

UAA 2023 Conference

May 17th and 18th
Ogden Eccles Center, Ogden, UT



UAA | Utah
Advising
Association

Welcome to UAA 2023

Dear Conference Attendees,

On behalf of the Utah Advising Association (UAA) Executive Committee and Governing Board, welcome to the 22nd annual UAA Conference in historic Ogden, Utah! It is always a highlight of the year to come together as an advising community and share our expertise, socialize and support one another.

Thank you to those who took the time to submit a proposal, scholarship application or advisor of the year portfolio. We know that advisors are very busy and the UAA board is grateful for your contributions. It is always a difficult task for the committee to select from the amazing submissions and applicants each year and we hope that you know how much you are all valued.

We want to express our gratitude for the UAA board members, both past and present, who have helped lift and support the advising community throughout the state of Utah over the last twenty-four years. Since 1999 the Utah Advising Association has represented 12 major colleges and universities and is excited to also recognize the contributions of the Utah System of Technical Colleges, as we all strive to support students and communities throughout the state.

Thank you to all of the members of the UAA board for the hard work and time that you have given to prepare for the 2023 UAA Conference. This event would not have been possible without each of you and the support and patience that you have given us throughout the year.

And, a very special thank you to all of our volunteers and presenters, your time and talents are invaluable. We would also like to extend a warm welcome and big thank you to our keynote speakers, Dr. Brock Adams and Dr. Georgi Rausch.

This year's conference will provide many opportunities to reflect on the past and look forward to the future of academic advising. It is also a wonderful time to reconnect with members of the advising community throughout the state. We hope that you enjoy spending time together throughout the conference and take advantage of exploring the city of Ogden in the evenings.

Best Wishes,

Erin Bergeron & Cara Wiley

Utah State University & Brigham Young University
2022-2023 Utah Advising Association Co-Presidents



UAA 2023



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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 of Utah Advising Association

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 Utah Advising Association

2022-2023.....Erin Bergeron, Utah State University & Cara Wiley, Brigham Young University

2021-2022.....Erin Bergeron, Utah State University

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

1999-2009.....See www.utahadvising.org for complete list

UAA 2023

UAA 2022 – 2023 Governing Board

Co-President:

Cara Wiley
Brigham Young University
cara_wiley@byu.edu

Co-President:

Erin Bergeron
Utah State University
erin.bergeron@usu.edu

UVU Administrative Representative:

Clint Moser
Utah Valley University
clint.moser@uvu.edu
(*non-voting member)

Secretary:

Paula Nishitani
Utah Valley University
paulan@uvu.edu
(*non-voting member)

Board Members:

Jonathan Morrell
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jonathan.morrell@utahtech.edu

Tyler Morgan
Ensign College
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Drew Johnson
Davis Tech
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(*non-voting member)

Conference at a Glance

Tuesday, May 16th

7:00pm-8:30pm= Registration and Check-In, Main Entrance Lobby

Wednesday, May 17th

7:00am-4:00pm= Registration and Check-In, Main Entrance Lobby

7:00am-4:00pm= Sponsor Exhibits, Upstairs Lobby

7:00am-8:15am= Breakfast, Grand Ballroom

8:20am-9:25am= Keynote Speaker, Dr. Brock Adams, Weber State University

Session One

9:40am
to
10:30am

Excelling in the Area of Advisor Retention: Barriers, Challenges, and Strategies to Increase Persistence
Melanie Burton, Farris Child, Randa Alvord, Brigham Young University | (B,P,I) | Ballroom 2

Reimagine Reading College Text-Books; The Magic Awaits
Julie Preece, Scott D. Hosford, Amy R. Soto, Brigham Young University | (B,P,I) | Ballroom 3

Exploration of Mandatory Advising
Kelsey Kaiser, Miriam Riding, Utah State University Eastern | (B,P,I) | Room 201

Weaving "Happiness" into Academic Advising for Career Success: Perspectives from Buddhism and Positive Psychology
Joel Shelton, Salt Lake Community College | (B,P,I) | Room 202

Increase Your Executive Influence: A Mini-MBA Course Experience
Sponsor Session Dr. Brad Winn, Utah State University | (B,P,I) | Room 203

Session Two

10:40am
to
11:30am

How Long Can You Last? Stories on Staying Power
Shari Lindsey, Kelly Brown, Dave Belt, Eric Gardner, University of Utah | (B,P,I) | Ballroom 2

Encouraging and Supporting Student Motivation: Self-Determination Theory
Chelsey Clay, Brigham Young University | (T) | Ballroom 3

The Foundational Nature of Trust Relationships in Academic Advising
Story Mack, Weber State University | (T, A) | Room 201

From Ms. Frizzle to Professor Umbridge: The Good, the Bad, and the Ugly of Teaching as Applied to Advising
Emily Howsley, University of Utah | (T, A) | Room 202

Self-Regulation: Secret Sauce to Academic Success
Scott Hosford, Brigham Young University | (B, T, P) | Room 203

Session Three

11:40am
to
12:30pm

Leading with a Coaching Mindset
Jennifer Wright, Lisa Jamison, Weber State University | (P) | Ballroom 2

Personalizing Technology Based Advising
Sehrash Khan, Brigham Young University | (B,P) | Ballroom 3

It's Not All About the Diploma: Illuminating Your Role in Career Development
Erin Bergeron, Lindsey Cazier, Alece Newberry, Utah State University | (B,P,A) | Room 201

Gettin' Gritty and Growing: How to Foster a Growth Mindset & Develop Grit
Karen Hicks, Weber State University | (T, P) | Room 202

Action Research: Does a Career Exploration Class Increase Students' Career Self-Efficacy
David Lucero, Brigham Young University | (B, T) | Room 203

Lunch Time: 12:30pm-2:00pm



Best Practices



Theory-Based



Interactive



Advising Models



Personal Development

Conference at a Glance

Wednesday, May 17th

Session Four

2:00pm
to
2:50pm

Discover and Dream: Unlock the Magic of Appreciative Advising

Rachel Terry, Becca Weidner, Emily Emerick, Utah Valley University, Brigham Young University | (B,T,A, I) | Ballroom 2

