

Stephanie Zobac

30 N. Brainard St. #253 Naperville, IL 60540 (630) 388-9166

stephaniezobac@gmail.com

EDUCATION

University of Nebraska-Lincoln

In Progress

Doctor of Philosophy, Educational Leadership with emphasis in Higher Education
Advanced to Doctoral Candidate in December, 2018

Marquette University, Milwaukee, WI

May 2012

M.Ed., College Student Personnel Services

North Central College, Naperville, IL

March 2010

B.A., Management, International Business and Spanish; *Lincoln Laureate, College Scholar, Summa Cum Laude*

ACADEMIC AFFAIRS EXPERIENCE

Associate Director of Academic Advising, Center for Student Success, NCC

Jan. 2019-Present

- Assist with training on the new 4-credit-hour semester based curriculum
- Assist with review and application of the new degree audit and catalog
- Provide support and direction for Academic Advisors by answering questions, creating resources, and providing information regarding advising calendar, deadlines, and responsibilities
- Serve as point person for inquiries from faculty, staff, and parents regarding academic advising processes and procedures
- Continue performing all duties of Assistant Director (listed below), including advising caseload of 280+ undergraduate students

Assistant Director of Academic Advising, Center for Student Success, NCC

Jan. 2019-Present

- Create and regularly review/update hundreds of Individualized Transition Plans in Excel to aid in curricular transition to semesters
- Collaborate with admissions; student involvement and transition programs, and the registrar's office to improve and streamline the first-year and transfer orientation and advising processes.
- Oversee transfer advising process by maintaining registration spreadsheet, Google Form, and Advising Blackboard module as well as creation of worksheets and file materials for orientation
- Continue performing all duties of Academic Advisor (listed below), including advising caseload of 300+ undergraduate students

Academic Advisor, Center for Student Success, North Central College

May 2016-Dec. 2018

- Advisee 300-400 undergraduate students, assisting with class selection and curricular planning, adhering to departmental and college policies, and referring to campus resources when necessary
- Support students in completing degree requirements efficiently and in a manner most appropriate to each individual
- Provide students with introductory information about how to use resources and access policies including Merlin and the Program Evaluation, catalog, waitlist policy, campus email, etc.
- Maintain confidential advising records by adhering to FERPA to ensure the privacy of students
- Provide support to students experiencing personal health concerns through submitting early alert referral, updating of Maxient case notes, and attending support meetings with Student Affairs
- Collaborate with various offices on campus to create a seamless transition process for students, including admissions, orientation, the registrar, residence life, and Student Affairs
- Work with Director of Academic Advising to create Individual Transition Plan (ITP) templates in Excel to support the transition to semesters; individually create ITPs for each advisee and answer questions from colleagues regarding ITPs, curriculum, and semester change
- Work with Director of Student Academic Success to support students demonstrating academic difficulty
- Work with Associate Dean for Student Success and the Deans to develop, maintain and disseminate advising materials, coordinate and conduct workshops, and develop and implement assessment plans
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ACADEMIC AFFAIRS EXPERIENCE, Cont.

Academic Advisor Continued

May 2016-Dec. 2018

- Attend Academic Policy and Procedures Committee, school/college meetings and other campus meetings as needed to stay abreast of curriculum and college policy requirements
- Participate in professional development workshops and conferences, including the only advisor to attend NACADA national conference and lead author of our Region 5 poster presented in March 2017
- Demonstrate excellent customer service, including strong interpersonal and communication skills, through daily drop in hours, email conversations, meetings, and campus interactions

Associate Director, Office of Student Engagement & Experiential Learning (OSEEL), NIU

2014-March 2015

- Oversee the day-to-day administration of the office and programs, managing daily operations including administrative processes, staff meetings, office communication, budget, payroll, & general organization
- Oversee five full-time staff members, three Graduate Assistants and six students workers including the hiring, training, supervising, and evaluation processes
- Promote and organize student participation in engaged learning activities, including Themed Learning Communities, undergraduate research, service-learning, mentoring, and leadership
- Support student success through use of MAP-Works student retention and success system
- Develop and implement the McKearn Fellows Program, facilitating an intensive summer research and internship program with \$100,000 private gift with intention to develop a 4-year program
- Collaborate with campus partners to develop student conferences focused on mentoring and leadership
- Develop and facilitate Graduate School Preparation Seminar and GRE Basics workshops to encourage student exploration and application to graduate school
- Oversee coordination of major events such as Undergraduate Research and Artistry Day and the Summer Research Symposium with 300+ and 30+ undergraduate presenters respectively
- Lead promotion of office on national level through conference presentations and publications
- Assist the Director with NSSE, developing campus-wide reports and disseminating the results

