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ADVISING  
ASSOCIATION 2016

Power Up 

ADVISING

*People • Purpose • Passion*

MAY 18-19, 2016  
DAVIS CONFERENCE CENTER  
LAYTON, UTAH



## ***Welcome to UAA 2016 @Davis Conference Center***

Dear Conference Attendees:

On behalf of the Utah Advising Association (UAA) Executive Committee and Governing Board, I would like to welcome you to the 17<sup>th</sup> annual UAA conference! We are delighted that so many of you have chosen to “power up” your advising by joining us at the Davis Conference Center in the heart of Layton. It has been my pleasure to work with the dedicated representatives from each of the 12 major colleges and universities in the state that comprise the Executive Committee and Governing Board to organize this conference that we hope will aid you in your journey as an advisor. We look forward to meeting you and learning from you during the next two days.

Our theme this year is “Power Up Advising: People, Purpose and Passion.” With all the roles we take on as advisors, it can be easy to find ourselves on “low power mode” as we work on our sometimes seemingly endless to-do lists. We hope this conference will provide you an opportunity to plug in and recharge as you network with and learn from your colleagues across the state. We hope you will leave this conference energized and equipped with ideas and strategies that you can put into practice to help achieve your goals as an advisor and to help your students attain their educational dreams.

I would like to extend a big thank you to all those who submitted presentation proposals and to those who nominated one or more of their colleagues for the 3<sup>rd</sup> annual Utah Advisor of the Year. I am also very appreciative of the presenters who spent many hours preparing to teach us, of the Advisor of the Year nominees who submitted their portfolios, of the volunteers who are our extra hands during the conference, and lastly, of all of you who took the time out of your busy schedules to be here with us. The long-standing success of this conference is due to the dedication of advisors like you who go above and beyond to elevate the status of advising on your campuses by continuing to learn and implement new practices to help students succeed.

*Camille Gooch*

Camille Gooch  
Weber State University  
2015-2016 Utah Advising Association President



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## ***History of the Utah Advising Association***

The Utah Advising Association traces its origin back more than 30 years to what was known as the Utah Advising Conference. In the beginning, there were several advising administrators throughout the state that thought it would be nice to gather the advisors together from their institutions for a conference to discuss advising-related issues and network with each other.

Over time, this informal conference grew to include new student orientation and became a great tradition among Utah advising and orientation professionals who looked forward to gathering each year in Park City at the Yarrow Hotel. As the number of advisors grew throughout Utah and as nearly all of the original conference organizers had moved on, it became clear that something must be done to maintain this great tradition.

On September 30, 1999, those serving on the conference committee voted to officially organize the Utah Advising and Orientation Association (UAOA) and a set of bylaws were adopted that would ensure that the opportunities for advisors in Utah would continue. Due to evolving structures among the majority of Utah higher education institutions, the UAOA governing committee voted on September 27, 2013, to remove Orientation from the name of the organization to more accurately reflect those who participate. Advising in Utah has never been stronger, and it is through the strength and organization of the Utah Advising Association (UAA) that Utah has not only maintained a valuable advising tradition, but has also hosted acclaimed regional and national conferences for the National Academic Advising Association.

The key to success for the UAA has always been in the wonderful advisors located at the Colleges and Universities throughout the state. The knowledge and experience shared among these colleagues has truly been amazing and is sure to continue indefinitely as we gather together each year.

## ***Mission***

The mission of the Utah Advising Association (UAA) is to provide professional development opportunities for college and university personnel who serve as a part of the academic advising community. The UAA also serves as a vehicle to promote collaboration between representatives of institutions throughout the state of Utah.

## ***Past & Present Presidents of the UAA***

*2015-2016*—Camille Gooch, Weber State University

*2014-2015*—Katya Konkle, Southern Utah University

*2013-2014*—Gale Larson, Brigham Young University

*2012-2013*—Vicky Larsen, Utah State University

*2011-2012*—Jennifer Wright, Weber State University

*2010-2011*—Clint Moser, Utah Valley University

*2009-2010*—Shanny Wilson, College of Eastern Utah

*2008-2009*—Tyler Morgan, LDS Business College

*2007-2008*—NACADA Region 10 Conference—Noelani Porter (Chair), Brigham Young University

*2006-2007*—Blaine Edwards, Southern Utah University

*2005-2006*—Lee Hinckley, Utah Valley University

*2004-2005*—Sandy McLelland, University of Utah

*2003-2004*—NACADA Region 10 Conference—Debra Bryant (Chair), Dixie State College

*2002-2003*—NACADA National Conference—John Mortensen (Chair), Utah State University

*2001-2002*—Sharon Aiken-Wisniewski, Weber State University

*2000-2001*—John Mortensen, Utah State University

*1999-2000*—Wade Oliver, Salt Lake Community College

## UAA 2015-2016 Governing Board

### **President**

Camille Gooch Weber State University camillegooch@weber.edu  
Assistant Director, Student Success Center

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### **President Elect**

Mayumi Kasai University of Utah mkasai@uc.utah.edu  
Director, Preprofessional Advising

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### **Past President**

Katya Konkle Southern Utah University katyakonkle@suu.edu  
Student Success Advisor, College of Humanities and Social Sciences

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### **Secretary (non-voting)**

