs are fiercely independent, and much more than stability and security, they crave creativity and freedom.

Many other types are likely to find these qualities irresistible, and if they've found a cause that sparks their imagination, ENFPs will bring an energy that oftentimes thrusts them into the spotlight, held up by their peers as a leader and a guru – but this isn't always where independence-loving ENFPs want to be. Worse still if they find themselves beset by the administrative tasks and routine maintenance that can accompany a leadership position. ENFPs' self-esteem is dependent on their ability to come up with original solutions, and they need to know that they have the freedom to be innovative – they can quickly lose patience or become dejected if they get trapped in a boring role.

## Don't Lose That 'Little Spark of Madness'

Luckily, ENFPs know how to relax, and they are perfectly capable of switching from a passionate, driven idealist in the workplace to that imaginative and enthusiastic free spirit on the dance floor, often with a suddenness that can surprise even their closest friends. Being in the mix also gives them a chance to connect emotionally with others, giving them cherished insight into what motivates their friends and colleagues. They believe that everyone should take the time to recognize and express their feelings, and their empathy and sociability make that a natural conversation topic.

The ENFP personality type needs to be careful, however – if they rely too much on their intuition, assume or anticipate too much about a friend's motivations, they can misread the signals and frustrate plans that a more straightforward approach would have made simple. This kind of social stress is the bugbear that keeps harmony-focused Diplomats awake at night. ENFPs are very emotional and sensitive, and when they step on someone's toes, they both feel it.

ENFPs will spend a lot of time exploring social relationships, feelings and ideas before they find something that really rings true. But when they finally do find their place in the world, their imagination, empathy and courage are likely to produce incredible results.

- *How being mentored has helped me.*

I feel like a Nike commercial when I say the most important lesson for me developing as a NACADA leader has been “Just Do It.” My ELP Mentor Nathan Vickers has consistently pushed me to put my name in the hat for roles and opportunities, even when I did not feel qualified. There were two reasons for why he has challenged me to apply or run for positions. The first was that many of these roles, we had assumed, would not work out during the first go-around, and that I would at least learn from the experience. The second was that you really do never know what will work out and will not. My first leadership role is a perfect example of this. I attended my first NACADA Annual Conference in 2013, where I had met David Spight (still one of my mentors today), who talked to me about the Commission on Undecided and Exploratory Students (now an Advising Community). After seeing how enthusiastic I was about getting involved with that Commission, he said that I should get on the steering committee and go ahead and run for the Chair position that would start in 2014. I did, and with minimal experience and a strong sense of self-doubt, I still managed to be elected for the position, and that was my gateway into what has ultimately led me to the leadership opportunities I now have. All it took was my willingness to just see what happens, and at the very least, learn from the process.

The other reason the “Just Do It” mentality has been important to me is that I always thought that leadership was something I needed to wait for, to prove myself, and to have it kind of fall in my lap, or have someone shoulder-tap me into the role. We all know that advisors wear so many hats and are extremely limited for time, so the idea that someone has the time to nominate you or that someone will make sure you get into a leadership role is not always realistic. It is not necessarily because they do not think you are deserving, so much as all of the competing demands on their time can make it so that they just quite literally have no time to get that nomination completed. So, a lot of this needs to be done by you, and it can feel a little awkward to nominate yourself for a position, but if you embrace the “Just Do It” mentality, it will pay dividends as you go through your leadership journey.

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

1. ***Understanding of social justice and practice of equity:*** With the current climate in the US and world, it is apparent we need to remove educational barriers in the way of diverse students' success. Advisors are in an excellent role where they can talk with students through steps they can take to self-advocate, as well as practice advocacy when advisors are in an appropriate position to use their privilege to improve educational settings. In addition, we must allocate resources to students adequately, including practices within each advisor's setting.

NACADA leaders can be the examples of social justice leadership within the organization to help others see how they can contribute to removing institutional barriers within their systems.

