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Concurrent Sessions 1
10:10am – 11:10am

Alohomora! Unlocking the Magic in Online Advising
Presenter: Sarah Riley & Melissa Rose
(UT Arlington)
Elm Room

The average college student in 2016 uses technology and online communication for both personal and academic purposes. While many campus-based classes now have an online component, students have become more comfortable pursuing their education in an online setting. In an effort to be more accessible for our growing student population, the University Advising Center at UT-Arlington began offering online advising services through the Blackboard Collaborate web-conferencing platform in March 2016. In this session, we will demonstrate and explore the advantages, limitations, best practices, and student feedback for online advising.

The Magic of Advisor Training: Role Play as a Method of Training
Presenters: Yvette Morales & Deborah A. Benavides
(Texas State & UT San Antonio)
Magnolia Room

Common topics in advisor training tend to be mostly informational—knowing academic regulations, policies, and degree requirements. Training must include methods to teach advisors how to handle difficult situations. Role play is a useful method for thinking about complex issues before they occur, so that advisors have good responses for the challenges that arise in advising. Role play is beneficial to analyze problems from different advisor perspectives. It provides advisors a safe environment to discuss different scenarios, which builds an advisor's confidence in handling difficult situations.

This presentation includes Power Point information defining role play and discussing the specific benefits advisors get with this training method. Following the informational presentation, a number of role play scenarios will be performed and discussed.

Who are the Dreamers in Higher Education?
Presenter: Fernando Acevedo
(NW Vista College – Alamo Colleges)
Pecan Room

In 2001, the 77th Texas Legislature passed Texas House Bill 1403 (HB 1403). HB 1403 allows undocumented students who meet certain criteria to pay in-state tuition and apply for state-based financial aid at any public post-secondary institution in Texas. Additionally, in 2012 President Obama signed an executive order calling for Deferred Action to Childhood Arrivals (DACA). DACA allows undocumented students who meet certain criteria the opportunity to work legally. Undocumented students in Texas potentially have the opportunity to pay in-state tuition, apply for state-based financial aid, and work legally in the United States. Holistic advising suggests Advisors should be familiar with laws and policies that affect the student populations we work with, and HB 1403 and DACA have the potential to change the lives of the undocumented students in Texas.

Auditus Reparo:
Creating a Culture of Self-Authorship for Mandatory Check-in Meetings
Presenters: Kristi Taylor & Lauren McClain
(UT Dallas)
Live Oak Room

In this presentation, we discuss how we re-designed the process surrounding our 45- and 75-hour mandatory check-in meetings. Our primary goal during this redesign was to have more reflective conversations with our students during these appointments. We used a combination of strengths-based advising and the learning-partnership model to teach and/or reinforce self-authorship. These two theories helped us to move our processes and interactions from focusing primarily on problems students were experiencing to a focus on teaching students to envision future possibilities and learning to leverage talents and strengths to address obstacles when they arise. We concentrated on a few key points: developing a mandatory pre-meeting self-assessment checklist, structuring our audit meetings as a crossroads discussion on important topics such as major fit and career counseling, and encouraging students to set attainable goals going forward. Putting these new tactics into action over the course of the last two semesters, we have some reflections to share that will help other advisors be as effective as possible when designing their processes for audit check-in meeting with students.
Anthropological Strategies for Advising International Students

Presenter: Brandie Yale
(University of Houston)
Cypress Room

International students make up a continually increasing part of the student body of US colleges and universities. These students are unfamiliar with many aspects of the American education system, just as American advisors are unfamiliar with the cultures from which they come. Using concepts from anthropology as a foundation, this presentation provides strategies for advisors to develop their cultural competence, intercultural communication skills, and knowledge of international student policy to better serve international students. Advisors must think about their own beliefs, attitudes, and assumptions, as well as consider those of their international students, to cultivate successful relationships with these students. Both students and advisors can experience aspects of culture shock as they negotiate their relationship with each other. Many of the dominant concepts and methods used in anthropology, such as cultural relativism and participant-observation, can be a guide for learning to understand and interact with students from other cultures. Understanding the cultural reasons behind international students’ behavior and developing personal relationships with each student can solve many issues advisors have in advising international students.

Concurrent Sessions 2
11:20am – 12:20pm

Advising as Mentoring--Helping High Achievers Find the Magic Within
Presenters: Rebekah Chojnacki & Emmanuel Garcia
(UT Arlington)
Cypress

We concentrate so much on the at-risk student populations that need help with the bare necessities of academic life that we may forget about another group—students who have always been high achievers, striving for more than a provincial life, and then get to college and suddenly make their first “B” or “C.” They are going to pass the class, so it’s not the end of the world, right? To those students, however, it is the end of the world if they are used to always being at the top of the class. Now they suddenly have to navigate a new identity, as well. Will they run when they get hurt, or can they learn from it? How can we mentor these students as they handle their first real challenge in a long time, or perhaps first ever in their academic career? This session will offer tips, ideas, and brainstorming opportunities for discussion on how we can help these students as they face a challenge that may seem as insurmountable to them as pulling a sword out of a stone. We will discuss how to help them see that while they may not be the student with perfect scores that they wanted to be. They can let it go, become students who know how to go the distance, and how to develop skills to keep going and find the magic within themselves.