Lonnie Lujan Weber State University lonnielujan@weber.edu  
Enrollment Director, Master of Science in Radiologic Sciences

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### **UVU Administrative Representative (non-voting)**

Clint Moser Utah Valley University clint.moser@uvu.edu  
Advisement Technology Coordinator

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### **Board Members**

Cara Wiley Brigham Young University cara\_wiley@suu.edu  
Supervisor, Nursing Advisement Center

Mike Olson Dixie State University olson@dixie.edu  
Director, Academic Advisement

Lori Ransom LDS Business College lransom@ldsbc.edu  
Director of Advising and Student Success

Michelle Tuitupou Salt Lake Community College michelle.tuitupou@slcc.edu  
Academic & Career Advisor 3—Lead Career Advisor

Jeanne Tripp Snow College jeanne.tripp@snow.edu  
Student Success Advisor

Vicky Larsen Utah State University vicky.larsen@usu.edu  
Regional Campus Advising Coordinator

Gypsie Everett Utah State University Eastern gypsie.everett@usu.edu  
Academic Advisor

Wendy Farnsworth Utah Valley University farnswwe@uvu.edu  
Academic Advisor, UVU Culinary Arts Institute

Karen Hicks Westminster College khicks@westminstercollege.edu  
Coordinator of Disability Services

### TUESDAY, MAY 17, 2016

7–9 PM: Registration & Check-In (Main Entrance Lobby)

### WEDNESDAY, MAY 18, 2016

7 AM–4 PM: Registration & Check-In (Main Entrance Lobby)

7–8:15 AM: Breakfast in the Stratus Ballroom

8:20–8:30: Welcome & Announcements: Camille Gooch, 2016 President (Stratus Ballroom)

8:30–9:25 AM: Keynote Address: Steve Smith (Stratus Ballroom)

#### SESSION ONE (9:40–10:30 AM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Pamela George Benjamin George	USU	Designing Advising for Non-Traditional Students: New Research that Will Add Power to Your Advising	Meridian AEF	B, M
Kim Wright Polly Caluson Tracey Wilson	UVU	Are You Prepared for the Unexpected?	Meridian DH	P
Shelly Nicholson Jennifer Wozab	U of U	Diversity Training at UC: How We Progress Together	Meridian CG	B
Julie Preece Scott Hosford Ron Chapman Melanie Burton	BYU	Angry, Frustrated, and in Your Office! Best Practices in Advising the Student Who Is Not Happy	Meridian B	B

#### SESSION TWO (10:40–11:30 AM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Cameron Vakilian	U of U	Trello for My Fellow Advisors: Technology for Time Management	Meridian AEF	B, P, I
Shalece Nuttall	UVU	Finding Your Purpose and Passion for the People You Advise	Meridian DH	P, I
Verl Long Philip Anosike	SLCC	Advising Strategies for Helping ESL/ELL Students' Transition from Developmental English Classes to College Courses	Meridian CG	T, M
Matt Greene Amy Soto Anna Heier	BYU	Harnessing Your Passion: Motivational Planning for Productivity	Meridian B	P

**SESSION THREE (11:40 AM—12:30 PM)**

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Amy Elford Emily McCoy Marley	U of U	What's Next? Creating Effective Partnerships Between Academic Advisors and Career Services	Meridian AEF	B
Lisa Williamson Karen Deysher	UVU	Advisors as Allies: High-Impact Practices for Gender Confirming Advising for LGBTQ+ Students	Meridian DH	B, T, P, M, I
Kris Tina Carlston Marilyn Hoffman	BYU U of U	Powering Up or Powering Down? The Status of the Legal Job Market and What You Should Know for Interested Prelaw Students	Meridian CG	B
Ryan Braeger	USU	Wanderlust: An Introduction to Advising Conferences and Global Advising Philosophy	Meridian B	P

**LUNCH & DOOR PRIZES (12:30—2 PM) @ STRATUS BALLROOM**

**SESSION FOUR (2—2:50 PM)**

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Liz Leckie Dee-Dee Darby-Duffin Samantha Davis	U of U	Appreciative Advising in Action: A Cross-Campus Challenge	Meridian AEF	T, P
Julie Preece Scott Hosford Ron Chapman Melanie Burton	BYU	Nervous? Avoidant? No Matter How Many Times You E-mail, They Still Don't Come In: Advising Students with Anxiety Disorders	Meridian DH	B
David Belt Meg Radunich	U of U UVU	Toto, I've Got a Feeling We're Not in Kansas Anymore: Helping Students Transition from High School to College	Meridian CG	B, T, M
Cori Hodge	WSU	Justifying Gen Eds: Increasing Task Value for General Education Among First-Generation College Students	Meridian B	T, M

**SESSION FIVE (3—3:50 PM)**

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Amy Soto Cara Wiley	BYU	Is Perfectionism Zapping Your Students' Energy?	Meridian AEF	B, I
Tamara Young Denise Brenes	U of U	Telling Our Story: How to Use Narrative Ownership to Advance Your Career	Meridian DH	T, P, I
Van Mangus	DSU	Vinyasa Yoga, Deep Stretch	Meridian CG	P, I
Michelle Tuitupou	SLCC/UAA	Writing Tips for Scholarship Applications and Presentation Proposals	Meridian B	P, I