2. **Organization:** In addition to our roles as NACADA leaders, we are facing taking on more responsibilities to provide the same resources to students with diminishing finances. I am still developing my organizational skills; it would be so much easier to get everything I need done if I improved in this area. Erin Justyna is the prime example of a NACADA leader with exceptional organizational skills, and because of those skills, she can balance serving in the various NACADA roles she does, while working as an administrator.
3. **Persistence:** With NACADA's increasing membership numbers, more people want to get involved in leadership roles. This means that we will see more people running for each role, applying for each position, and submitting manuscripts for publication and proposals to present. Many NACADA leaders are in positions they had to run and re-run for, and their persistence to keep putting their names in the hat got them those positions, even if it did not mean they happened on their ideal timeline. It is disappointing to not be selected, but instead of taking it negatively, learn from it and keep going.
4. **Tech-Savvy:** Going back to the limited resources and providing the same quality of services, we need to be more comfortable with technology to increase efficiency with our practices and time. Within NACADA, we use Zoom for leadership meetings, and several other tech platforms to get our jobs done. We don't necessarily have to be tech gurus (though, awesome if you are!), but just the ability to navigate well with technology.
5. **Creativity:** I am a little biased because of my background in the arts, but creativity will be important for the next decade. Leadership pathways are not always clearly-defined, and we need fresh perspectives on advising models, delivery, and practices. These take a creative person to understand how to take the windy road to a goal, the approach not clearly seen, or to bridge the gaps between different voices within the association.

- *Communication style.*

I am open to any mode of communication the mentee would prefer to use. I have Skype and Zoom accounts, which I would prefer to interact through these or other video modes at the very least monthly. Other than that, I am always on Facebook Messenger and have a Google account for quick check-ins. In addition, I am happy to check in regularly through text messaging. I am also comfortable with phone calls. I am happy to work with the mentee's communication preferences and preferred frequency and can easily learn to use a new system.

- *Other things....*

I did just find out that I get to teach graduate courses this year on nursing education! I am very excited for the opportunity, but there will be a learning curve with that. It has been a few years since I last taught a course, and this will be my first time doing so for a full, 3-credit course. There might be some times when my schedule is a little sporadic.

Since I also missed the first two Zoom meetings, I wanted to respond to the question Leigh posed in the second meeting to the mentors.

I believe I can be helpful to a mentee who wants to learn how to manage projects for NACADA while also maintaining their work and life commitments. Project management and following through on the work took some getting used to on my end, and now, I am able to manage multiple commitments to the association that require significant time. I also have a pretty thorough understanding of the organizational structure of NACADA and always enjoy a good conversation around finding multiple pathways in NACADA to achieve leaders' goals.



## Brandan Lowden – Mentor

Coordinator of Advising  
Pikes Peak Community College  
Colorado Springs, CO  
Region 10  
[brandan.lowden@ppcc.edu](mailto:brandan.lowden@ppcc.edu)



- *Leadership experiences.*

My first leadership role in NACADA was on the Region 10 Steering Committee. I knew I wanted to get involved with NACADA, but did not know how to do so. I was in Jackson, Wyoming for the regional conference to present my first conference presentation. The incoming region chair, Joey Davis, was there and introduced himself to the conference at the opening session. Afterward, I found Joey and said I wanted to get involved. He told me the best way to start is on the region steering committee. I told him I wanted to do it! Later that year, he called me and invited me to be on the committee.

I didn't know much about how regions worked within NACADA as a whole. For the first several months, I attended the committee phone meetings and didn't say much. Eventually, I found my voice on the committee and gave my opinion on issues. I am proud to have proposed creating a Diversity Chair for the region. My proposal was accepted and has become one of the most active roles in the region (I did not fill that role myself).

I wish I had spoken up and asserted myself earlier on the committee. One thing I would recommend to folks serving on a new committee or board is to find your voice early in your term. Ask questions, reach out to the chair, know what initiatives the committee is working on at the time.

