

UAA | Utah Advising Association

2021 Virtual Conference: Thriving Together

Thursday, May 6, 2021
Thursday, May 13, 2021
Thursday, May 20, 2021
WEDNESDAY, May 26, 2021



Welcome to UAA 2021 Virtual Conference

Dear Conference Attendees:

On behalf of the Utah Advising Association (UAA) Executive Committee and Governing Board, I would like to welcome you to the 20th Annual UAA Conference! We were saddened to cancel our conference last year, but we are excited to move forward with our 2021 virtual conference. It has been my pleasure to work with the dedicated representatives from each of the 12 major colleges and universities in the state of Utah and are excited that so many of you are participating in UAA's first virtual conference.

This academic year has certainly challenged all of us and created new opportunities for growth. With this challenging year, we have chosen the theme of "Thriving Together" because we have found new ways to engage students, overcome challenges and obstacles, and continue to find ways to thrive. We have witnessed students facing enormous challenges this year but despite the setbacks we have pressed forward to help them achieve their goals. We hope this conference will help you develop new tools and skills that you may not be able to gain at your home institution.

We would like to thank those who submitted presentation proposals. We are confident all of the presentations, as well as this year's keynote speakers, will benefit you in many ways. I am grateful of the presenters who spent the hours preparing to teach us, of the Advisor of the Year nominees who submitted their portfolios, and everyone that is participating to make this a great conference! It is our hope that you will enjoy UAA's first virtual conference.

Daniel Jensen

Weber State University
2020-2021 Utah Advising Association President



UAA 2021 Conference Program

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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.

Presidents of the UAA

2019-2021	Daniel Jensen, Weber State University
2018-2019	Cara Wiley, Brigham Young University
2016-2017	Mayumi Kasai, University of Utah
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
1999-2009	See www.utahadvising.org for complete list

UAA 2020-2021 Governing Board

President

Daniel Jensen Weber State University danieljensen3@weber.edu
Associate Director, Starfish Early Alert

Past President

Cara Wiley Brigham Young University cara_wiley@byu.edu
Supervisor, Nursing Advisement Center

Secretary (non-voting)

Kim Truesdell Utah Valley University kimt@uvu.edu
Administrative Support, Office of University Advising

UVU Administrative Representative (non-voting)

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

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Stephanie Begaye University of Utah SBegaye@advising.utah.edu
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Mike Olson Dixie State University olson@dixie.edu
Director, Academic Advisement

Tyler Morgan Ensign College tmorgan@ensign.edu
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Academic Advisor-Health Professions/Undecided

Craig Lewis Southern Utah University craiglewis@suu.edu
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Liz Prettyman Utah State University Eastern liz.prettyman@usu.edu
Academic Advising Coordinator

Kim Wright Utah Valley University wrightki@uvu.edu
Academic Advisor II

Frances Peacock Westminster College fpeacock@westminstercollege.edu
Assistant Director, Student Success and Retention

THURSDAY, MAY 6, 2021

12:00-12:10 PM : Welcome & Announcements: Daniel Jensen, 2020-2021 President
 12:10-1:00 PM: Keynote Address: Dr. David Schramm, Utah State University
 Link to recording: <https://youtu.be/Ym85oxNWsS4>

BREAKOUT SESSION ONE (1:10-2:00 PM)

PRESENTER(S)	SCHOOL	TITLE (CODES)
Mykel Beorchia Julia Vincent Camille Gooch	USU U of U WSU	Modeling Care for Students: Creating a Culture of People Before Process (T, P) Link to recording: https://youtu.be/viNMVpZmebw
Marilyn Richards Carol Stepan Vika Filimoeatu	BYU	Making Connections in an Ever-Changing Environment (B, T, M) Link to recording: https://youtu.be/ndbg7djLrFI
Lisa Packard	SLCC	Understanding and Embracing Our Own Emotional Self-Care (P, I) Link to recording: https://youtu.be/Z7AIB22TyD0
Elaine Lewis Kari Gary	UVU	Advising as Art & Science: Adopting an Analytics Platform (B, P) Link to recording: https://youtu.be/34KJof4xtJU