### THURSDAY, MAY 19, 2016

7 AM–4 PM: Registration & Check-In (Main Entrance Lobby)

7–8:15 AM: Breakfast in the Grand Ballroom (Main Entrance )

8:20–8:30: Welcome & Announcements: Camille Gooch, 2016 President (Stratus Ballroom)

8:30–9:25 AM: Keynote Address: Adrienne Andrews (Stratus Ballroom)

#### SESSION ONE (9:40–10:30 AM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Shari Lindsey JoJo Beyene Eric Gardner Loren Finn Dave Belt Hailey Nielson	U of U	Forging a New Path	Meridian AEF	B, P, M
Daniel Jensen	WSU	Looking Beyond Standardized Tests in Non-Cognitive Students: How Academic Advisors and Students Can Excel!	Meridian DH	T
Tonya Jewell Michelle Wilson Heather Humphreys	USU	Don't Be Static! It's Time to Recharge!	Meridian CG	B, P, I
Michelle Tuitupou Cynthia Bonsall	SLCC	100 Days of Career Exploration: Using Social Media and a Sheep	Meridian B	B, M
AdviseStream	<i>Sponsor</i>	Using Holistic Advising to Empower Students with AdviseStream	Zephyr	

#### SESSION TWO (10:40–11:30 AM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Kristian Olsen Gypsy Everett Jaycie Miller Liz Prettyman Lyndsay Reid	USU Eastern	Power Up and Connect with Your Students: How to Spark Your Students' Enthusiasm in Utilizing Advising Service	Meridian AEF	B, I
Candy Huff Juliana Espinosa Sharon Aiken-Wisniewski	U of U	Developing Your Professional Competencies Using Your Personal Narrative	Meridian DH	B, P, I
Nycole Larsen	BYU	"The Abyss Is Greater than Many People Believe"—The Challenge of Moving from High School to College for Students with ADHD: How We Can Help	Meridian CG	B, T
Sonia Parker	SLCC	First Research Then Success: A Demographic Study of Hispanic College Students	Meridian B	T



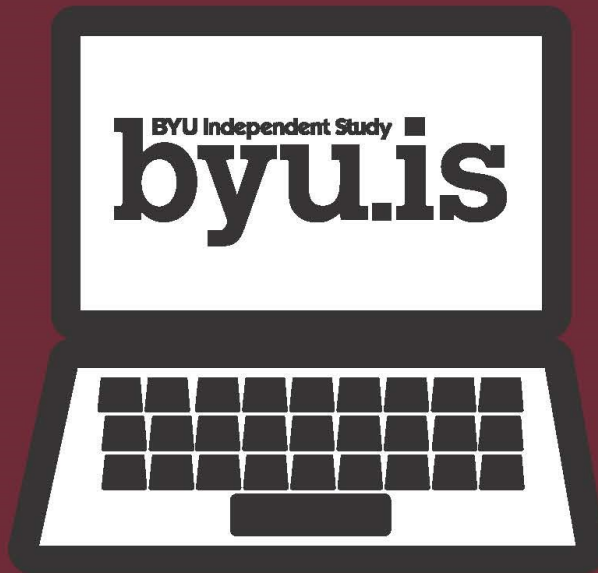
**SESSION THREE (11:40 AM—12:30 PM)**

<b>PRESENTER(S)</b>	<b>SCHOOL</b>	<b>TITLE</b>	<b>ROOM</b>	<b>CODES</b>
Gale Larson	BYU	Powering Up Our Advising Practices for the “New Utah” Freshman: A Panel Discussion from Younger Returned Missionaries	Meridian AEF	B
Patricia Palmer	SUU	Veteran Students in Higher Education—History, Issues, and What’s Working	Meridian DH	B, T
Warren Loveless Rachel Preece Lori Drake	WSU NUAMES	Early College—Early Retention: An Examination of Ten Years of Early College in Utah	Meridian CG	B, P, M
Olympus Test Prep	<i>Sponsor</i>	He Scored 100% on the GRE, 100% on the LSAT, 99% on the GMAT: Come See How a Test-Taking Expert Demystifies Graduate Test Exams	Meridian B	

**LUNCH, ADVISOR OF THE YEAR, DOOR PRIZES,  
& CLOSING REMARKS (12:30—2 PM)  
@ STRATUS BALLROOM**

The background features a stylized sunset with a red sun partially obscured by dark red mountains. The sky is filled with rays of orange and yellow light. In the foreground, a white laptop is centered, displaying the 'byu.is' logo on its screen. The laptop has a black keyboard and a trackpad.

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from sunup to sundown.



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***Keynote Speaker: Steve Smith***



Steve Smith is the director of the Counseling and Career Center at BYU-Provo, a position he has held for five years. For 12 years Steve held a joint appointment with the counseling center and the counseling psychology Ph.D. program at BYU where he served as training director for two years. Steve has been a clinical faculty member at BYU for 24 years. Prior his time at BYU, Steve was a staff psychologist at the University of Utah Counseling Center.

Steve received his Ph.D. in Counseling and Student Personnel Psychology from the University of Minnesota and did his predoctoral internship at the University of Minnesota Counseling Center. He holds an M.Ed. in Counseling and Guidance and a B.S. in Special Education from BYU.