### NACADA Leadership Experience

#### Regional Division:

Region 10 Steering Committee, Colorado Rep 2014-Current  
Region 10 Conference Committee, Evaluations Chair 2017  
Region 10 Mentoring Program, Mentor 2015-2018

#### Commission and Interest Group Division:

Two Year Colleges Commission Chair, 2015-2017

#### Administrative Division:

Sustainable NACADA Leadership Committee, Member 2016-2018  
Global Awards Committee, Member 2016-2018; Chair 2019-2021  
ELP Advisory Board, Member 2017-2019  
Annual Conference Advisory Board, Member 2018-2020

#### Other Leadership Experiences:

ELP Emerging Leader 2015-2017  
ELP Mentor 2017-2019  
COWY ACADA, Interim Vice Chair 2017-2018; Chair-Elect 2018-2019; Chair 2019-2020  
COWY ACADA Conference Co-Chair 2018

#### Near Successes in Leadership:

Ran for Region 10 Chair, 2016-2018 Term; Lost

Ran for CIG Division Elected Representative, 2017-2019 Term; Lost  
Applied for CIG Division Steering Committee, 2017-2019 Term; Not Selected  
Ran for Region 10 Chair, 2018-2020 Term; Lost

**NACADA Presentations:**

**Lowden, B.** (2019, March). *Overcoming imposter syndrome*. Presented at Colorado-Wyoming Academic Advising Association Conference, Cheyenne, WY.

**Lowden, B.** (2019, March). *Becoming the real you: Overcoming imposter syndrome*. Presented at National Academic Advising Association Region 7 Conference, San Antonio, TX.

Farber, G., Damminger, J., Anderson, M., Hoover, B., Justyna, E., **Lowden, B.**, Millin, A., Ross, K., & Yamin, L. (2018, October). *Mentoring: Part of an advisor's life story*. Presented as a panel discussion at National Academic Advising Association Annual Conference, Phoenix, AZ.

**Lowden, B.** & Fettig, D. (2018, May). *Becoming the future of advising: Diversity in NACADA leadership*. Presented at National Academic Advising Association Region 10 Conference, Midway, UT.

**Lowden, B.** (2018, May). *Two-year college adventures!* Presented at National Academic Advising Association Region 10 Conference, Midway, UT.

**Lowden, B.** & Ortgies-Young, T. (2017, March). *NACADA's Emerging Leader Program: Giving rise to diversity in leadership*. Presented at National Academic Advising Association Region 10 Conference, Phoenix, AZ.

**Lowden, B.** & Moore, L. (2016, October). *Hot topic: Advising issues at two-year colleges*. Presented at National Academic Advising Association Annual Conference, Atlanta, GA.

Burton, J. & **Lowden, B.** (2016, May). *Seeking diversity in leadership – NACADA's Emerging Leader Program*. Presented at National Academic Advising Association Region 10 Conference, Santa Fe, NM.

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**Lowden, B.** (2014, May). *Career blast-off: Using the AAS degree as a rocket ship into the workforce*. Presented at National Academic Advising Association Region 10 Conference, Jackson, WY.

### **NACADA Publication:**

Adams, J., Lowden, B., Ross, K., & Anderson, M. (2016, December). Demystifying the emerging leaders program. *Academic Advising Today*, 39(4).

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

### **MBTI**

I did a formal MBTI assessment about 6 ½ years ago. My type then was ISTP. On the I/E scale, I was 51 I, 49 E. I may have moved over to the “E” side now, but overall, I think ambivert best describes me. I tend to process things internally in most situations, but I’m comfortable with group processing as well. However, I tend to listen more than talk in meetings, unless it is appropriate for me to lead a discussion. With the other letters, I go back and forth with those dualities also, although I think I always retreat back to my ISTP.