Illuminating the Path for Non-Traditional Student Success: Self Authorship Theory

Jordan Truex, Utah State University | (T, I) | Ballroom 3

Free Range Inquiry: A Guide to Major Exploration

Tyler Yeaman, Diego Dominguez, Weber State University | (A) | Room 201

Am I Even Qualified to be Presenting This? Overcoming Imposter Syndrome in Advising

Allie White, Utah Technical University | (P) | Room 202

Concurrent Enrollment Myth Busters

Noah Erb, Jacqueline Perez, Colton Simons, Reba Vest, Weber State University | (B,P) | Room 203

Session Five

3:00pm
to
3:50pm

Finding Purpose and Fulfillment: Integrating Holistic Advising with Ikigai

Shalyse Nakayu, Utah Valley University | (B,P,A) | Ballroom 2

Catalyzing Connection: Building Community Through First-Year Seminars

Hannah Leopold, Maddy Montgomery, The University of Utah | (A) | Ballroom 3

"I Hate When Students Do That!": The Dynamics of Hate in Academic Advising

Kyle Mammen, Brigham Young University | (B,P,A) | Room 201

A Life Design Approach to First-Year Wayfinding

Jesus Garcia, Amy Huntington, Weber State University | (B,P,I) | Room 202

Finding STEM Sooner

Samuel Cardenas, Brigham Young University | (B,T,A) | Room 203

Enjoy Dinner on Your Own



Best Practices



Theory-Based



Interactive



Advising Models



Personal Development

Conference at a Glance

Thursday, May 18th

7:00am-4:00pm= Registration and Check-In, Main Entrance Lobby

7:00am-4:00pm= Sponsor Exhibits, Upstairs Lobby

7:00am-8:15am= Breakfast, Grand Ballroom

8:20am-9:25am= Keynote Speaker, Dr. Georgi Rausch, University of Utah
Presentation: Advisor of the Year Award

Session Six

9:40am
to
10:30am

It Can Start With Us: Building a Sense of Belonging with Native American Students in Higher Education
Maygen Simm, Utah State University | (B,T,P,A) | Ballroom 2

The Magical Power of Holding Space for Students to Dream: Activities to Guide Students
Amy Soto, Brigham Utah University | (B,A) | Ballroom 3

Give 'Em the Pickle....In Advising
Adam Black, Utah Valley University | (B,P,A) | Room 201

Coaching Through Literature: Using the Magic of Characters to Connect with and Support Your Students
Katherine Brickey, Hannah Azar, Utah Valley University | (T,A) | Room 202

Helping Students Commit to Learning Through Dreams and Goals
Lisa Hunsaker, Chenese Boyle, Utah State University | (P,A) | Room 203

Session Seven

10:40am
to
11:30am

Your Career Path Isn't Set in Stone
Emily Cook, Utah Technical University | (T,P,I) | Ballroom 2

Advising System Transformation: The Magic of Working Together
Shelly Kotynek, Mykel Beorchia, Utah State University | (B,A) | Ballroom 3

Maximizing Potential: The Power of Strengths-Based Advising
Emily Argyle, Gioey Alisa, Utah Valley University | (B,T,A,I) | Room 201

Putting the Fun Back into Academic Standing
Deborah Decker, Joyce Meyer, Bryan Jacobs, Utah Technical University | (B,A,I) | Room 202

Utilizing Information Sessions in Health Sciences Programs: A Pilot for Group Advising at SLCC
Maria Murguia, Tyler Barber, Rebecca Harrington, Nicolas Zarazua, SLCC | (A) | Room 203

Session Eight

11:40am
to
12:30pm

Become a Super Guide: Fortifying Your Strengths and Evolving Your Approaches to Build Success | Jordan Truex, Utah State University | (P,A) | Ballroom 2

Don't Grow Up: Using the Power of Play to Improve Advising and the Daily Routine!
Jared Wilcken, Utah State University | (P,I) | Ballroom 3

Be-Utah-ful Group Advising: Conceptualizing and Implementing Group Advising in Your Office | Madeline Rossman, The University of Utah | (B,T) | Room 201

Imposter Syndrome: Do You Really Deserve to be Here?
Tressa Haderlie, Ben Elwood, Laura Holley, Utah State University | (T,P) | Room 202

You Want the TRUTH? Empowering Students When the Truth Hurts
Jonathan Morrell, Utah Technical University | (B,A) | Room 203

Lunch, Door Prizes & Conclusion: 12:30pm-1:50pm



Best Practices



Theory-Based



Interactive



Advising Models



Personal Development

Flexible Online Courses from BYU

- Anytime, anywhere
12-month courses
- 200+ courses
- Transferable credit
- \$225 per credit hour



is.byu.edu/university

BYU | Independent Study



Keynote Speaker

**Dr. Brock Adams
Weber State University**



Dr. Brock Adams is currently serving as the Director of the Alan E. Hall Sales Center at Weber State University. He previously taught at universities in Southern Utah, and Louisiana. He holds a B.S. in Mass Communication from Utah Tech University, a Masters in Professional Communication from Southern Utah University, and a Ph.D. in Interpersonal Communication from Louisiana State University. His research interests include persuasion, higher education recruitment, and sports communication. His research has appeared in The Journal of Language and Social Psychology, and Communication Research Reports. Over the course of his career, he has excelled in public speaking and presentations and currently serves as the advisor to the Professional Sales Student Association, coaching students in numerous sales competitions across the country.