For 16 years Steve conducted research on the school-to-work and high school-to-college transitions of American Indians. He continues to do research in this area as time allows. He taught theories of career development, group psychotherapy, psychotherapy therapy, and practicum classes to masters and doctoral students at BYU and the University of Utah. He currently conducts the spirituality in psychotherapy seminar for pre-doctoral interns at the BYU Counseling Center.

Steve and his wife Klyss have been married for 35 years and have three children and four grandchildren. His greatest accomplishment is that he can still make Klyss laugh.

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**Day One**  
**Welcome (Camille Gooch) and Keynote (Steve Smith) (8:20-9:25)**

**Breakout Session 1**  
**9:40–10:30 AM**

**Designing Advising for Non-Traditional Students: New Research that Will Add Power to Your Advising**

*Pamela George & Benjamin George*  
*Utah State University*  
*Meridian AEF*



Non-traditional students are enrolling in higher education in increasing numbers, bringing with them a new set of challenges for advisors and faculty (Bowl, 2001; Gilardi, S., & Guglielmetti, C., 2011). A recent study on non-traditional students in design education found that their values and attitudes run contrary to some of the foundational principles of design education, namely the design studio, and this conflict in values can lead to friction with faculty (George & Bussiere, 2015). Many of the findings of this research are applicable to non-traditional students across higher education. Come learn how advisors can play a critical role in helping non-traditional students to navigate their experience in higher education and how advisors can be an advocate for non-traditional students by helping to educate faculty on the needs, values, and potential contributions of non-traditional students.

**Are You Prepared for the Unexpected?**

*Kim Wright, Polly Clauson, & Tracey Wilson*  
*Utah Valley University*  
*Meridian DH*



Are you prepared for the unexpected? Imagine the following scenario. You are at work and all of a sudden you find yourself in the middle of a powerful earthquake. Your building is damaged, but thankfully you and your co-workers are uninjured. However, your car and the roads are damaged beyond repair. You now have to get home on foot after this major emergency. Do you know how far would you have to walk to get home to reach your family? Would you be able to make it home safely with the equipment you have on your person right now? This session will include an overview of what a Get-Home Bag is, the importance of having one in the office and walk participants through the process of creating one.

**Diversity Training at UC: How We Progress Together**

*Shelley Nicholson & Jen Wozab*  
*University of Utah*  
*Meridian CG*



In Fall 2015, the University College (UC) Social Justice, Diversity, and Inclusion Committee (SJDVINC) was created at the University of Utah. The goals of the committee are to train, educate, and provide opportunities of professional development to staff in issues regarding social justice, diversity, and inclusion. Our training uses the modules of the U of U Student Affairs Diversity Committee certification, and caters it to the needs and goals of the UC staff. In order to optimize training efforts, the SJDVINC built a strong foundation, starting with identity formation, followed by more in-depth topics of white privilege, microaggressions, anti-bias training, ally building, and other issues of underrepresented populations. We have completed two training modules, one reading, and one written reflection. In this presentation, we will share the background and progress of UC diversity trainings.

**Angry, Frustrated, and in Your Office! – Best Practices in Advising the Student Who Is Not Happy**

*Julie Preece, Scott D. Hosford, Ron K. Chapman, & Melanie Burton*  
*Brigham Young University*  
*Meridian B*



We have all worked with a student who is frustrated and angry. In their 2014 survey, the American College Health Assessment reported that in a 12-month period, over 37% of college students said they had felt overwhelming anger. Sometimes this can be a challenge for us. How can we help defuse the anger and frustration? How can we, as advisors, stay safe? This workshop will discuss and demonstrate best practices when advising a student who is openly angry (either via e-mail or in person). We will also discuss and suggest possible plans to keep an advisor safe when feeling threatened in your own office.

### Breakout Session 2 10:40–11:30 AM

#### Trello for My Fellow Advisors: Technology for Time Management

Cameron Vakilian  
University of Utah  
Meridian AEF



Do you find yourself balancing many priorities as an advisor? Do you wear multiple hats such as counselor, programmer, and/or instructor and need help organizing these responsibilities in a better way? Technology can be your friend in this case. This interactive presentation will walk participants through a free, easy to use, online application called Trello to manage your day-to-day tasks. With technology now added as a professional competency in Student Affairs practice (ACPA & NASPA, 2015), this session will explore ways that Trello can organize your work life and add to your collection of digital strategies for success.

#### Finding your Purpose and Passion for the People you Advise

Shalece Nuttall  
Utah Valley University  
Meridian DH



Do you ever look back to your first day of advising? Do you remember the excitement you had when meeting with that first student, and all the great things that you wanted to accomplish? Do you ever wonder where that “new” advisor went and how to bring them back? In this interactive session advisors will have the opportunity to turn back the clock and look into how they started advising, what changed along the way of their career, and how they can recreate their individual Purpose and Passion for the People they advise.

#### Advising Strategies for Helping ESL/ELL Students’ Transition from Developmental English Classes to College Courses

Verl Long & Philip Anosike  
Salt Lake Community College  
Meridian CG



Students who are English as a Second/ Language Learners (ESL/ELL) are often faced with challenges beyond learning English to advance toward beginning college coursework. These challenges may include limited formal education, being a refugee or new immigrant, low

socio-economic status, and unfamiliarity with U.S. education systems. Advising theory and models will be presented and explored for advisors to develop strategies when advising ESL/ELL students to help them prepare for and aspire to obtain a college education.