THURSDAY, MAY 13, 2021– BREAKOUT SESSION ONE (12:00-12:50 PM)

PRESENTER(S)	SCHOOL	TITLE (CODES)
Julie Preece Scott Hosford La Nae Valantine	BYU	Sick and Tired– Best Practices for Advising Students with Chronic Pain and Illness (B, P) Link to recording: https://youtu.be/M3QEWibFA2U
Katie Bernard Colleen Gilman	U of U	Applying Positive Psychology in Advising: Discovering & Implementing the Happiness Advantage (B, T, P, I) Link to recording: https://youtu.be/Z2c7on8g1SM
Anneli Byrd	WSU	Unsticking the Developmental Math Student (T) Link to recording: https://youtu.be/veHYAbQNdcw
Annette Petersen	USU	The Science of Resiliency (B, T, P) Link to recording: https://youtu.be/vANh2gEbxF8

BREAKOUT SESSION TWO (1:00 PM-1:50 PM)

PRESENTER(S)	SCHOOL	TITLE (CODES)
Emily Howsley Jiabao Gao	U of U	“I’m Not That Kind of Guy”: Reframing Mental Health Services for Male Students (B, T, M) Link to recording: https://youtu.be/Cl8deUvrRXY
Zac Olson	DSU	Going to College During a Pandemic: A Student Perspective (T, P) Link to recording: https://youtu.be/g9z9mNUVPM
Rachel Terry Becca Weidner Emily Emerick	UVU BYU BYU	The First Five Minutes: Connecting with Students Quickly (B, P, M, I) Link to recording: https://youtu.be/YEWDnc7WCII
Ashley Holt Christy Hoffmann	UVU	The Do’s and Don’ts of Intercultural Communication (B, P) Link to recording: https://youtu.be/yPXBQt82_HE

THURSDAY, MAY 20, 2021 – BREAKOUT SESSION ONE (12:00-12:50 PM)

PRESENTER(S)	SCHOOL	TITLE (CODES)
Amy Soto Cara Wiley Ashley Mendoza	BYU	Recapturing a Part of Yourself: Overcoming Empathy Fatigue (P, I) Link to recording: https://youtu.be/8Sy7GAuy4AQ
Morgan Sriphong- Ngarm	U of U	Building Belonging for your Students: Steps you can Take to Develop a Learning Community (B) Link to recording: https://youtu.be/pzWL59bPVso
Chandler Whitlock Deborah Decker	DSU	Get Onboard! Promoting Early Advisor-Student Interaction (B, I) Link to recording: https://youtu.be/px97_DbigxQ
Elaine Lewis Alison Jensen	UVU	Bingo! Mastering Virtual Team Mental & Social Engagement (I) Link to recording: https://youtu.be/jxxWZGc2JN8

BREAKOUT SESSION TWO (1:00-1:50 PM)

PRESENTER(S)	SCHOOL	TITLE (CODES)
Julie Preece Scott Gosford Melanie Burton Nathan Walch	BYU	Sunny Skies, Sandy Beaches and Academic Probation!?! Best Practices for advising students struggling with academics (B, P, M) Link to recording: https://youtu.be/NBQNqRrhzNY
Madeline Rencher	U of U	There’s an App for That: Tech-Savvy Tips for Utilizing Social Media Within Advising (B, P) Link to recording: https://youtu.be/uCspQG4B6QM
Sylvia Peralta	SLCC	“Help! This Wasn’t Covered in Training!” Creating a Space for Post-Training Support for Advisors (P) Link to recording: https://youtu.be/yvBlslAV6qU
Erin Bergeron	USU	How Academic Advisors can Rock Their Campus with OKRs: Utilizing Objectives and Key Results to Strengthen your Advising Services (B, T, P, I) Link to recording: https://youtu.be/5VD4KVQ2js0

