



February 27, 2023

Dear Conference Participants,

Welcome to Virginia Tech's 13th Annual Academic Advising Conference, *Advising Matters*.

This year's theme, "Advising Matters: Designing Successful Student Experiences through Academic and Career Advising," speaks to the holistic, student-centered approach we are building at Virginia Tech. Our work should guide students to make choices of courses and experiences in support of students' sense of purpose and direction as they grow and develop during their time as undergraduate, graduation, and professional students. The clear connections between career aspirations and academic choices are nothing new. I appreciate this intentional convening to highlight these important partnerships to support of student success.

We are especially pleased to welcome Ms. Meg Flournoy to frame our discussion as the conference keynote speaker. Ms. Flournoy has more than 20 years of experience in providing career coaching and programming for traditional undergraduate and graduate students, as well as returning adult students, and alumni in transition. Currently, Ms. Flournoy is Program Director for Alumni Career Services at Duke University. She is experienced in coaching across the various degree programs at Duke, which are in person, global, and online. Additionally, she is an Academic Advisor to undergraduate Duke first- and second-year students. Outside of Duke, Ms. Flournoy is part of the faculty with NACE, teaching the Career Coaching Intensive and other coaching curriculum in the Board-Certified Coach program. She just completed an eight-month consulting project with NACE revising the career coaching curriculum for the Board-Certified Coach program.

We know an advisor's support, influence, and guidance is critical as students make intentional academic choices, build personal and professional skills, practice resilience, connect to resources, and move to their goal of graduation. As I have said each year, your connection with a student may make all the difference in a student's success. Just one conversation, word of support and encouragement, or demonstration of caring truly matters to our students. Advising, in all its forms, *does matter*. I hope the presentations and discussions across the conference will empower you in your work and will energize you for the remainder of the semester.

Enjoy the day.

Rachel L. Holloway

Vice Provost for Undergraduate Academic Affairs

Invent the Future

13th annual
**ADVISING MATTERS
CONFERENCE**

**Designing Successful
Student Experiences**
through Academic and Career Advising



Advising Matters

03.03.23

THE INN AT VIRGINIA TECH AND
SKELTON CONFERENCE CENTER





CONFERENCE SCHEDULE

Registration and Continental Breakfast | 8:00 -8:30 AM
The Inn at Virginia Tech and Skelton Conference Center

Welcome | 8:30 -9:00 AM

Kimberly Smith, Associate Vice Provost for Student Success Initiatives
Donna Ratcliffe, Director for Career and Professional Development

Opening Session | 9:00 -11:00 AM

Advising Like A Designer!

Meg Flournoy, Program Director for Alumni Career Services at Duke University
The Fuqua School of Business

College is a transformational learning experience, where the learning happens inside and outside of the classroom. We know that our students are going to college to explore new academic pursuits, internships, experiential learning, trying out new ways of thinking, and interacting with the world. Life design is a way forward, it's a way to consider how we ask questions and try stuff!

What does it mean to design a purpose driven advising and career program? What do we even mean by "purpose?" What are we trying to accomplish with our advising and career programs? What does it mean to create a rich and diverse college experience? And then...how do all the experiences through academic and career advising go hand in hand with career choices?

[Read full description](#)



Meg Flournoy has more than 20 years of experience in providing career coaching and programming for traditional undergraduate and graduate students, as well as returning adult students, and alumni in transition. Additionally, Meg enjoys all opportunities to coach and mentor new and experienced career services professionals. Currently, Meg is Program Director for Alumni Career Services at Duke University. Meg is experienced coaching across the various degree programs at, which are in person, global, and online. Additionally, Meg is an Academic Advisor to undergraduate Duke first and second year students. [Read more about Meg](#)

Break 11:00 - 11:15 AM

Concurrent Session I 11:15 AM - 12:15 PM

Lunch 12:15 - 1:30 PM

Student Panel 1:30 - 2:00 PM

Break 2:00 - 2:15 PM

Concurrent Session II 2:15 - 3:15 PM

Break 3:15 - 3:30 PM

Concurrent Session III 3:30 - 4:30 PM

CONFERENCE SPONSORS



CAREER AND PROFESSIONAL
DEVELOPMENT
VIRGINIA TECH.