#### Harnessing your Passion: Motivational Planning for Productivity

Matt Greene, Amy Soto, & Anna Heier  
Brigham Young University  
Meridian B



As an advisor, helping students is the purpose and passion behind what you do. Like many advisors, in addition to your work with students, you have other responsibilities that you must attend to during the workday, leaving a lot on your plate. Having a vision of your purpose as an advisor can aid you in productively harnessing your time and energy throughout the day to really give to those that need it most – your students. In this session, you will learn how goal setting, effective planning, and motivation techniques can help you to stay focused despite the constant flow of appointments, phone calls, emails, and other responsibilities.

### Breakout Session 3 11:40 AM– 12:30 PM

#### What's Next? Creating Effective Partnerships Between Academic Advisors & Career Services

Amy Elford & Emily McCoy Marley  
University of Utah  
Meridian AEF



Students often need support when trying to make connections between their academic paths and career options after graduation. They tend to be easily overwhelmed by the transition between their undergraduate careers and their professional careers. How can we best assist students in this situation? What can we do to increase their level of enthusiasm and preparedness? In our session we will address the following:

1. Discuss opportunities for partnerships across large campus communities that support student success
2. Examine four specific ways in which Career Services and International & Area Studies at the University of Utah are partnering to help

- ensure student success after graduation
- Address how these programs are being evaluated and assessed for the purposes of quantifying the success of these programs

### **Advisors as Allies: High-Impact Practices for Gender Confirming Advising for LGBTQ+ Students**

*Lisa Williamson & Karen Deysher  
Utah Valley University  
Meridian DH*



Efforts to create and foster campus environments that are safe and inclusive for people of all sexual and gender identities continues to be at the forefront of Higher Education, yet gender non-conforming students continue to report incidents of marginalization from faculty, staff and peers (Pryor, 2015). Creating an LGBTQ+ affirming advising practice presents many challenges and opportunities. In this session, participants will learn appropriate gender confirming language, new ways of thinking about gender and gender expression, explore common issues faced by LGBTQ+ identified individuals, and use high-impact practices which support the academic, social and personal success of LGBTQ+ students.

### **Powering Up or Powering Down? The Status of the Legal Job Market and What You Should Know for Interested Prelaw Students**

*Kris Tina Carlston, Brigham Young University  
Marilyn Hoffman, University of Utah  
Meridian CG*



Is the job market for attorneys that bad? Is it ever going to get better? What about those jobs that start at 160k/year or those lawyers that can't pay back their student loans? Using statistics and information provided by the National Association of Law Placement this presentation will focus on educating advisors on the state of the legal market. It will dispel some myths that have propagated throughout the press and provide you with confidence to help those students know when their future student loans may be worth it and when they may not.

### **Wanderlust: An Introduction to Advising Conferences and Global Advising Philosophy**

*Ryan Braeger  
Utah State University  
Meridian B*



Exotic locations, unique advising perspectives, and a global audience; for advisors interested in contributing new ideas, methods, and practices to the field of advising, attending a NACADA sponsored conference can serve as a crucial stepping stone toward original and lasting contributions to the field of advising. The presentation will be organized around three topics: 1) an introduction to the timeline and checklist for submitting research proposals, 2) a discussion of successful strategies utilized in the proposal and publication process, 3) a detailed account of an international conference experience and observed differences between global advising and Utah advising philosophies and practices. Session participants will be invited to participate in a network of support aimed at increasing the level of conference attendance and scholarly publication.

**Lunch, Door Prizes, & Break  
12:30–1:35 PM**

**Breakout Session 4  
2:00–2:50 PM**

### **Appreciative Advising in Action: A Cross-campus Challenge**

*Liz Leckie, Samantha Davis, & Dee-Dee Darby-Duffin  
University of Utah  
Meridian AEF*



What does theory look like in practice? Last spring, the Appreciative Advising committee at the University of Utah, a university-wide committee of both academic advisors and student affairs' professionals, asked this question. To find the answer, we developed a monthly cross-campus challenge to deepen our campus' engagement with this advising theory, both as a theory and as a model in our daily practices. In this session, we will briefly introduce the Appreciative Advising theory and the resources we shared on campus. For a majority of our time, we will discuss our campus-wide Appreciative Advising challenge and share responses to and assessments of the challenge, highlighting best practices from our advising community, as well as obstacles to this challenge. Attendees will receive tools for how to adopt and implement a similar initiative on their campuses.

### **Nervous? Avoidant? No Matter How Many Times You E-mail, They Still Don't Come In: Advising Students with Anxiety Disorders.**

*Julie Preece, Scott D. Hosford, Ron K. Chapman, & Melanie Burton  
Brigham Young University  
Meridian DH*



How do you advise a student with an anxiety disorder? With care! Anxiety disorders are the #1 reason college students seek psychological treatment. According to the American College Health Association, in 2015, over 23% of US college students reported that anxiety impacted their academic performance in college. In this interactive session, come and learn the signs and symptoms of anxiety, and how these may impact a student's performance in the classroom and your office. Observe, through video, an advisor interacting with a student with an anxiety disorder. Learn the possible approaches and academic accommodations in the office and classroom to help you advise students with anxiety disorders.