WEDNESDAY, MAY 26, 2021 – BREAKOUT SESSION ONE (12:00-12:50 PM)

PRESENTER(S)	SCHOOL	TITLE (CODES)
Tom Liljegren	USU	Motivational Academic Advising: Towards a New Model of Academic Advising Based on Motivational Interviewing (B, T, M) Link to recording: https://youtu.be/IVA74nzOjbg
JaNeece Thacker Tara Goulding	BYU	Powerful Moments Create Inspired Advisement (B, P) Link to recording: https://youtu.be/E9Z45rVqULc
Marshal Beach	U of U	I Just Can’t Decide!: Examining the Relationship Between Academic Indecision and Dysfunctional Thinking (T, M, I) ~~CANCELLED, NO RECORDING AVAILABLE~~
Colton Simons	UVU	Empower, Inform, Connect: Advising Through Transition (B, M) Link to recording: https://youtu.be/xczNEU97sCM

CLOSING SESSION

1:00-1:50 PM: Keynote Address: Dr. Mitchell Colver, Utah State University
Link to recording: <https://youtu.be/9J2r2yFUuEE>

Keynote Speaker: Dr. David Schramm



Known as “Dr. Dave” on campus and across the country, Dave Schramm is an associate professor and family life extension specialist at Utah State University in the department of Human Development and Family Studies. After graduating with his Ph.D. from Auburn University, he worked as a professor at the University of Missouri for nine years.

Shortly after arriving in Utah in 2016, he was appointed by Governor Herbert to serve on Utah’s Commission on Marriage, he appears on television monthly on Fox 13’s “The Place” and he shares tips and videos on social media to help individuals, parents, and couples thrive in their life journeys.

From British Columbia to Beijing, China, and from St. Louis to San Diego, Dr. Dave has given over 500 presentations, classes, and workshops to a variety of audiences, including the United Nations and a TEDx talk in Florida.

He married his high school sweetheart Jamie, they have four children, he loves peanut M&Ms, and the Schramm fam lives in North Logan, Utah.

Week One
Welcome (Daniel Jensen) and
Keynote (Dr. David Schramm) 12:00-1:00 PM

Breakout Sessions
1:10–2:00 PM

Modeling Care for Students: Creating a Culture of People Before Process

Mykel Beorchia, Utah State University
Julia Vincent, University of Utah
Camille Gooch, Weber State University

The challenges facing higher education and academic advising require committed professionals who can maximize the best of what is already happening. As an academic advisor or advising administrator, how are you intentionally contributing to environments that focus on the strengths and potential of your students and colleagues? How has this mindset contributed to improving efficiency, effectiveness, and sense of belonging? Utilizing the Appreciative Advising framework, this presentation will highlight strategies from the Disarm and Discover phases. The lenses of self, students, and colleagues, will be used to explain easy-to-implement strategies that improve the advising experience and sense of belonging for students and advisors in academic advising teams. (T, P)

Making Connections in an Ever-Changing Environment

Marilyn Richards, Carol Stepan & Vika Filimocatu
Brigham Young University

Students at large universities often feel less connected to their campus community. Failing to connect with faculty or other students in co-curricular activities may contribute to a decline in academic success, emotional well-being and, ultimately, graduation. Research shows that students who are connected and engaged are more likely to succeed and graduate (Kuh, 2009). This session will explore how advisors have inspired learning by connecting students to peers and faculty through resources and co-curricular activities. Advisors from Life Sciences, University Advisement (open-major) and Honors Program will share successful strategies their advising programs have implemented in the past, as well as adaptations and practices

that have evolved in a remote-learning format. Participants will have opportunities to share and gain insights about fostering student connections in ever-changing environments. (B, T, M)