### **StrengthsFinder**

1. Analytical
2. Relator
3. Developer
4. Responsibility
5. Positivity

I am an overthinker and sometimes suffer from analysis paralysis. I’m learning to embrace my analytical nature, but also ask for help in making decisions. One of my coworkers often reminds me to not let perfection get in the way of progress. I need to hear that often.

I’ve become comfortable being myself in interactions with others. I also get a thrill from mentoring new advisors. In my role as an advising coordinator, I get to interview, hire, and train new advisors. In my department, we hire a lot of graduate students who are in the Student Affairs program at the University of Colorado Colorado Springs. I love that I get to be part of their professional development! I feel a strong sense of responsibility to my students and staff. I also have an expectation that students and colleagues alike take responsibility as well. Responsibility is a good thing, but I have to remember that not everyone is strong in that theme. I tend to run away from negativity—it’s like nails on a chalkboard to me!

On the Enneagram, I am a 5. I haven’t studied this, and I haven’t read that much about the Enneagram, I just know I am a 5.

I did the Kolbe assessment this summer. My understanding of Kolbe is that it focuses on one’s decision-making instincts. The assessment affirmed to me that I am a strategic fact-finder.

### **Other important information...**

- I am learning to commit to things about which I am passionate. Otherwise, I will struggle with staying motivated.
- There was a time where I thought I overcommunicated. But I have struggled with a lack of communication recently. I am aware of this and working through the issue.
- I am a teacher. I fully embrace advising is teaching. I work as a full-time academic advisor and, until recently, moonlighted as an adjunct instructor of Geography.
- I love pizza, chicken sandwiches, and dark chocolate.
- Outside of graduating college, getting married, and the birth of my three daughters, the highlight of my life thus far is standing at the end of a rainbow.
- I have a 14-year-old high school freshman and 12-year-old middle school twins.
- At Hogwarts, I would be in Slytherin House.
- I have a sweet dog we rescued from the animal shelter, and two guinea pigs.



- I was the International Thespian Society chapter president for two years in high school.
- *How being mentored has helped me.*

I've always been a leader, at least since high school. I held several top leadership positions of clubs and teams in high school. I accepted a Leadership Scholarship as an incoming freshman at Kansas State University. I think my leadership comes in the form of empowerment and encouragement of others. As I reflect back on my experiences, the most influential mentors in my life have been those who empower and encourage me.

At this point in my journey, Erin Justyna (my ELP Mentor) and Kyle Ross have been my biggest advocates, challengers, and supporters. I've thought about this a lot – Erin, Kyle and I share some very strong values about inclusivity, diversity, and respect of all people (very important in higher education!). However, we have different perspectives on some aspects of our individual human experiences. This balance of similarity and difference has been important to me to learn how to see things from different perspectives.

- *Skills / characteristics needed to be an effective NACADA leader.*
1. Ability to adapt – Our world is changing rapidly! We need to be able to think outside of our comfort zones when considering issues that we're not thinking about yet. Understand that change will happen, learn to embrace changes.
  2. Willingness to mentor – NACADA leaders need to be proactive in identifying the young professionals that will lead our association and our profession into the next 20+ years. Be willing to invest time and energy into the development of these folks.
  3. Ability to listen – We all have ideas. We need to listen to each other and make sound decisions that are good for the whole association, not just our own circles.
  4. Engagement – Be engaged in the culture, be engaged in other cultures, know what's happening outside of ourselves so that we remain relevant to the students we ultimately serve.
  5. Have fun! – We do serious work in our offices and within NACADA. We also need to have fun, find the balance between work, NACADA, and life. The best week of the year for me is Annual conference. It's work, it's NACADA, and it's sharing experiences with some of the most important people in my life. NACADA is a big family of supporters, encouragers, and friends.
- *Communication style.*

I prefer online meetings through the zoom platform. I need a visual to focus on. I'm not good with phone calls because it's too easy to be distracted. I also don't like email as the primary motive contact because emails are easy to lose. I prefer to meet once every two or three weeks, or a regular monthly meeting is great too.