Learning and Leadership at Our Core
Presenters: Victoria Lopez-Herrera & Nigel Harris
(UT San Antonio)
Live Oak

What steers your department’s student development initiatives? Guided by theory and passion, the University of Texas at San Antonio believes student employees are at the core of the department’s ability to carry out its mission and impact the campus community. Through intentional trainings that cultivate an environment of persistence and success, we prepare our student employees for both personal and professional challenges and opportunities. During this interactive presentation, attendees will be able to identify mechanisms that encourage the development of more intentional activities, programs, and initiatives that also align with departmental mission, vision, and values.

How to Drive Yourself...Without Driving Yourself Crazy
Presenter: Billy Riggs
(Asbury University)
Magnolia Room

The inherent danger of passion-induced work is its appetite for consuming all of life. Whether motivated by obsession or necessity, the driven worker is in jeopardy of losing family, integrity, health, and happiness. Employees feel victimized and productivity suffers. Depression sets in. By internalizing the four core values of character, intimacy, achievement, and reliance, you will harness the power of an integrated life and move beyond survival to success and balance. You will discover how to “Drive Yourself without Driving Yourself (or those around you) Crazy.”
Motivational Interviewing in Advising  
*Presenter: Sarah Dingus*  
*(Texas Tech University)*  
*Pecan Room*

Every student experiences college differently, and it is imperative that advisors have the necessary tools to respond to a student’s individual experience. Advisors working with at-risk students find Motivational Interviewing (MI) strategies particularly useful. MI is a collaborative, goal-oriented method of communication with attention to change. Students need motivation to reach their goals; MI explores their argument for change and helps them to begin the process of understanding how to reach those goals. This session will teach the four main principles of MI (expressing sympathy, supporting self-efficacy, rolling with resistance, and developing discrepancies) as well as reviewing skills, techniques, and strategies that advisors can take back to their campus and use with their students.

Integrating Career Development Tools into Academic Advising  
*Presenter: Jamie Bouldin*  
*(Stephen F. Austin State University)*  
*Elm Room*

Academic advisors have a lot on their plates, as they are tasked with disseminating high quantities of information in a short amount of time to a large caseload of advisees. Students rarely just have questions about their coursework, either – it seems these conversations often delve into career choices and students asking themselves, “What do I want to do with my life?” While it may be tempting to simply refer these students to a career services office, a student may feel more at ease with having the initial conversation on this topic with an advisor they already know and trust.

The Texas Higher Education Coordinating Board’s 60x30TX strategic plan calls for academic and career advising centers to collaborate to “increase the quality and availability of information targeted to students about the transition from higher education to the workforce, including information about the transferability and alignment of skills.” This session will educate advisers on career coaching techniques that can be integrated into advising appointments, as well as provide strategies on how advisers can best utilize their on-campus career services office to assist students in making these tough decisions. The session will also demonstrate online resources often utilized by career services offices to assist with career exploration and major or minor selection.

Concurrent Sessions 3  
1:30pm – 2:30pm

Casting the Spell of Self-Reliance with Appreciative Advising  
*Presenter: Ashley Edwards*  
*(Texas Christian University)*  
*Cypress*

Appreciative Advising is being utilized throughout academic advising and other functional areas of higher education to engage students in thoughtful conversations about their educational and personal goals. This interactive presentation will provide the audience with an overview of Jennifer Bloom’s model, how the Center for Academic Services at TCU uses it to work with students during our academic advising sessions and career exploration course to move students from “tell me what to do” to “I feel confident in considering these options,” and discuss how the audience members can use this model in their departments.

What Led to My Success: Student Perspectives after Academic Suspension  
*Presenter: Catherine Nutter*  
*(Texas Tech University)*  
*Magnolia Room*

The primary question guiding this study is “How do students who have been through post-academic suspension advising believe academic advising helped them in terms of their current academic success?” Answers to this question help guide the development, process, and administration of Academic Recovery Programs. Specific research questions follow:

1. What do students identify as the most important aspects of academic recovery advising as it pertains to their academic success?
2. What aspects of the academic recovery advising influence students’ confidence and belief in success?
3. What aspects of the academic recovery advising influence or facilitate a change in a student’s mindset regarding success and failure?

This session presents research gathered from interviews, observations, and archival data targeted to each of the research questions. Students who have been through academic recovery advising participated in research and identified key elements of advising programs that contributed to their current academic success.

**Activities and Outcomes:** Activities include discussion on collected research as well as implications for academic advising programs. Discussion will touch on key theorists such as Bandura, Duckworth, Dweck, and Tinto.