Understanding and Embracing Our Own Emotional Self-Care

Lisa Packard,
Salt Lake Community College

Even without the stress of a pandemic and a myriad of work changes, we all agree, it is frustrating how often we “hit the wall.” How do we continue to give and care about our students, our coworkers, our families, ourselves? Self-care is more than bubble baths and days off; self-care must first be emotional self-care for us to continue to find and have all the energy and space to continue to care for all those for whom we are responsible. In this workshop you will learn about the importance of emotional self-care, what emotional needs you have, how to identify if your emotional needs are being met, the steps to meet those emotional needs, and how to continue to pay attention to your emotional self-care for the future. (P, I)

Advising as Art & Science: Adopting an Analytics Platform

Elaine Lewis & Kari Gary,
Utah Valley University

Advising is an art form—or is it a science? It’s actually both! “Advising as both an art and a science: Adopting an analytics platform” will highlight how advisors can use the science from an analytics platform to inform the art of their own advising practice. Presenters will discuss the best strategies for implementation and use of an analytics platform, specifically Civitas Inspire, to promote advisor buy-in and commitment. Although useful for any advisor, this presentation is designed for campus advising leaders. (B, P)

Week Two

Breakout Session One

12:00–12:50 PM

Sick and Tired– Best Practices for Advising Students with Chronic Pain and Illness

*Julie Preece, Scott Hosford, & La Nae Valentine
Brigham Young University*

As advisors, with a reported 2.9% of men and 17.9% of women between the ages of 18-29, living with a chronic disease, we will find an increasing number of students on our caseloads with chronic health concerns. These students have been identified as struggling to “fit in” to college, to experience isolation, academic failure, and to face disbelief and claims of malingering from faculty, staff and other students. Often, academic accommodations are complex and subject to continual reassessment. Students may look healthy, yet are suffering from pain and disability. How can we, as advisors, best identify, advise, support, and refer these students? What can we do to assist these students to graduation? In this presentation we will invite a dialogue to begin to answer these questions. (B, P)

Applying Positive Psychology in Advising: Discovering & Implementing the Happiness Advantage

*Katie Barnard & Colleen Gilman,
University of Utah*

We all want our students to be happier! And as it turns out, happiness is the key to being more productive and increasing brain performance. Society frames happiness as something that happens to you after you’re successful, but as Shawn Achor points out in his bestselling book and popular TED talk “Happiness fuels success, not the other way around.” This session will focus on how advisors can coach students (and themselves) to discover their Happiness Advantage. The Happiness Advantage reformulates how we interpret success and how to establish a healthy relationship with positivity. The seven research-based practices will be shared and advisors will create their own strategies for integrating these into their advising practice for students as well as themselves. Being happier and more productive? Sounds too good to be true, but it’s not! Watching the 12-minute TED talk in advance will

be helpful but is not required: https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work?language=en (T, B, P, I)

Unsticking the Developmental Math Student

*Anneli Byrd
Weber State University*

“Developmental Math programs, both in the state of Utah and nationally, cost institutions and students a great deal of time and money” (Cafarella, 2016). Unfortunately, progress through these courses is slow, and far too often students give up on math and fail to graduate from college in consequence (Bailey, Jeong, & Cho, 2010). Students who are afraid of math need more than cheerful encouragement (although that helps too). The purpose of this presentation is to give advisors effective tools to help reluctant students want to take math and then to be successful in those classes. (T)

The Science of Resiliency

*Annette Petersen
Utah State University*

There has been “buzz” about resilience and the effect it can have on student performance. What is the science of resiliency? Does it work? As more students enter higher education with anxiety, depression and mental health concerns, coping skills or strategies of resiliency are more important than ever before. Students need to have basic coping skills or mechanisms to get them through potentially difficult college and life experiences, in order to be able to build resilience around obstacles they may face, especially considering how many may be struggling in silence. This presentation will provide strategies and positive coping life skills to increase resilience. (B, T, P)