Day 1: Wednesday, May 17th

Session One: 9:40am–10:30am

Excelling in the Area of Advisor Retention: Barriers, Challenges, and Strategies to Increase Persistence

Melanie Burton, Farris Child, Randa Alvord, Brigham Young University | Ballroom 2

Is advisor retention a concern for your institution? Do you enjoy the advising profession and working with students, but face potential obstacles to staying long-term? Participants in this session will explore research-informed key barriers and challenges that affect advisor longevity, as well as research-supported strategies to promote advisor happiness, maintain a positive office culture, and increase overall individual well-being and persistence to stay. Whether you are an advisor, supervisor, or administrator, in this session you will collaborate with other advisors by sharing best practices for advisor retention at each of your institutions, and leave with a plan involving at least two specific advisor-persistent strategies to implement and advocate change. | (B, P, I)

Reimagine Reading College Text-Books; The Magic Awaits

Julie Preece, Scott D. Hosford, Amy R. Soto, Brigham Young University | Ballroom 3

It is sobering to note that around 20% of college freshmen find themselves on academic sanction such as probation. Students drop out of college due to lack of appropriate preparation for the academic challenges of college work. Since around 83% of higher education is reading, students who are not prepared for the rigors of college reading may find the task impossible. In 2006, professors at our institution created a layered reading program to assist college students to read and process their college material. Current professors, who teach the curriculum, will be sharing some of the most popular/important reading strategies. Bring your own readings to practice on. Let us help support you and your students reading strategies by teaching the magic of reading in Before, During and After strategies. | (P, I)

Exploration of Mandatory Advising

Kelsey Kaiser, Miriam Riding, Utah State University Eastern | Room 201

Studies have shown that students are more likely to succeed in college if they experience a connection on campus and feel like they have someone 'in their corner.' How can we help these students if we don't know they're struggling or see them? Mandatory Advising is a new initiative on the Utah State University Eastern campus that works to make sure students have all the information and resources they need to be successful and make sure they know they have a professional 'in their corner'. This session will explore the reasoning behind implementing Mandatory Advising and our goals and objectives. We will examine what Mandatory Advising looks like on a practical level. We also look at student holds, timelines, and communication. This session will also include our preliminary qualitative and quantitative data on the effectiveness of Mandatory Advising. | (T, A)

Weaving "Happiness" into Academic Advising for Career Success: Perspectives from Buddhism and Positive Psychology

Joel Shelton, Salt Lake Community College | Room 202

Weaving "happiness" into academic advising for career success: perspectives from Buddhism and positive psychology In the spirit of advancing academic advising practice through weaving in various perspectives, this presentation draws upon two approaches that speak to building a sense of lasting "happiness" on the career path: one with Buddhist origins and the other based on positive psychology. The goal is to explore ways that these approaches can contribute to advising on careers. It will be explained how their insights can help prepare students, not only for the challenging work environments they will face in the future, but also for success in their curricular and co-curricular endeavors prior to graduation. "Career" will be defined in an expansive manner beyond simply "landing a job" after finishing college. | (B, T, A)

Increase Your Executive Influence: A Mini-MBA Course Experience

Sponsor Session, Dr. Brad Winn, Utah State University | Room 203

Dr. Brad Winn, USU Professor of Leadership & Executive MBA Director, will present a workshop to demonstrate negotiation strategies and techniques that can be applied in a variety of settings. Learn what students are taught in USU's MBA course on "Executive Influence & Negotiations." The workshop will incorporate an actual Harvard Business case, so be prepared to participate and have fun!

(Attendees to this session will receive 3 tickets when submitting their session evaluation). | (I, P)

Day 1: Wednesday, May 17th

Session Two: 10:40am–11:30am

How Long Can You Last? Stories on Staying Power

Shari Lindsey, Kelly Brown, Dave Belt, Eric Gardner, University of Utah | Ballroom 2

A great deal of research over the past 4 decades has indicated the importance of the advising role in student retention, persistence, and graduation. Drake, in an article exploring this role between advising and student success, comments that advising involves, “building relationships with our students, locating places where they get disconnected, and helping them get reconnected, (Drake, 2011).” Beck further comments, “This presumes a level of trust at the onset of the relationship that is known to take time to build, (Beck, 1999).” Given the importance of the advisee and advisor relationship and the traditional 4 to 6-year period of degree completion for most students, advisor longevity is critical. This presentation will feature a panel of long-term advisors (8+ years) who will discuss office culture, passion, philosophy, and solid advice on increasing advisor longevity. | (B, P, I)

Encouraging and Supporting Student Motivation: Self-Determination Theory

Chelsey Clay, Brigham Young University | Ballroom 3

As academic advisors, we want our students to be engaged and motivated as they move towards their educational goals. Motivation, especially internalized motivation, is essential for the sustained effort required to obtain these goals. In this session, you will learn about self-determination theory, including its continuum of motivation types and the social-contextual factors that have been found to support or thwart internalized motivation. After an overview of the theory, we will discuss application of the theory within various advising situations, with an emphasis on autonomy-supporting communication. Finally, through guided practice exercises, you will gain experience using the theory, so you are equipped to take the ideas back to your university and work with your students. | (T)

The Foundational Nature of Trust Relationships in Academic Advising of Mandatory Advising

Story Mack, Weber State University | Room 201

Theoretical frameworks of human development have long stated the essential nature of other human beings to an individual's learning and growth. Relationships of trust with “more knowledgeable others” are foundational to both social and academic learning. This is well-accepted in early childhood and elementary education models. This need continues through the lifespan and is applicable to adult learners, including the college students we serve. How do we form relationships of greater trust with our students in the context of academic advising? Borrowing from an early childhood education framework, we will explore how Day and Kunz outline five elements of Trust Relationship Theory, making the abstract concept of trust clear and actionable. | (T,A)

From Ms. Frizzle to Professor Umbridge: The Good, the Bad, and the Ugly of Teaching as Applied to Advising

Emily Howsley, University of Utah | Room 202

Advisors may not have a magic school bus like Ms. Frizzle, stand on desks like John Keating, or use the force like Yoda. While advisors can't send dementors after students, the qualities that cause us to love or detest fictional or real teachers apply equally to advisors. This workshop will examine good and bad approaches used in the education space and how they dovetail to advising. This session is based on the 2013 Jayne K. Drake article, “Advising as Teaching and the Advisor as Teacher in Theory and in Practice.” Perfect for all advisors, this interactive workshop will provide a brief travel through time of the 50 years of advising as teaching theory, with a focus on instructional pedagogy, strategies to demonstrate care and concern for students, and student perceptions of good and bad teachers. | (T,A)