### **Toto, I've Got a Feeling We're Not in Kansas Anymore: Helping Students Transition from High School to College**

*David Belt, University of Utah  
Meg Radunich, Utah Valley University  
Meridian CG*



The first year of college is filled with change, challenges, and adjustment. Successful students adapt and thrive. The new expectations and responsibilities can be overwhelming. Come to this session to learn about advising first-year students. We will discuss theories that will help in understanding the mindset of freshmen students. We will cover ways advisors can help students assimilate into their college environment. We will examine the differences between high school and college in detail. Participants will be encouraged to share their ideas and experiences with assisting students through a successful transition from high school to college.

### **Justifying Gen Eds: Increasing Task Value for General Education among First-Generation College Students**

*Cori Hodge  
Weber State University  
Meridian B*



Students in general education courses often wonder why universities require so many

classes outside their major. Why do English majors need algebra? Why do nursing majors need humanities? For first-generation students, these requirements may seem unfamiliar, intimidating, even unfair! This low task value contributes to reduced engagement, persistence, and retention. Advisors can increase first-generation students' success by fostering increased task value for general education. This session will share strategies to increase advisees' task value for general education. By discussing cognitive and non-cognitive skills built in general education and relating them to students' majors and career paths, advisors can enhance these tasks' utility value. Advisors can also provide context by sharing key details about general education's history to boost students' perspective on requirements and their sense of identity as scholars, fostering student engagement, resilience, and persistence.

### **Breakout Session 5 3:00–3:50 PM**

### **Is Perfectionism Zapping Your Students' Energy?**

*Amy Soto & Cara Wiley  
Brigham Young University  
Meridian AEF*



Many students, especially high-achieving students, have a tendency to exhibit perfectionist behaviors. Perfectionist behaviors often zap students' energy while attitudes of wholeness can restore energy. What are the differences between perfectionism and wholeness? What are ways to help students re-energize? Come to this session to learn about the differences between perfectionism and wholeness, identify thoughts, behaviors, and attitudes of perfectionism and learn how to use tools and responses for encouraging and assisting students in recharging their thoughts, behaviors, and attitudes to focus on wholeness. This dynamic presentation will utilize videos, demonstrations, and group discussion.

### **Telling Our Story: How to Use Narrative Ownership to Advance Your Career**

*Tamara Young & Denise Brenes  
University of Utah  
Meridian DH*



As advisors, we spend most of our time meeting with students, exploring their goals, and



working to help them achieve their dreams. How much time do we spend exploring our goals and achieving our dreams? In our presentation we will review current research on how things like stereotype threat and fear of failure hold us back from advancing our careers. We will learn about research on how writing can help students overcome a wide variety of disadvantages, and apply this to our careers as advisors. Finally, we will learn how writing our story, imagining our future, and setting goals will help us to be more successful and to more effectively grow our careers.

**Vinyasa Yoga, Deep Stretch**

*Van Mangus  
Dixie State University  
Meridian CG*



This deep stretch session is an introduction to yoga positions that incorporates breathing and meditation techniques. The routine will utilize yoga practices as a means to increase strength, tone, endurance, flexibility and balance. The primary focus will be on increasing mental clarity and body awareness. Please wear comfortable clothing and be prepared to stretch. Bringing a mat is encouraged but not required.

**Writing Tips for Scholarship Applications and Presentation Proposals**

*Michelle Tuitupou  
Salt Lake Community College/UAA  
Meridian B*



Is the budget crunch taking money away from your department? Can't afford to attend a professional development conference? Did you know NACADA National Conference 2020 will be held in San Juan, Puerto Rico? Learn how to write for scholarships and presentation proposals using some very simple ideas and common questions used in UAA, NACADA, and NASPA applications. This presentation is also a great way to assist students with scholarship essay writing! Join the fun, bring your stories, and LET'S WRITE!

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2016 UAA Conference

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## Keynote Speaker: Adrienne Andrews

Adrienne Gillespie Andrews was selected as the first-ever Chief Diversity Officer at Weber State University in May 2015. She previously served in a split appointment as the Director of the Center for Diversity and Unity and as the Special Assistant to the President for Diversity. She has worked in the field of diversity and inclusion for more than a decade and is excited to develop new opportunities for community building in this role. Adrienne began working at WSU in February 2005 and has held other positions throughout Student Affairs and regularly taught in the Political Science Department and Women and Gender Studies Program.



Andrews earned a Bachelor of Arts degree in Political Science with minors in Ethnic Studies and Spanish in 1993 from the University of Utah (U of U). While there, she studied abroad in Cuernavaca, Mexico, in addition to completing an internship at the United States Supreme Court. Adrienne received numerous scholarships and awards for her academic performance and leadership abilities. She next attended the University of Denver, College of Law as a Chancellor's Scholar, leaving in 1995 and returning to the U of U where she completed a second Bachelor of Arts in Women's Studies in 1996. Her first master's degree was completed at Minnesota State University, Mankato (MSUM) in Women's Studies in 1997. She completed a master's degree in Political Science at Rutgers, the State University of New Jersey in 2001. Her most recent academic accomplishment is a post-graduate degree in Conflict Resolution & Mediation, received with honors from the U of U in 2006.