Breakout Session Two 1:10–2:00 PM

“I’m Not That Kind of Guy”: Reframing Mental Health Services for Male Students

*Emily Housley & Jiabao Gao
University of Utah*

In this discussion-based session, participants will focus on addressing male college student mental health and reported reasons to be reluctant or opposed to seeking help. Participants will be encouraged to self-reflect and challenge their internal perceptions and feelings around mental health issues. Additionally, the session will include evidence-based strategies for participants to implement in their practice. Participants will learn techniques on successfully starting and continuing a conversation to encourage male students to seek professional mental health services. While this session is designed to address male avoidance of therapy, there will still be practices discussed which can be applied towards any student who is resistant to the idea of engaging in counseling. (B, T, M)

Going to College During a Pandemic: A Student Perspective

*Zac Olson
Dixie State University*

The purpose of this study was to capture a student’s perspective of what it was like to go to college during a pandemic. The data was gathered through a questionnaire. The questions focused on motivation, hybrid/remote learning, stress and stress causers, and what helped students the most to succeed during the pandemic. Had 232 students respond to the questionnaire over two semesters. The data provided a snapshot of how a sample of students are doing during a pandemic and going to college at the same time. Results showed stress causes have changed and increased, and student’s motivation has become a concern. Students did recognize the help they received from Academic Advisors and Professors during the pandemic in helping them to be successful. (T, P)

The First Five Minutes: Connecting with Students Quickly

*Rachel Terry, Utah Valley University;
Becca Weidner & Emily Emerick,
Brigham Young University*

With increasing advisor loads, limited advising appointments, and short time frames in each appointment, how do you build relationships with students efficiently? As advisors, we want to be a relevant resource to our students while also developing rapport; we want students to feel comfortable coming to us with questions and concerns. This interactive session will use principles from the Disarm phase of Appreciative Advising theory to assist advisors in beginning to build rapport quickly through in-person, video chat, and phone appointments with students. (B, P, M, I)

The Dos & Don’ts of Intercultural Communication

*Ashley Holt & Christy Hoffmann,
Utah Valley University*

Did you know that there are over 8,800 active international students in Utah’s K-16 system? These students enrich learning within a college setting by offering unique perspectives, additional knowledge, and a passion for education. Engaging with international students in an intentional manner requires cultural competencies in order to avoid confusion and offer the best service possible. During this presentation, you will learn about international student populations in Utah, review best practices for intercultural communication, participate in practice scenarios with real life examples of international student interactions, and discuss skills for successful communication. (B, P)

Week Three

Breakout Session One 12:00 PM-12:50 PM

Recapturing Part of Yourself: Overcoming Empathy Fatigue

*Amy Soto, Cara Wiley, & Ashley Mendoza
Brigham Young University*

“In traditional Native American teaching, it is said that each time you heal someone you give away a piece of yourself until at some point, you will require healing” (Stebnicki, 2008). Giving away a piece of yourself is empathy; giving away too much without taking care of ourselves is what is called empathy fatigue. In western based culture, we focus and teach empathy based practices for academic advising. As we develop greater awareness of empathy fatigue we will be better equipped to combat it. Come to this session to learn what is empathy fatigue, review and practice tools on how to recapture the pieces that you have given away to heal others, and set a personal goal on how you can overcome with greater self-compassion. (P, I)

Building Belonging for your Students: Steps you can take to develop a Learning Community

*Morgan SripHong-Ngarm
University of Utah*

Students can spend multiple semesters going through their major trying to find a group of students to study or share experiences with. Whether they are a first year or a senior, students want support and comradery. In our advising appointments, we constantly hear this from our students and decided we wanted to do something about it. We developed the first Learning Community in the University of Utah. In this session, you will hear specific steps to create a Learning Community in your department. From start to finish and everything in between you will get all the information you need. (B)