- College of Agriculture and Life Sciences
- Pamplin College of Business
- College of Engineering
- College of Liberal Arts and Human Sciences
- College of Natural Resources and Environment
- College of Science
- Division of Enrollment Management
- Office of Inclusion and Diversity



Confused to Confident: Crushing Career-Related Conversations

Taylor Swan, Virginia Tech
Christina Minford, Virginia Tech
Cascades

Students often feel uncertain choosing their post-graduation plans in a major with broad and diverse career paths. As Academic Advisors, we receive career-related questions that can be overwhelming to answer confidently. From orientation to graduation, we created a plan to guide students through career exploration, internship selection, professional preparation and job-search or graduation program selection. Along with referring to career advisors, we plan to alleviate career ambiguity that students are facing by utilizing student development theory and best practices from peer institutions to guide students through their journey. Join us to grow from confused to confident in having career-related conversations.

Applying Coaching and Mindfulness Techniques to Advising

Meg Flournoy, Duke University
Solitude

Coaching techniques? Wait..I'm an academic advisor, am I a coach too? During this session we will take a look at what are basic coaching theories and techniques that blend so beautifully with our work as an academic advisor. How are we present, and instill elements of mindfulness to the work we do as academic advisors. What does it mean to "meet the student where they are at?" In this session we will experientially dive into basic principles of positive psychology, mindfulness, and coaching connecting all of this to our work as an academic advisor. You will learn techniques and approaches using this mindset to work with the student who may have challenges being motivated, or the student who may have unrealistic expectations.

Navigating Neoliberal Ideologies in Advising Relationships

Amanda Armstrong
Panelists: Sarah Bechtel, Jessica Elmore, Daniel Newcomb, Parker Sanders, Courtney Thomas, and Zack Underwood
Smithfield

Some higher education practitioners in the U.S. are often caught in a both/and mindset between providing care for students and navigating the pressures of institutional metrics, like retention and job placement (Cairo & Cabal, 2021). Neoliberal ideologies—which frame care as customer service and education as (primarily) a product for employability—can create tension for some advisors, particularly those who value education as a developmental journey.

In this session, a cross-disciplinary panel of advisors and faculty will discuss how capitalistic models of education play a role in advisor-student relationships and attendees will be invited to participate in interactive and reflective activities.

Creating a Careers Course

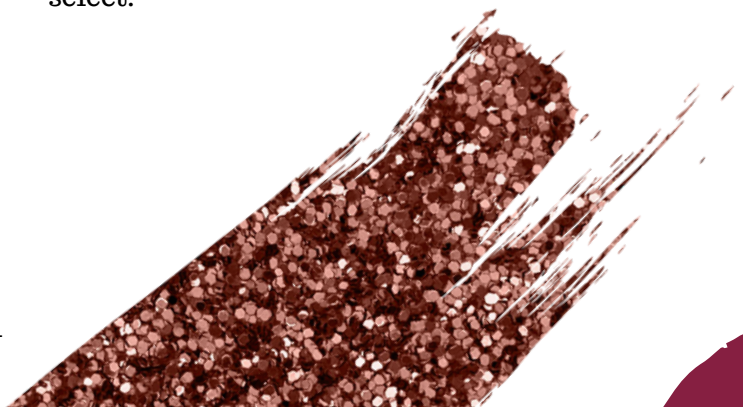
Jen Heinold, Virginia Tech
Meg Emori, Virginia Tech
Duck Pond

Many departments are starting to realize the need of preparing students for the workforce or graduate or professional school, in addition to the standard curriculum. Biological Sciences developed a careers course several years ago, that aims to help with this preparation. Through a lecture and question format, participants in this workshop will learn the basics of creating a careers course. Presenters will discuss how they partner together, the importance of early planning, how to choose and find guest speakers, etc. Also discussed, will be lessons learned through years of teaching BIOL 3814 and the importance of student feedback.

"Help me go ALL IN on my major decision!"

Alice Noble, Virginia Tech
Alexis Miller, Virginia Tech
Latham DEF

The learning opportunities for major selection can sometimes be very limited for students that are in programs without a First-Year Experience (FYE) course. Faced with this challenge, coupled with a noticeably sharp decline of student participation in optional workshops and information sessions, this advising team pivoted to a more immersive learning experience in the classroom in the fall semester and created a new elective course for the spring, so students can have a full year of opportunities to learn about the different engineering disciplines before they have to go ALL IN on what major to select.