Self-Regulation: Secret Sauce to Academic Success

Scott Hosford, Brigham Young University | Room 203

Dr. Walter Mischel's famous Stanford “marshmallow” experiments of the 1960s and 70s observed preschool children's ability to delay gratification (or not) to obtain a larger reward later. Surprisingly, researchers found that children's ability to delay gratification was predictive of higher standardized test scores, academic success and lower body mass index 30 years later (Schlam, Wilson, Shoda, Mischel & Ayduk, 2013). Self-regulation is the ability to initiate new valued behaviors, delay gratification, persist in behavior under adverse circumstances, flexibly shift from one behavior to another when necessary and inhibit unhelpful desires and impulses when needed. Student's ability to self-regulate behavior is the lynchpin that leads to academic success. Together we'll explore the concept of self-regulation and methods to utilize, protect and further develop it to facilitate success. | (B, T, P)

Day 1: Wednesday, May 17th

Session Three: 11:40am–12:30pm

Leading with a Coaching Mindset

Jennifer Wright, Lisa Jamison, Weber State University | Ballroom 2

Sir John Whitmore, pioneer of coaching and leadership development, once said “Coaching is unlocking a person’s potential to maximize their own performance. It is helping them to learn, rather than teaching them”. As leaders and administrators our first instinct may be to jump in and fix problems or quickly answer questions, but imagine the possibilities if we were to shift our mindset and begin to lead with the intent to create leaders not followers? When we lead with a Coaching Mindset, we have an opportunity to bring out the best in our team, empower leadership and maximize growth, development and success. The objective of this presentation is to provide a framework to help develop a Coaching Mindset. The fictional coach Ted Lasso and his inspiring coaching style will help guide us through the five characteristics and principles of creating and implementing a Coaching Mindset with those you lead. | (P)

Personalizing Technology Based Advising

Sehrash Khan, Brigham Young University | Ballroom 3

Advisors are assigned multiple roles as we serve our students. We serve as mentors, coaches, teachers, friends and cheerleaders for our students. The objective of this presentation is to share simple technology based practices to help with Holistic and Personalized Advising. Successful automatization and streamlining of certain procedural functions will allow for more time on personal interactions with students. The use of different technologies, such as Microsoft Excel, Microsoft Excel and Teams, calendar reminders, auto replies and creating email templates can help us become more effective advisors. | (B, P)

It’s Not All About the Diploma: Illuminating Your Role in Career Development

Erin Bergeron, Lindsey Cazier, Alece Newberry, Utah State University | Room 201

There is a rise of non-traditional students across the nation and recent research suggests that the number of non-traditional students in higher education institutions has increased from 40% to 73% in seven years. As advisors, we are tasked with molding our advising practices to meet the unique needs of this increasingly growing population of students and helping them succeed. In this session we will discuss the unique demographic of non-traditional students, how different advising approaches need to be identified for advising appointments with non-traditional students, and how advisors can use a combination of self-authorship theory and principles of design to boost advising appointments to bridge the gap of understanding between advisors and students. | (B, P, A)

Gettin' Gritty and Growing: How to Foster a Growth Mindset & Develop Grit

Karen Hicks, Weber State University | Room 202

Gettin' Gritty and Growing: How to foster a growth mindset & develop grit – higher education has been applying these traits to students for almost a decade but not in a positive way. The discussions have been about how students ‘lack grit’ and/or have a ‘fixed mindset,’ however, what has not been discussed is how staff and faculty can assist students in developing these traits and in turn increase student success. Come learn what these traits are, why they are important, your own grit level and mindset, and how can you adapt your conversations with students to help them become ‘grittier’ and develop a ‘growth’ mindset. | (T, P)

Action Research: Does a Career Exploration Class Increase Students' Career Self-Efficacy

David Lucero, Brigham Young University | Room 203

Confidence leads to success. So, say theories of Career Self-Efficacy. Research on students taking Career Exploration classes at Brigham Young University shows significant increases in Career Self-Efficacy over those who did not take the class. Not just overall, but in all subscales; not just higher percentage increase, but . . . well, come and find out. Also, what do these classes include? Common topics and activities will also be shared. | (B, T)

Lunch Time: 12:30pm–2:00pm

Day 1: Wednesday, May 17th

Session Four: 2:00pm–2:50pm

Discover and Dream: Unlock the Magic of Appreciative Advising

Rachel Terry, Becca Weidner, Emily Emerick, Utah Valley University, Brigham Young University | Ballroom 2

Appreciative Advising is a proven approach to use when working with students, but how do you develop the skills to use it effectively? This interactive and energetic presentation will explore the Discover and Dream phases of Appreciative Advising including real-world application. By utilizing scenarios, video clips, strategies, visualizations, and research-based methods, we aim to help advisors improve techniques to help students discover and dream their way to academic success. Advisors will be better equipped to help students unlock the magic of their dreams! This presentation is geared toward those newer to Appreciative Advising and also serves as a good refresher for those more familiar with the appreciative phases. | (B, T, A, I)

Illuminating the Path for Non-Traditional Student Success: Self Authorship Theory

Jordan Truex, Utah State University | Ballroom 3

There is a rise of non-traditional students across the nation and recent research suggests that the number of non-traditional students in higher education institutions has increased from 40% to 73% in seven years. As advisors, we are tasked with molding our advising practices to meet the unique needs of this increasingly growing population of students and helping them succeed. In this session we will discuss the unique demographic of non-traditional students, how different advising approaches need to be identified for advising appointments with non-traditional students, and how advisors can use a combination of self-authorship theory and principles of design to boost advising appointments to bridge the gap of understanding between advisors and students. | (T, I)

Free Range Inquiry: A Guide to Major Exploration

Tyler Yeaman, Diego Dominguez, Weber State University | Room 201

Exploration is a necessary process in education that allows students to gain knowledge, develop skills, and cultivate a love of learning. Exploration is a fundamental process in education that allows learners to discover and understand new concepts, ideas, and perspectives. Through exploration, students can actively engage with their learning and develop critical thinking, creativity, and problem-solving skills. However, exploration may also lead students to forever doubt if they are going down the right path. Fortunately, major exploration in a seemingly infinite number of choices can be funneled. The objective of this presentation is to present five concepts to help advisors with assisting students with major exploration. | (A)

Am I Even Qualified to be Presenting This? Overcoming Imposter Syndrome in Advising