Get Onboard!: Promoting Early Advisor- Student Interaction

*Chandler Whitlock & Deborah Decker
Dixie State University*

The purpose of this presentation is to share the different onboarding techniques that Dixie State University has developed to encourage early interaction with incoming students. Participants will review, consider, and discuss different onboarding techniques with an opportunity to share personal or institutional success stories that address the unique challenges of their populations. This presentation will also review computer programs and platforms that facilitate advisor-student interaction, such as Canvas, Mentimeter, Vidyard, etc. Evaluation of these options will stress the importance of early interaction with students during onboarding and present ideas on how advising can play an important role in student orientation and success. (B, I)

Bingo! Mastering virtual team mental & social engagement

*Elaine Lewis & Alison Jensen
Utah Valley University*

Bingo gets exhausting after a while...am I right? “Mastering virtual team mental & social engagement” will focus on successful ways to captivate your team through a virtual work environment. Presenters will focus on informal strategies to maintain a positive online office culture through communication, engagement, and empowerment that do not interfere with valuable time with students. Although useful for any advisor, this presentation is designed for campus advising leaders. Please be ready for interaction and fun! (I)

Breakout Session Two 1:10-2:00 PM

Sunny Skies, Sandy Beaches and Academic Probation!? Best Practices for advising students struggling with academics.

*Julie Preece, Scott Hosford, Melanie Burton, & Nathan Walch
Brigham Young University*

A third of college students drop out entirely and around 20% of college freshmen find themselves on academic probation. It is more than possible that advisors will find some of these students on our caseloads. How do we, as advisors, assist the student who is on their way out of college or struggling academically? The good news is that there is much we can do! Research says that dropping out of college may be linked to many factors. One major factor for low retention is lack of preparation for the rigors of academic work. Come and discuss some simple academic strategies advisors can employ when working with the academically challenged student; strategies to assist the student back into the academic community. (B, P, M)

There's an App for That: Tech-Savvy Tips for Utilizing Social Media within Advising

*Madeline Rencher
University of Utah*

Facebook. Instagram. Snapchat. Twitter. We live in a society that dictates we be reachable at all times, more than simply having email on our phones. With multiple social media platforms and messaging apps, advisors now have new mediums to contact and promote content to students. The phrase 'there's an app for that' is quite apt: most everything a student uses lies within an app. Join the discussion led by an advisor who runs multiple social media accounts and coordinated a social media takeover on their university's main account, representing the advising community on an account with 91K followers. We will explore the ways that we as advisors can interact with students in the digital age in a productive and exciting way. The objective of this presentation is to open a dialogue and discussion between advisors about the use of social media and other technology (apps, messaging platforms, etc.) in the digital age. This is an issue pertinent to all advisors, as just about anything a student sees or hears about is connected to technology. Students

carry a computer around in their pocket the size of a candy bar. The access to information is readily available; how do we as advisors leverage these tools to create excitement for things such as academic exploration, events, involvement opportunities, and more? (B, P)

"Help! This Wasn't Covered in Training!" Creating a Space for Post-Training Support for Advisors

*Sylvia Peralta
Salt Lake Community College*

As new team members onboard, they are put through rigorous training modules designed to cover an overarching look at the academic advising job. But what happens when training is over and you (or the new advisor on your team) runs into a question that was not covered in training? Typically, a person on your team has the answer, right? What happens when that person is not there, though?! This presentation will review how an academic advisor at the School of Applied Technology at Salt Lake Community College created an Academic Advising Wiki to help new advisors with those weird questions that are not typically covered in training. During the presentation, attendees will learn about the different tools used to create a wiki and discuss the post-training support opportunity a team wiki offers. (P)

How Academic Advisors can rock their campus with OKRs: Utilizing Objectives and Key Results to strengthen your advising services