It Takes a Village: Faculty, Advisor, and Alumni Collaborate to Guide Students in Career Development Opportunities

Kayla Goodwin, Virginia Tech
Brandi Quesenberry, Virginia Tech
Syrenthia Robinson, Virginia Tech
Jared Wolly, Virginia Tech

Solitude

To ensure our undergraduate students are holistically prepared for their next steps upon graduation, the School of Communication works across the traditional boundaries of academia and collaborates at the faculty, advisor, and university levels to host two large-scale career and internship fairs, and a week-long professional development program each year. In this presentation, we highlight how to utilize faculty industry expertise, alumni perspectives, and professional academic advising to engage our students in career development programs. We also discuss how a multi-dimensional approach through departmental, college, university career and academic initiatives at Virginia Tech can maximize a program's impact.

Appreciative Coaching: Bridging techniques for effective student conversations, ownership, and action

Ellen Taylor, Virginia Tech
Heidi Gilbert, Virginia Tech
Kerry Spitze, Virginia Tech

Cascades

In this interactive workshop, presenters will illustrate the complementary principles and methodologies shared by Appreciative Advising and Career Coaching. Presenters will model these techniques while participants learn to prepare themselves and their students to engage in collaborative, interactive and action-oriented conversations. Using everyday scenarios, participants will observe and practice appreciative coaching techniques and questions. Whether new to Appreciative Advising and/or Career Coaching or a seasoned practitioner looking to hone your skills, all participants will take away at least one new strategy that they can immediately implement into their practice.

Leading Generation Z Towards Academic Independence and Confidence in Decision Making

Emily Vedder, Virginia Tech
Smithfield

We often see current students come to us with questions that may be as simple as did you Google it?

These students may feel that they need validation and confirmation from their advisor for every single decision they make, afraid the wrong decision will negatively impact their future. This presentation will examine various signature characteristics and behaviors of Gen Z students, explore how COVID-19 impacted Gen Z's ability to traditionally learn, and discuss how we as advisors can lead them to trusting their judgment and capabilities for a successful undergraduate experience.

Spilling the Tea on Gen Z: How Advisors can Prepare their Students for the Workforce

Grace Burden, Virginia Tech
Sarah Bechtel, Virginia Tech

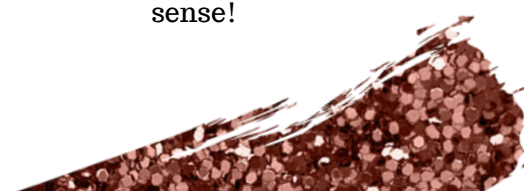
Duck Pond

iGens, Generation Z, and post-millennials oh my who are they? As academic advisors, this is our current majority of students who we must advise and prepare for the workplace. Our advising mission includes collaborative discussions about career preparation, therefore we have a responsibility to assess the current literature and educate our students on career trends and opportunities. During this presentation, we will discuss the literature on generation Z career preparation (emotional labor & intelligence, accidental careers, professional communication & networks, and the VUCA work environment), provide anecdotes from generation Z students, and encourage group discussions.

Make It Make Sense!

Christine Arias, Emory & Henry College
Latham DEF

Do students seek you out as a guide in helping them make sense of everything? This session will utilize tips from Katharine Brooks', ED.D. 'Wise Wanderings' system to help you develop an approach that aims to meet each student where they are on their college and career journey. If you aim to honor students' past experiences and hopes for their future in a respectful and individualized way, this session will provide you with tips and tested methods for developing your approach and ability to do just that. Help them make it all make sense!



CONCURRENT SESSION III 3:30 - 4:30 PM



How to College: Curriculum Design for Student Success

Suzanne Shelburne, Virginia Tech

Teresa Wilson, Virginia Tech

Solitude

Confidence is an integral part of student success. In this session, we will share some of the gaps in undergraduate student knowledge we recently encountered while teaching a college success strategies course. Given these gaps, we reimagined the course and created an application-based curriculum that actively engaged students through experiential learning. These experiences were designed to help boost student confidence and provide first and second-year students with the knowledge and skills to successfully navigate college. Attendees will learn how to adapt these topics to first-year experience courses, or within their advising practice.

Does Student Engagement Have a Dark Side? How Campus Engagement can lead to Academic Misconduct

Valentina Leon-Ledezma

Cascades

Does campus engagement have a dark side? Can being under- or over-involved lead to academic cheating? Can being too engaged in college be a bad thing? Students' academic experience on campus, like engagement, busyness, time management and campus resources all play a factor into the likeliness of students engaging in academic misconduct. Research shows that busy students are at higher risk of cheating, while under-engaged students are also at heightened risk. How can student affairs professionals mitigate academic misconduct, due to student engagement? Come learn about how student affairs professionals can rethink the college experience and encourage healthy academic behaviors.