Allie White, Utah Tech University | Room 202

Imposter syndrome has plagued even the most confident among us at one point or another. Throughout our careers, most of us have questioned or will question our qualifications, intelligence, or even our value as higher education professionals. This session will cover the root causes of imposter syndrome, how to recognize it in ourselves and others, and steps to overcome it. By the end of this session, you will have rediscovered your misplaced confidence and be ready to take on your next big project, apply for that promotion, or simply recognize your excellence in your current role. | (P)

Concurrent Enrollment Myth Busters

Noah Erb, Jacqueline Perez, Colton Simons, Reba Vest, Weber State University | Room 203

Concurrent Enrollment is a realm filled with spooky myths and you may have heard some of them yourself as well. Although Concurrent Enrollment has existed in Utah for decades now, there is still a large amount of misinformation or lack of understanding about what Concurrent Enrollment is, how it works, how to approach it, and the impact it has for students, high schools, and the hosting higher education institution. The purpose of this presentation is to help highlight the common myths and misconceptions that we deal with regularly in Concurrent Enrollment, while establishing the truth and sharing the ways that our teams at Weber State University and Utah Valley University are combating and accomplishing myth dispelling. | (B, P)

Day 1: Wednesday, May 17th

Session Five: 3:00pm–3:50pm

Finding Purpose and Fulfillment: Integrating Holistic Advising with Ikigai

Shalyse Nakayu, Utah Valley University | Ballroom 2

Finding Purpose and Fulfillment: Integrating Holistic Advising with Ikigai We have all encountered situations with students who are unsure. Oftentimes it seems students are plagued by indecisiveness or even paralyzed by fear of making the “wrong” decision. When this happens, they end up in our office telling us “I don’t know what to do!” Higher education professionals have many tools and techniques available to use including assessments, listening, Motivational Interviewing, and Ikigai. The definition of Ikigai is “a reason for being”. ‘Iki’ in Japanese means ‘life,’ and ‘gai’ describes value or worth. It is a Japanese concept referring to something that gives a person a sense of purpose and a reason for living. This presentation will demonstrate how these techniques can be woven together to provide a positive, guiding, and holistic experience for the student. | (B, P, A)

Catalyzing Connection: Building Community Through First-Year Seminars

Hannah Leopold, Maddy Montgomery, The University of Utah | Ballroom 3

A catalyst, put simply, is a substance that increases the rate of formation. Like some chemical reactions, getting students connected can require a catalyst. During individual meetings, advisors try to facilitate connections, but for many students they may never occur. What can advisors do beyond one-on-ones? The presenters instruct a first-year seminar that aids in building student connections early on by hearing directly from campus resources, introducing them to supporting staff, and building community through peer mentoring. This gives the students incremental information to help support their success and retention. Presenters will provide background on how the seminar course is structured, what goals we seek to achieve and how, and the effectiveness of the course. Lastly, we will discuss ways in which this concept could be adapted to fit different needs and institutions. | (A)

"I Hate When Students Do That!". The Dynamics of Hate in Academic Advising

Kyle Mammen, Brigham Young University | Room 201

"I hate when students do that!" All advisors are probably guilty of saying that sometimes. However, what does it truly mean to “hate” something? In our current society we use the word “hate” when describing true horrors committed by organized “hate groups,” while simultaneously using the word to describe disliked food (“I hate mushrooms!”). This presentation will illustrate that there are different types of hate and specifically identify the four forms of hate that cause the most harm to relationships, along with ways we can cure them. Attendees will learn to distinguish between these four harmful forms of hate, how these hates might show up in advising, and targeted solutions for each. This knowledge will help advisors strengthen the important relationships we build and perhaps bring a little less hate to the world overall. | (B, P, A)

A Life Design Approach to First-Year Wayfinding

Jesus Garcia, Amy Huntington, Weber State University | Room 202

Weber State University sought to think differently about major and career exploration and how it could work better for some of our students who weren't persisting. Embracing Stanford's "Designing Your Life" philosophy and tools and leveraging other universities' shared work in Life Design, the Wildcat Scholars team set out to create an accessible, relevant and meaningful course for first-year students. Combining student resources and practicing learning skills, "Design Your Weber" invites students to think about multiple lives they could have at college, and gives them tools to envision careers and life after college. Learn more and try it out for yourself! | (B, P, I)

Finding STEM Sooner

Samuel Cardenas, Brigham Young University | Room 203

As students begin their college careers, they are overwhelmed. Everything they do has the potential of being a life changing experience, including the major they choose. At College of Engineering at Brigham Young University, we often see students on both spectrums of this decision-making process. They either know for sure they want to pursue Mechanical Engineering and nothing else, or they tend to consider our programs a little too late. Our presentation will discuss ways of assisting students to help find STEM sooner, and address the challenges or concerns students have that self-exclude them from a STEM related major. | (B, T, A)

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Keynote Speaker

Dr. Georgi Rausch
University of Utah



Dr. Georgi A. Rausch is an Associate Professor, Lecturer in the Department of Management at the David Eccles School of Business, University of Utah.

Prior to joining the faculty at the University of Utah, she received a B.A. degree in Communication Studies and English Literature from the University of North Carolina at Chapel Hill, an M.A. in Organizational Communication from the University of Montana, and a Ph.D. in Organizational Communication from the University of Utah. Before graduate school, she worked in advertising and media planning at J. Walter Thompson in San Francisco and in nonprofit development at the California Academy of Sciences. Dr. Rausch loves to incorporate mindfulness practices in communication and ethics instruction. She teaches topics such as public speaking, business ethics, and emotional intelligence to a broad variety of audiences, and enjoys making these topics practical, relevant, and engaging.