Assistant Director, OSEEL, NIU

May 2012-2014

- Coordinate Themed Learning Communities (TLC) program for first-year, first-semester students, expanding the program from 12 TLCs with 230 students enrolled to 19 TLCs with 350 students enrolled
- Advise and enroll incoming students in TLC courses through the creation of pre-enrollment process and by providing advising assistance during class selection at Orientation
- Maintain TLC budget of \$80,000 used for faculty stipends, peer mentors, workshops, and field trips
- Hire, train, supervise and evaluate the Graduate Assistant and 15 Peer Leaders for TLCs.
- Work closely with office of first-year experience to promote student enrollment in FYE courses
- Serve as liaison to campus partners such as Orientation and Admissions to manage recruitment and student success efforts by participating in open houses, classroom visits, and workshops
- Facilitate faculty development workshops for learning communities and undergraduate research programs
- Develop and direct various undergraduate research programs and symposiums, including the prestigious Research Rookies program and the inaugural Summer Research Opportunities Program
- Provide opportunities for students to showcase faculty-mentored research at Undergraduate Research and Artistry Day with 190 projects and over 300 students presenting
- Co-advise leadership and academic based Northern Lights Ambassador program to train undergraduate students on representing the university and encourage student engagement in co-curricular activities
- Develop and maintain all web-based materials including, websites, social media, and newsletter
- Proficient in PeopleSoft, InDesign, Microsoft Office Suite, and Cascade Web-Design

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ADDITIONAL EXPERIENCE

Alumni Engagement Officer, North Central College March 2015-April 2016

- Advise Student Alumni Association, including recruitment, selection, and training of 24 student ambassadors, offering professional development opportunities through alumni interaction
- Supervise Senior Gift Committee to raise \$10,000+ in three months and \$15,000+ the following year
- Serve as liaison to the office of marketing and communication to coordinate communication plan
- Coordinate the use of numerous media outlets to disseminate College information and increase followers
- Serve as a resource for students and alumni with general College questions
- Assist in the coordination of major campus events including Honors Day and Commencement
- Complete at least 25 face-to-face solicitations annually with donors and prospects

INSTRUCTION EXPERIENCE

Visiting Assistant Professor, College of Education and Health Science, NCC Spring, 2020

- Modify student development theory course to include theories of campus cultures and environment
- Create syllabus to include student development, campus ecology, and campus culture theories
- Instruct fully online course through recorded lectures and online discussions
- Develop writing skills of students by providing thorough feedback on assignments
- Mentor students as they complete the master's program and begin job search and career exploration

Instructor, MLD 624, College Student Development, North Central College Fall, 2018

- Create syllabus to include domains of college student development as well as focus on social identities
- Complete "Blended Bootcamp" through the Center for the Advancement of Faculty Excellence to gain skills and resources needed to facilitate the course in a blended format
- Facilitate discussions both online and in person
- Consistently provided thorough feedback on assignments before articulated deadlines

Teaching Apprentice, EDAD 900: Proseminar, University of Nebraska-Lincoln Fall, 2018

- Assist Dr. Yao with development and facilitation of Proseminar course for first year doctoral students
- Communicate regularly with students via discussion boards, email, and assignment feedback
- Help facilitate the updating and revising syllabus for the course
- Serve as a guest lecturer, presenting on program information and advice for first-semester doctoral students
- Assist with grading of course assignments, including facilitation and feedback of module discussion boards

Instructor, UNIV 101: Introduction to University Experience, Northern Illinois University 2013, 2014

- Instruct bi-weekly class sessions focusing on community building and academic success
- Develop syllabus and assignments using textbook, common read, and student development theories
- Create and facilitate class sessions focusing academic and social success tips, campus resources, diversity and multiculturalism, and more to help students successfully navigate NIU
- Utilize MAP-Works early alert system to support students and communicate with campus partners
- Facilitate one-on-one meetings with students to gauge transition to the university
- Incorporate the Common Read in activities, discussions, and assignments

Co-Instructor, Administration of Higher Education, North Central College Fall 2013

- Co-instruct master's level course focusing on the administration of higher education with Vice President Laurie Hamen
- Assist in development of syllabus, including selection and progression of reading materials
- Design and facilitate group work sessions using case studies created for the students' interests
- Lecture on the current events in higher education (e.g., High Impact Practices)
- Review and grade assignments, providing feedback to help strengthen writing of students
- Support student learning and success by providing feedback on rough drafts of papers and presentations, in addition to regularly discussing comments, grades and overall class performance