Know when to hold'em, know when to fold'em (Orientation Remix)

Matthew Cheatham, Virginia Tech

Alice Noble, Virginia Tech

Duck Pond

This presentation will discuss the four iterations of Orientation that occurred over the course of a 4-year period (2019-22). Pre-COVID we had a more traditional in-person presentation and scheduling lab to get students enrolled in their courses. However, during the first two years of COVID we attempted a more asynchronous model with written feedback.

This most recent summer, we adjusted back to a more direct contact (on zoom) experience. We invite everyone to attend and compare the pros and cons of the different models and have an open discussion about what the future of Orientation may look like.

Monitoring First Year LMS Inactivity for Advising Student Success

Zackary Underwood, Virginia Tech

Jason Mickel, Virginia Tech

Smithfield

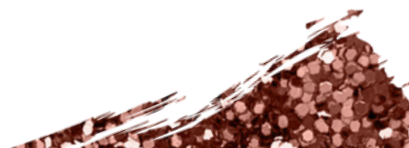
This presentation explores the creation of a pilot program as a collaboration between Technology-Enhanced Learning and Academic Advising at Virginia Tech to monitor first year exploring/undecided student inactivity in Canvas LMS. Participants will identify how the pilot started, offices involved, sensitivity of data, outreach templates to students, and advising strategies utilized for outreach. Participants will also compare the advantages, areas of improvement, and challenges associated with this pilot program. Initial results of the pilot including comparisons to mid-term and final grades will be represented along with advising data. Presenters will explore future directions for studying student inactivity.

Developing student career readiness: An innovative online approach

Sam Ratcliffe, State Council of Higher Education for Virginia

Latham DEF

The Virginia Talent + Opportunity Partnership (V-TOP) is a state-funded, statewide initiative to facilitate the readiness of students, employers, and institutions of higher education to scale significantly internships and other work-based learning opportunities. Student initiatives include preparation for obtaining internship opportunities and competency development related to career readiness. Each of the currently available and free online student modules addresses one of the eight core competencies related to career readiness as developed and substantiated through research by the National Association of Colleges and Employers (NACE). The session will include an overview of module content, intended student outcomes and the substantive reflection-based activities for students augmented by faculty and staff facilitation.



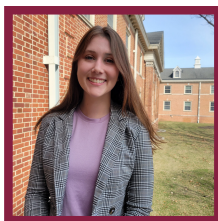


2022-2023 PROFESSIONAL DEVELOPMENT GRANT

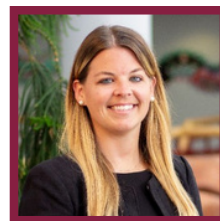
Virginia Tech makes intentional efforts to support the professional development of its advisors by providing funds to support the development of faculty, professional, and staff advisors who serve undergraduate students in an advising capacity. Each recipient below has been awarded a \$500 professional development grant to assist with expenses related to advising conferences and events.



Ginger Dempsey
College of Agriculture and
Life Sciences



Devin Erb
College of Engineering



Katie White
College of Agriculture and
Life Sciences



SPRING 2023 ACADEMIC ADVISING ACADEMY

Academic Advising Initiatives is proud to announce their Academic Advising Academy (AAA) Spring 2023 cohort! The AAA is a multilevel, semester-long training and development program for academic advisors at Virginia Tech that was created to help advisors at all levels of experience augment their advising skills. Each cohort of participants is provided with the data, tools, and resources needed to conduct meaningful and relevant academic advising with students to assist student achievement and transition to the university.

College of Architecture, Arts, and Design

- Michelle Flinchum

College of Science

- Timothy Saarinen
- Julianna Ramirez

Pamplin College of Business

- Rachel Hall
- Caitlin Fanning

College of Engineering

- Molly Austin
- Christy Cumbia
- April Mullins

Virginia-Maryland College of Veterinary Medicine-Public Health

- Katie Cross

College of Liberal Arts and Human Sciences

- Jessica Black
- Jasmine Coles
- Sarah Jarrett
- Benjamin Wiley

Other

- Nicole Ebreo-Graduate Student in the
School of Education



MEET OUR STUDENT PANEL

The Office of Academic Advising Initiatives hosts a student-led panel to discuss the unique strategies students have used to overcome challenging times. The student panelists are engaged in Student Success Initiatives and the larger campus community.