Andrews has worked in a variety of government, higher education, and non-profit capacities, including the Director of the Center for Youth Policy and Programs for the State of New Jersey, Staff Associate in the New Jersey Department of State, Political Science Instructor at Rutgers, Women's Studies Instructor at MSUM, and graduate associate and research associate at the Eagleton Institute of Politics and Center for American Woman and Politics, among other positions.

A native Utahn, Andrews was raised in Davis County and has a long history of advocacy in social justice and inclusion work with a special capacity for community building, making her an excellent fit for Weber's Chief Diversity Officer. Andrews currently serves as a member of the Utah Governor's Martin Luther King, Jr. Human Rights Commission and has previously served on the Boards of Catholic Community Services of Northern Utah and for the American Red Cross of Northern Utah, where she chaired the Celebration of Heroes fundraiser.

Andrews has received numerous honors while at Weber State University, most recently the Crystal Crest Friend of Students Award in 2014. Andrews was selected as a Community Involvement Center Faculty Fellow for Service Learning in the 2011-12 cohort. She also received the 2009 Utah Campus Compact Civically Engaged Staff Award and has received the Woman of Wit Award for Faculty and the Quality Service Star Award.

Andrews is married to Albert "Chip" Andrews. Whenever possible, she loves to travel, knit, quilt, read, write and laugh.

## Day Two

Welcome (Camille Gooch) and Keynote (Adrienne Andrews) (8:20-9:25)

### Breakout Session 1 9:30-10:40 AM

#### Forging a New Path

Shari Lindsey, JoJo Beyene, Eric Gardner, Loren Finn, Dave Belt, & Hailey Nielson  
University of Utah  
Meridian AEF



What do you want to be when you grow up? Most of us did not immediately think of academic advising and yet here we are! Advisors from the Sorensen Legacy Foundation Center for Student Success, who have all been advising at the University of Utah for less than two years, will share their diverse backgrounds and ways they have impacted their undergraduate programs. This panel discussion will be moderated and leave room for questions from the audience. Advisors will share their individual journeys to advising and how they built a solid career path once hired, including tips, best practices, philosophies and even some things to avoid! Through the use of assessment, personal growth, and trial and error, advisors will reflect upon their unique backgrounds and approaches.

#### Looking Beyond Standardized Tests in Non-cognitive Students: How Academic Advisors and Student Can Excel!

Daniel Jensen  
Weber State University  
Meridian DH



Research has demonstrated that students' high school GPA and ACT/SAT scores are not a great prediction of retention and persistence in college. Students have a myriad of abilities, skills, and positive personality traits that are not captured in traditional college entrance exams. Cognitive tests cannot tell us everything we need to know to predict persistence to graduation, or overall academic success. As advisors, what can we do to inspire, encourage, and promote non-cognitive traits, such as emotional self-awareness, independence, impulse control, delayed gratification, and flexibility in our students? If we can emphasize hard work, tenacity, grit, and resilience in our students, they can have a higher rate of success regardless of indicators reflected on standardized tests.

#### Don't Be Static! It's Time to Recharge!

Tonya Jewell, Michelle Wilson, & Heather Humphreys  
Utah State University  
Meridian CG



Have your days become static? Have you wondered, "If I were interviewing for my job today, would I get it?" Advising is an amazing, yet demanding profession. Advisors might consider it a luxury to recharge. Recharging is not an indulgence, it is crucial! How do you POWER UP? Intentional reflection is necessary in order to recharge. Taking inventory of your talents and recharging your professional identity is critical. Know thyself! Join us for a session of reflecting, and recharging. Participants will collect concepts concerning reflective practices, accumulate tools necessary for a successful recharge, and gather energy to resume advising responsibilities with a full battery!

#### 100 Days of Career Exploration: Using Social Media and a Sheep

Michelle Tuitupou & Cynthia Bonsall  
Salt Lake Community College  
Meridian B



"I'm just here to do my generals" is a phrase we've heard many times in Academic & Career Advising along with the notorious invisible stop sign above the student's head meaning the conversation about major and career exploration has ended. Students who carry this belief feel they should just work on their general education requirements and wait to choose a major and career path once their generals are done. Steering away from the once-a-semester Majors Fair to a semester long campaign using social media, career resources handouts, the Lunar New Year calendar, a Button Bar, and a sheep, we've created a program encouraging students to take 10 minutes a day for 100 days to explore majors and careers.

#### Using Holistic Advising to Empower Students with AdviseStream

AdviseStream  
Sponsor  
Zephyr

The AdviseStream cloud-based software platforms build community, encourage collaborative planning with advisors, and

streamline processes for student success. Students are empowered to take control of their academic and career paths by creating and modifying multi-year plans, collaboratively designing their co-curricular experiences, and translating their achievements into e-folio and résumé formats.

**Breakout Session 2  
10:40–11:30 AM**

**Power Up and Connect with Your Students: How to Spark Your Students’ Enthusiasm in Utilizing Advising Service**

*Kristian Olsen, Gypsie Everett, Jaycie Miller, Liz Prettyman, & Lyndsay Reid  
Utah State University Eastern  
Meridian AEF*



R.J. Light once said, “Good advising may be the single most underestimated characteristic of a successful college experience.” This is true—only if students utilize the advising. You could have greatest advising services on the planet but if your students don’t use the services it is all for naught.