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PUBLICATIONS

- Niehaus, E., Williams, L., **Zobac, S.**, Young, M., & Fullerton, A. (2019). Exploring the predictors of sense of belonging in Trinidad and Tobago. *Journal of College Student Development*, 60(5), 577-594.
- Zobac, S.**, Smith, K., Spears, J., and Rode, D. (2016). Need a little TLC?: Incorporating first-year seminars in Themed Learning Communities. In Chism Schmidt, L. & Graziano, J. (Eds), *Building Synergy for High-Impact Educational Initiatives: First-Year Seminars and Learning Communities* (151-157). Columbia, S.C.: University of South Carolina. National Resource Center for The First-Year Experience & Students in Transition.
- Spears, J., **Zobac, S.**, Spillane, A., Thomas, S. (2015). Marketing Learning Communities to Generation Z: The importance of face-to-face interaction in a digitally driven world. *Learning Communities Research and Practice*, 3(1), 1-10.
- Zobac, S.**, Spears, J., Barker, G. (2014). Identical Profiles, Different Paths: Addressing Self-selection Bias in Learning Community Cohorts. *Learning Communities Research and Practice*, 2(1), 1-13.

PRESENTATIONS

- Niehaus, E. Williams, L., Young, M., Fullerton, A., Person, K., & Zobac, S. (2019). "Maybe I'm Not the Way I See Myself: Intrapersonal and Interpersonal Development in Trinidad and Tobago." *American Educational Research Association*, Toronto, Canada.
- Niehaus, E., Zobac, S., Young, M., & Fullerton, A. (March, 2018). "Exploring Predictors of Sense of Belonging in Trinidad and Tobago." Research Paper Presentation, *American College Personnel Association*. Houston, TX.
- Zobac, S., Berner, J., Dechene, A., & Donaldson, G. (March, 2017). "The ABCs of moving from a faculty-only to a professional advising model: Lessons learned from our first year in transition." *National Academic Advisor Association Region 5 Conference*. Rosemont, IL.
- Zobac, S. and Spears, J. (Nov., 2014). "The benefits of peer pressure: Utilizing peer leaders in learning communities." *National Learning Communities Conference*. Bay City, MI.
- Spears, J. and Zobac, S., (Oct., 2014). "From sidewalk chalk to Facebook: Strategies to market your undergraduate research program." *2014 LSMCE Conference*. Chicago, IL.
- Thomas, S., Zobac, S. and Spears, J., (Sept., 2014). "The positive impact of peer mentors on first-year students participating in co-curricular programs." *Midwest First-Year Conference*. Waubensee Community College, Sugar Grove, IL.
- Zobac, S., Holman, E., and Boddy, L. (April, 2014). "Incorporating peer leaders into learning communities to increase student success." *2014 Best Practices Symposium, Consortium for Illinois Learning*, Prairie State College, Chicago Heights, IL.
- Barker, G., Zobac, S., and Spears, J. (Nov. 2013). "Identical profiles, different paths: Comparing equivalent TLC and non-TLC participants to measure TLC impact." *National Learning Communities Conference*. Corpus Christi, TX.
- Zobac, S. and Spears, J. (Nov. 2013). "From sidewalk chalk to Facebook: Strategies to market your learning community program." *National Learning Communities Conference*. Corpus Christi, TX.
- Zobac, S., Tripodi, R., Martinez, L., and Holman, E. (Sept., 2013). "Marketing co-curricular programs to first-year students: Sidewalk chalk, Facebook, and everything in between." *Midwest First-Year Conference*. Elgin, IL.
- Zobac, S. and Spears, J. (April, 2013). Three courses, one theme: Developing integrative assignments for TLCs. *2013 Best Practices Symposium, Consortium for Illinois Learning*, DeKalb, IL.
- Spears, J. and Zobac, S. (April 2013). "Recruiting, training and supporting faculty." *2013 Best Practices Symposium, Consortium for Illinois Learning*, DeKalb, IL.
- Tripodi, R., Zobac, S., and Sikes, L. (Sept., 2012). "Layered mentoring: Utilizing peer mentors in first-year co-curricular programming." *Midwest First-Year Conference*. DeKalb, IL.

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COMMITTEES & VOLUNTEERISM

Capstone Supervisor, Vince Pizzo Leadership and Life Coaching	Spring 2019
Second Reader, MLD Master's Thesis, North Central College	Spring 2019
Graduate Student Association, University of Nebraska Lincoln	
• Vice President	2018-2019
• Secretary & Treasurer	2017-2018
Proposal Reviewer, College Student Educators International (ACPA)	
Proposal Reviewer, American Educational Research Association	August, 2018
Registration Volunteer, ACPA	March 2018
Social Media Monitor Volunteer, ACPA	March 2018

MEMBERSHIPS

College Student Educators International (ACPA)	2017-Present
National Academic Advising Association, Member	2016-Present