Day 2: Thursday, May 18th

Session Six: 9:40am–10:30am

It Can Start With Us: Building a Sense of Belonging with Native American Students in Higher Education

Maygen Simm, Utah State University | Ballroom 2

Where land acknowledgment statements are all the rage in higher education, how are we working toward better serving and understanding our Native American communities and students? This presentation will develop a dialogue to determine how we can begin to achieve that. Attendees can expect to learn about the historical background of Native American students in higher education, advising theories applied to working with Native students, and a program that demonstrates how with proper support and partnerships with local tribes, Native students can build their confidence and sense of belonging in higher education leading toward completion. | (B, T, P, A)

The Magical Power of Holding Space for Students to Dream: Activities to Guide Students

Amy Soto, Brigham Utah University | Ballroom 3

In the hustle and bustle of a daily advising schedule the Dream phase of the Appreciative Advising approach is easy to overlook. We know that “dreams are precious possessions” and unlock useful information when working with students. However, you may wonder how you can make time for it. Attend this session to explore the value and impact of the dream phase, get introduced to 7 student dream activities, and leave with a list of community-generated dream questions. Tips will be given to highlight ways to foster a haven for dreaming. Each attendee will also have a chance to experience a dream activity tailored for themselves. All attendees will leave with a handout of the sample of the shared dream activities. | (B, A)

Give ‘Em the Pickle....In Advising

Adam Black, Utah Valley University | Room 201

Based on the customer service training program called “Give Them The Pickle” created by Bob Farrell, this session will apply the concept of exceeding customer expectations to the world of higher education and advising. How can advisors go above and beyond to make sure their students are having a good experience with them? This session will discuss some ideas and including brainstorming for this concept. | (B, P, A)

Coaching Through Literature: Using the Magic of Characters to Connect with and Support Your Students

Katherine Brickey, Hannah Azar, Utah Valley University | Room 202

As advisors, we’re always looking for ways to build connections with students. Using literature while coaching provides an avenue for students who are undergoing challenges to safely move to a deeper level of understanding, critical thinking, and problem solving for their own situations through the “simulative experiences of fiction.” This allows us, as advisors, to develop a connection with students and understand the challenges they face without putting them in a position where they feel they must disclose information they aren’t ready to share. During this presentation we’ll cover the foundations of coaching, science around reading literature, practice examples to build your confidence, and your own starter kit of literary texts to use going forward! | (T, A)

Helping Students Commit to Learning Through Dreams and Goals

Lisa Hunsaker, Chenese Boyle, Utah State University | Room 203

“One of the brain’s main characteristics is laziness, a reluctance to invest more effort than is strictly necessary” (2011, p.31). In order to learn we must convince our brains that it is worth the effort. As advisors we need to guide our students to a growth mindset to help them achieve their goals. Once we understand our students dreams, we can help design objectives and create a plan of action to track their progress over time. Goal setting is an effective way to help students commit to learning and helps them to identify specific dreams. Helping students connect what they learn and why they are learning it makes learning more rewarding. | (P, A)

Day 2: Thursday, May 18th

Session Seven: 10:40am–11:30am

Your Career Path Isn't Set in Stone

Emily Cook, Utah Tech University | Ballroom 2

Academic advising is a career that has been known to have a high turnover rate. The median time that an individual is an academic advisor has been predicted to be three years or less (Brantley & Shomaker, 2021). It is important to realize the importance of why these individuals decided to pick this career field in the first place. Was it because this was a final destination or was it a stepping stone for them to reach a different career avenue? This presentation is examining what can be done to keep advisors in the position longer and the benefits that Utah Technical University has created to promote individuals to stay in academic advising for longer than three years as well as going over what you can gain from being an academic advisor. | (T, P, I)

Advising System Transformation: The Magic of Working Together

Shelly Kotynek, Mykel Beorchia, Utah State University | Ballroom 3

Addressing the changing needs of students, navigating complex institutions, and increased turnover among staff present institutions with an invitation to imagine new possibilities for supporting students. Some current advising structures lack the collaboration needed to proactively serve today's students. How can we embrace change, build partnerships, and take challenging steps to serve students and transform our systems? The conversation around advising structures often focuses on the centralized or decentralized binary, creating an opposing dichotomy. Moving beyond black-and-white thinking and working together in the vast possibilities in the middle, we can transform a decentralized system into something much more than either. This presentation is our story of transformation: how we started, what we got wrong, and the data that describes our improved impact on students. | (B, A)

Maximizing Potential: The Power of Strengths-Based Advising

Emily Argyle, Gioey Alisa, Utah Valley University | Room 201

Strengths-based advising does not solve student problems but highlights their potential by affirming who students are and the possibilities for where they are going. Research shows that strengths-based advising is an effective method for promoting intrinsic motivation, drive, and self-esteem leading students to the achievement of their academic and personal goals. Attendees will learn how to incorporate more strengths-based approaches into their advising practice, including strategies for "strength spotting." This session will provide practical knowledge and skills that advisors can apply in their work to help students maximize their potential through strengths-based advising. | (B, T, A, I)

Putting the Fun Back into Academic Standing

Deborah Decker, Joyce Meyer, Bryan Jacobs, Utah Tech University | Room 202

Do you feel a little run down when you think about academic standing and trying to support students who have multiple semesters of unmet academic goals? Are you looking to share ideas with colleagues about different approaches and strategies that put the fun back into advising in these situations? If yes, then this is the session for you. After a brief conversation about the philosophies and ideas advisors have about academic standing there will be a group activity with opportunities to share ideas and new approaches that focus on the fun as well as best practices as applied to example cases. Leave energized with shared ideas and tools to help your students. | (B, A, I)

Utilizing Information Sessions in Health Sciences Programs: A Pilot for Group Advising at Salt Lake Community College

Maria Murguia, Tyler Barber, Rebecca Harrington, Nicolas Zarazua, SLCC | Room 203

Health sciences programs have high student interest rates; and students pursuing these programs are often confused about the competitive, separate admissions processes and what is required to be admitted. To mediate the vast demand for information regarding health sciences programs, this team of Health Sciences advisors resorted to group advising in the form of information sessions. By utilizing information sessions, we piloted a model for group advising at the institution. This presentation will summarize the results of two pilots with pre-admitted Nursing and Radiologic Technology students. | (A)

Day 2: Thursday, May 18th

Session Eight: 11:40am–12:30pm

Become a Super Guide: Fortifying Your Strengths and Evolving Your Approaches to Build Success

Jordan Truex, Utah State University | Ballroom 2

Become a Super Guide: Fortifying Your Strengths and Evolving Your Approaches to Build Success What do Sebastian the crab, Mr. Miyagi, Jiminy Cricket, Dumbledore, and Fairy Godmother have in common? It definitely isn't their personalities! These individuals serve as mentors and advisors to the heroes of some of the most classic movies of all time. With similar goals of helping their proteges find success, each of their approaches to guiding their charges were very different. Different advising approaches reap different results, and each individual student may need a different approach to help them understand their next step on their life journey. In this session, we will be discussing different personality types and how you can optimize your advising interactions by utilizing your strengths, building up your weaknesses, and adopting an integrated approach to your practice. | (P, A)

Don't Grow Up: Using the Power of Play to Improve Advising and the Daily Routine!