Prabhav Bhaumik
Mechanical Engineering '22



Haley Galliher
Psychology '22



Cody Smith
Sociology and
Criminology '20



Emma Weaver
Wildlife Conservation '21



ACADEMIC ADVISOR MENTOR PROGRAM



ACADEMIC ADVISOR
MENTOR PROGRAM

The Academic Advisor Mentor Program (AAMP) has been created to enhance the professional development of Virginia Tech's academic advisors. This program strives to create an engaged community of professional academic advisors at Virginia Tech and provide participants with information and resources that can be incorporated into their advising curriculum to meet the needs of their unique student populations. Mentors guide mentees in developing professional goals and provide tailored support to each of their mentees. This program aims to create an engaged community of professional advisors at Virginia Tech.



MEET OUR 2022-2023 MENTORS



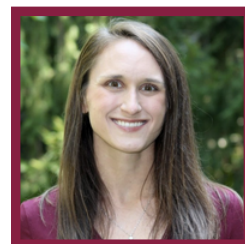
Carolyn Ballard
College of Liberal Arts
and Human Sciences



Jessica Elmore
College of
Engineering



Justin Grady
Pamplin College of
Business



Stephanie Hart
College of Natural Resources
and Environment



Marlina Lester
College of Engineering



Dana McGuire
College of Natural
Resources and
Environment



Shelton Norwood
College of Engineering



Zack Underwood
University Studies and
Scholarship Support



ADVISOR OF THE MONTH

The goal of the Advisor of the Month program is to recognize outstanding academic advisors. Recognition is based on evidence of qualities and practices that distinguish the nominee as an outstanding academic advisor to include:

- Quality of information and advice
- Strong interpersonal communication skills
- Implementation of a "support and challenge" environment
- Accessibility

College of Agriculture and Life Sciences

- Ginger Dempsey, December 2022
- Jessica Bedore, February 2023

College of Liberal Arts and Human Sciences

- Sarah Sierra, May 2022
- Kayla Goodwin, January 2023

Student-Athlete Academic Support Services

- Alix Guynn, November 2022

College of Architecture, Arts, and Design

- Susan Rosebrough, July 2022

College of Natural Resources and Environment

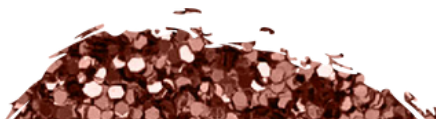
- Melissa Cumbia, March 2022

College of Engineering

- Shelton Norwood, June 2022
- Gary Whiting, August 2022

College of Science

- Michael Rosenzweig, April 2022
- Haley Tucker, September 2022
- Courtney Glass, October 2022





Congratulations

TO OUR 2023 ADVISING AWARD WINNERS!



2023 Alumni Award for Excellence in Undergraduate Academic Advising

Renee Eaton

College of Agriculture and Life Sciences

"While my career path is not the way I imagined, my perspective and experience has grown beyond what I ever dreamed and given me a role where I can use my strengths every day. I get to build relationships, solve problems, explore ways to improve, and am a small part of something great. I am able to use my background in the scientific disciplines in which I was trained, and employ skills and techniques gained through clinical experience and share them with others."

2023 Provost's Award for Excellence in Advising

Emily Metzgar

College of Engineering

"I employ strategies of developmental and intrusive advising, aiming to build supportive connections with students and to get to know them within the larger context of their lives. In a big university, it is not always easy for students to connect with faculty and staff. I am in a unique position, where I work with students over extended periods of time. Getting to know students as individuals allows me to better help them evaluate academic options and pathways to success."



2023 Alumni Award for Excellence in Graduate Academic Advising

Megan Dolbin-MacNab

College of Liberal Arts and Human Sciences

"Graduate school can be hard. For many students, entering a graduate program means being challenged intellectually, confronting deep-seated fears about their competence, considering multiple career paths, and juggling work-family commitments. With this context in mind, I take seriously that I play a significant role in my advisees' lives. The quality of the relationship we establish will impact how my advisees experience graduate school, envision and prepare for their future careers, and learn to navigate the professional world."



2023 Award for Excellence in Career Advising

Michael Kender

Pamplin College of Business

"I believe it is critical that students know the menu of career opportunities that are available to them. You can't find your ideal career if you aren't aware of it. I want students to know what is available to them as soon as possible so that they have plenty of time to pursue internships and their dream job while at Virginia Tech."