In this session we discuss ways to power up your students’ enthusiasm in utilizing your advising services. We will discuss some of the changes that we have made in advising outreach, office set up, regular advising meetings, along with other strategies that have increased the number of students who take advantage of our advising services at USU Eastern.

Participants will be led through a discussion that will get them thinking about their own student populations and how to best encourage those students to take advantage of the best service on the campus: Advising.

**Developing Your Professional Competencies Using Your Personal Narrative**

*Candy Huff, Juliana Espinosa, & Sharon Aiken-Wisniewski  
University of Utah  
Meridian DH*



As gatekeepers in higher education institutions, advisors are responsible for guiding students as they transition into the campus communities. As the first touch point for many students, advisors provide the first impression of how safe and inclusive the campus climate is. A vital part of the campus climate are advisors’ value sets, personal narrative, and professional

advising philosophies. Every advisor has personal biases and this affects one’s strategies in disseminating information to our students. Using the ACPA and NASPA professional competency areas, this session will address how value sets and personal narratives encourage and discourage student success. How do your value sets affect your ability to advise? How do personal narratives and life experiences tailor advising experiences? How can we as advisors recognize the strength and limitations of one’s own worldview on communication with others? Participants will be encouraged to engage in individual, small group and partner activities in this session.

**“The Abyss Is Greater than Many People Believe”—The Challenge of Moving from High School to College for Students with ADHD: How We Can Help**

*Nycole Larsen  
Brigham Young University  
Meridian CG*



We are seeing more students entering college with an ADHD diagnosis, or receiving that diagnosis while in college, than ever before. What exactly is ADHD and what can those of us in the advising and academic services community do to help those students? This presentation will answer those questions plus give some very practical and realistic suggestions as to skills that we can teach and encourage ADHD students to use to help them be successful in college.

**First Research Then Success: A Demographic Study of Hispanic College Students**

*Sonia Parker  
Salt Lake Community College  
Meridian B*



A research-tested and established model of student persistence and transfer with local Hispanic college students, the study informs about the student demographics and their participation at key points in their education: initial readiness for college, transitioning to college, and while in college. Academic Advising, transfer GPA, placement scores in math and English, program of study, financial aid, and degrees are among the variables discussed in the study. The findings confirm and contradict conventional and scholarly generalizations of this growing student population in Utah. There will be discussion on practice and future studies.

**Breakout Session 3  
11:40 AM–12:30 PM**

**Powering Up Our Advising Practices for the “New Utah” Freshman: A Panel Discussion from Younger Returned Missionaries**

*Gale Larson  
Brigham Young University  
Meridian AEF*



New and unique to the state of Utah is a surge of 20 year-old freshmen who have previously spent two years serving as full-time LDS missionaries, bringing with them a greater focus towards study and reaching goals. Additionally, many 19 year-old college women are leaving their college studies for 18-months to serve full-time LDS missions, returning with greater zeal to complete their college degrees.

The first surge of younger missionaries has now returned to our campuses! Come and join a lively discussion from a panel of younger returned missionaries, including some “older freshmen,” from four universities to learn how you can better serve this unique population now and in the future. Each of the panel members will not be new to advising appointments. There will be ample opportunity to ask questions.

**Veteran Students in Higher Education—History, Issues & What's Working**

*Patricia Palmer  
Southern Utah University  
Meridian DH*



Close to 7.5 million veteran students have used the GI Bill to further their education in the last decade. Universities across the country are facing the largest group of veteran students since WWII, and estimates by the VA still project an additional 20% increase. This is a contextual look at Veteran's Educational Benefits, issues facing veteran students, and what institutions across the country are doing to support veteran students on their campuses.

**Early College—Early Retention: An Examination of Ten Years of Early College in Utah**

*Warren Loveless & Rachel Preece, Weber State University  
Lori Drake, Northern Utah Academy for Math, Engineering, & Science  
Meridian CG*



With a grant from the Bill and Melinda Gates Foundation, Utah Governor Mike Leavitt established six Early College High Schools in Utah beginning in 2004. Using data from internal research as well as national research from the American Institutes for Research and Early College Designs this presentation and discussion will examine how these programs have met the needs of highly motivated and high achieving students in an Early College environment. Attendees do not need to be familiar with The Early College Initiative to use the ideas presented in this session. This session is designed to provide practical ideas in advising high achieving students.

**He Scored 100% on the GRE, 100% on the LSAT, 99% on the GMAT: Come See How a Test-Taking Expert Demystifies Graduate Test Exams**

*Olympus Test Prep  
Sponsor  
Meridian B*

Test-taking expert Phil Hatch loves helping students achieve their graduate school dreams. He's taught students for 15+ years and has taught thousands of students. He eats, breathes, and sleeps test-taking prep. In this presentation, Phil will present a comprehensive overview of the GMAT and GRE, teach how students can prepare, and demonstrate some of his test-taking wizardry. Advisors will be better informed on how to advise students in preparing for these tests.

**Lunch, Advisor of the Year,  
& Door Prizes  
12:30–1:35 PM**













# ROOM LAYOUT