Jared Wilcken, Utah State University | Ballroom 3

We've seen lots of changes in our work environment the last several years, with more Americans quitting their jobs than ever before. We've seen increased workloads and greatly decreased mental wellness. One possible way to improve mental health in the workplace is play. Western culture wants us to believe play is for kids, but in this presentation, we'll discuss the growing research on the benefits of playing as adults. With a lot of rollicking fun, we'll learn how play relieves stress, improves brain function, boosts energy and vitality, and more. We'll explore real-life examples of incorporating play into advising, and in the process, we'll not only become better advisors, but just might find new ways to enjoy our jobs. | (P, I)

Be-Utah-ful Group Advising: Conceptualizing and Implementing Group Advising in Your Office

Madeline Rossman, The University of Utah | Room 201

This presentation will look at how a high-enrollment, high-caseload business advising office at the University of Utah implemented group advising for first-year students in the Fall of 2022. We will discuss literature and research examining the concept of group advising and its effectiveness, review a high-level step-by-step approach to launching group advising, and conclude by covering the process our own advising office took with group advising and our student assessment results, ending with lessons learned and ideas for attendees to consider in their own office application. Attendees will come away with some ideas of when and why group advising might be appropriate for their students and how to start the implementation process if in line with student and advisor needs. | (B, T)

Imposter Syndrome: Do You Really Deserve to be Here?

Tressa Haderlie, Ben Elwood, Laura Holley, Utah State University | Room 202

Do you ever feel like an imposter? Like someone not qualified to be in your position? If you haven't, I can guarantee that your students have. This presentation will discuss Imposter syndrome, what it is and how to work through it in ourselves and help our students work through it. We'll share some tools to help identify strengths and recognize that we all belong. | (T, P)

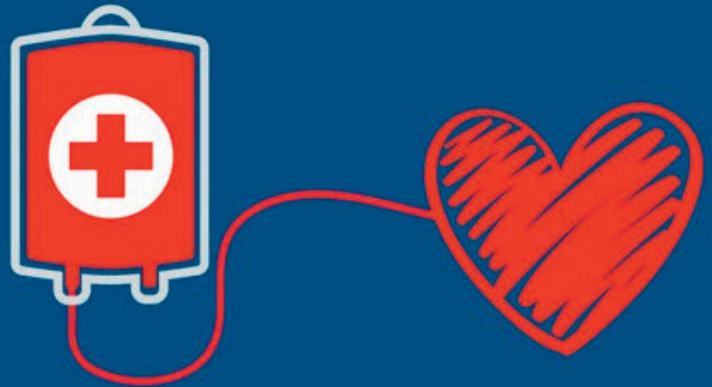
You Want the TRUTH? Empowering Students When the Truth Hurts

Jonathan Morrell, Utah Tech University | Room 203

This workshop, in lecture format, will examine this issue of direct, truthful and sometimes uncomfortable advisement for this generation of "feel good" students. Based on 34 years of advisement experience, the presenter will examine the hard and often difficult task of telling students what they don't want to hear and have often never heard before. | (B, A)

Lunch, Door Prizes & Conclusion: 12:30pm–1:50pm

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[Erin Bergeron](#), Utah State University | [Cara Wiley](#), Brigham Young University