*Erin Bergeron
Utah State University*

Academic Advising adds a significant value to the success of students and is the backbone of Universities and Colleges throughout the world. So how do we quantify the true value of advising and better serve our students? Come learn how utilizing Objectives and Key Results has helped Utah State University, as well as other organizations and individuals create stronger and more effective goals. (B, T, P, I)

Week Four

Breakout Session One 12:00-12:50 PM

Motivational Academic Advising: Towards a New Model of Academic Advising Based on Motivational Interviewing

Tom Liljegren
Utah State University

Motivational Interviewing has been utilized in advising for a number of years. And, it complements many different approaches to academic advising. However, the structure of Motivational Interviewing can also form the foundation for a complete model of academic advising. This presentation will introduce Motivational Interviewing and its applications to academic advising. Additionally, it will lay out the foundations of Motivational Academic Advising and explain why this approach is both necessary and effective. (B, T, M)

Powerful Moments Create Inspired Advisement

JaNeece Thacker & Tara Goulding
Brigham Young University

Prepare to be inspired! We have worked hard over the past few years to breathe life into our office culture, training of student staff, and how we recognize the important milestones for the students we advise. Come see what we have done to create powerful moments in the Education Advisement Center (EAC) at BYU that have energized learning and improved advisement. Our ideas were inspired by the book, *The Power of Moments* by Chip and Dan Heath. (B, P)

I Just Can't Decide!: Examining the Relationship between Academic Indecision and Dysfunctional Thinking

Marshal Beach
University of Utah

Some students can spend years and thousands of dollars trying to figure out what they want to major in or pursue occupationally. Try as they might, it seems that these students just can't decide and standard exploration strategies aren't working. So what's the unaddressed problem here? What hasn't

been discussed? A student's unexamined thoughts and emotions related to major/career decision making is often the neglected variable. With dysfunctional thoughts and maladaptive feelings rampant, students aren't able to make major and career decisions because of their negative impact on the mind. Join me as we discuss a student's mental health as the underlying factor behind academic and occupational indecision along with an advisor's role in making a difference. (T, M, I)

Empower, Inform, Connect: Advising Through Transition

Colton Simons
Utah Valley University

As students near the end of their high school career they enter the "decade of decisions." This is a time of stress and uncertainty for many students, and occasionally results in students making the most detrimental decision of all: do nothing. Advisors have immense opportunities with these students and can serve as a catalyst in helping students make decisions and successfully transition to full-time enrollment at a college or university. As advisors, this is where we do what we do best: empower, inform, and connect. In this presentation, attendees will learn how to aid students in exploring colleges, majors, careers, and classes, how to successfully connect students to campus resources, and how to provide them with sufficient information about financial aid, scholarships, and more. (B, M)

**Keynote (Dr. Mitchell Colver)
Advisor of the Year Presentation
Closing Remarks
1:00-2:00 PM**

***Keynote Speaker:
Dr. Mitchell Colver***



Championing Advising: How Analytics Reveal the Promise of Academic Advising- For the past four years, the staff of the Center for Student Analytics has collaborated with academic advising units to discover data-informed insights about what helps students succeed at Utah State University. We have discovered that while big data helps us to understand how individual students are performing at our institution, it generally tells us a great deal more about the health of the advising community itself. This keynote will highlight emerging student success metrics that showcase the strength of advising as a key student success resource.

Dr. Mitchell Colver began working in higher education in 2007, where his early experiences with students taught him to focus on the value of human diversity and human potential. As a thought leader in the field, he is frequently invited to champion the idea that student success can best be fostered through increased intentionality amongst faculty, staff, and core leadership. His research has appeared in *Popular Science*, *Discover*, *Slate*, *Smithsonian*, *New York Magazine*, and, internationally, on *Radio BBC*. An honorary appointment as a visiting scholar at *London South Bank University* has allowed him to enjoy ongoing research in the UK about institutional effectiveness and student well-being. His prominence in the field has allowed him to serve as a leadership consultant for universities across the nation and globe.



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