UAA Session Notes

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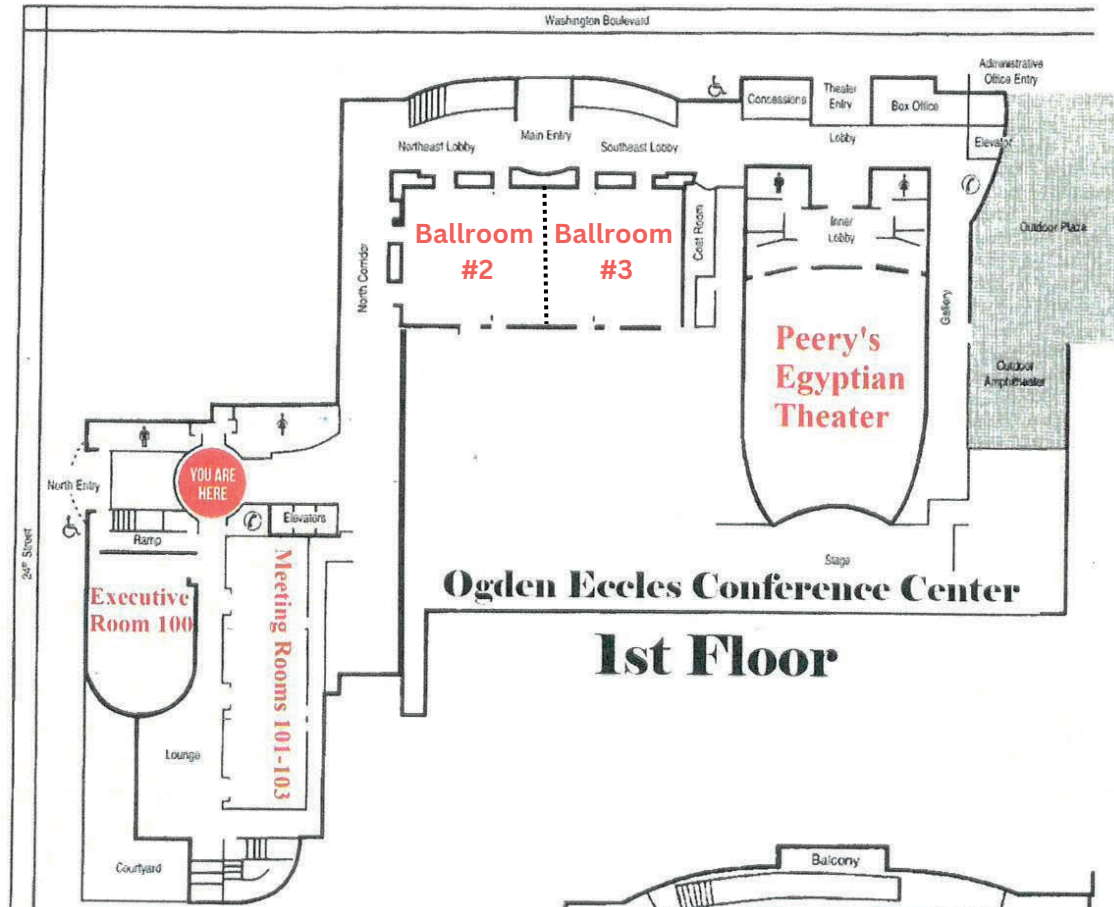
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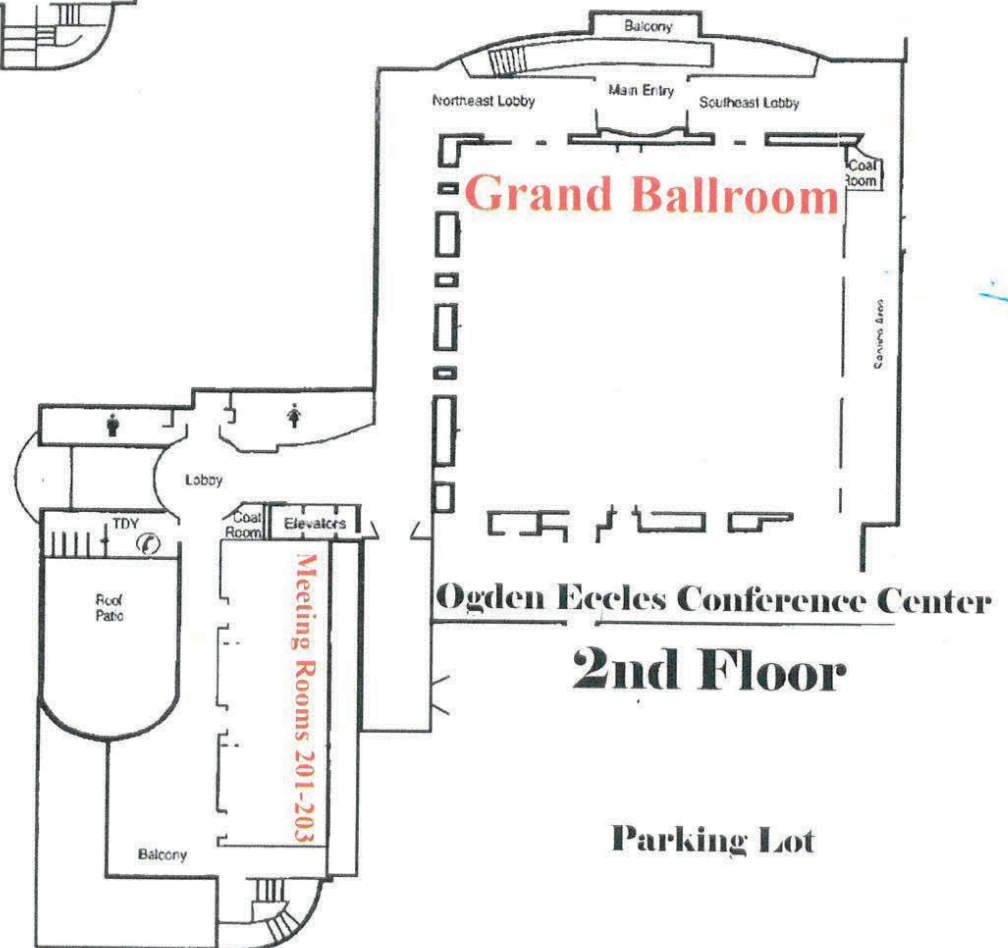
NOTES

Floor Plan

Ogden Eccles Conference Center
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1st Floor



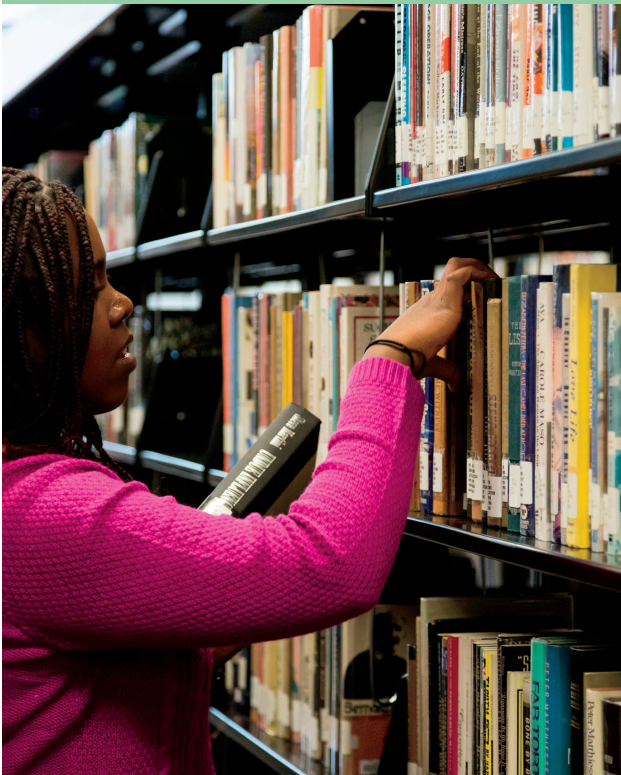
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Utah Advising Association

Welcome to the 22nd annual academic advising conference! This conference is an opportunity for us to come together as a community of academic advisors and share our knowledge and experiences with one another.

We hope that you will find this conference informative, engaging and thought provoking.



Academic advisors work hard to provide guidance to students to help assess their educational and career options and plans.