**Participant Outcomes** include data-driven suggestions for academic probation and readmission programs. Participants also have the opportunity to create ideas and collaborative teams for future studies.

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### American Dreamin’:
**Understanding the Needs of First Generation College Students to Help Overcome the Hurdle to Academic Success**

*Presenters: Rafael R. Almanzar & Analicia Leiva*  
*(Texas A&M University)*

Elm Room

FGCS (First Generation College Students) are the first in their family to attend college. For these students, attending college may be their only chance to “make it” and live the “American dream.” However, being the first comes with a burden of responsibilities that are different compared to their peers who can benefit from their parents who attended college. FGCS face unique challenges that, if not addressed, can lead to low retention. In this presentation, you will learn how to identify FGCS so you can help support these students and help them become better equipped to deal with the challenges of being the first in their family to pursue a college degree.

### Think Happy Thoughts: Tips on How to Foster Emotional Intelligence and Positivity in Academic Advising

*Presenter: Cristina Gottardi*  
*(North Central Texas College)*

Pecan Room

Academic Advising can be very rewarding, but this doesn’t mean that it doesn’t come with its share of frustrations. Although you may love your job, keeping a positive outlook can sometimes be a challenge, especially when expectations and reality don’t meet. Disillusionment can give occasion to negative self-talk which can jade our perspective of ourselves, our co-workers, and our students, robbing us of our full potential and happiness. What we think does affect our work and the extent of our outreach, so let’s learn to be purposeful and optimistic with our thoughts and actions as well as in our choices in office décor!

### How to Train Your Dragon...and Advisors!

*Presenters: Steve Latos & Lindsey Glasco*  
*(UT Arlington)*

Live Oak Room

In the magical world of higher education, why does advisor training matter? It matters because academic advising significantly contributes to retention and student persistence towards graduation. From a consumer stand point, students deserve to have access to advisors who are knowledgeable and up-to-date on the policies, procedures, and resources that help students succeed. Advisors want to feel competent at their jobs – having a collective campus wide training and professional development program have been proven to increase resilience and job satisfaction.

This enchanted presentation is a discussion about the importance of properly training academic advisors. The session will cover topics ranging from training theory to examples of practical implementation across a wide range of advisor responsibilities. Real life training scenarios will also be presented and problem solving expertise will be shared. Participants will leave with an understanding of:

- Training employees on institutional and departmental policies
- How the trainer/trainee relationship parallels the advisor/advisee relationship
- The role of technology in advising
- The rise of data analytics
- Benefits of knowing how to cast spells and make potions
- Best practices from NACADA
Working Hand in Hand with Student Leaders
Rachal Thomassie, Doug Beck, Kasey Sims, and Jen Smith
(Texas A&M University)

Student leaders in the Department of Mechanical Engineering at Texas A&M University established a leadership council comprised of representatives from each major-affiliated student organization as well as two at-large members. The main goal of the Mechanical Engineering Leadership Council is to provide a communication avenue between the Mechanical Engineering Department and Mechanical Engineering students, both undergraduates and graduates, as well as to provide a means of communication between the independent organizations within the department. The council is advised by two of our undergraduate academic advisors. Working hand in hand with these student leaders, the advising office has seen a tremendous impact on operations and services provided to both current and prospective students. Three major programs were developed from this partnership: the MEEN Student Ambassador program, Department Information Sessions for prospective students, and the MEEN Girls female outreach program.

Your Own Magic: From Grad Work to Conference Proposal
Catherine Nutter, Ali Luempert, & Connie Watson
(Texas Tech University)

“I have these great ideas, but I’m so busy writing papers for school, I have no time to create a conference proposal.” How many times have we heard this or said it ourselves? This poster session walks professionals through the art of creating presentations from the required written assignments often associated with graduate work in higher education.

Theory: This workshop arises from a grounded theory/emergent design philosophy. Academic advising does not have nor hold to a single educational theory. The beauty of academic advising is its blending of and collaboration with a variety of theories, philosophies, ideologies, and practices. Any single idea concerning communication strategies, educational development, retention issues, or even literary analysis can give way to new methods or practices in academic advising. Creating a new window from which to view the same scenery will often create a different answer to a question or provide a new perspective on an old situation. It is from this vantage point that the graduate student and practitioner dichotomy helps infuse advising with fresh approaches and new ideas.

Advanced Potion Making: Student Success
Sarah Sanchez
(UT San Antonio)

In 2015, the Texas Education Coordinating Board issued the 60x30Tx Strategic plan to provide 60% of “Generation Texas” a post-secondary credential or degree by 2030. To achieve this goal, the plan provided three focus areas: Competition, Marketable Skills, and Student Debt. As practitioners, marketable skills are essential when working with students progressing in their intended field of study. In a recent study, 88 percent of surveyed students identified “getting a better job” as the most important reason for attending college. By using the innovated technology of the Student Success Collaborative (SSC), my goal in this presentation is to provide practitioners training on how to create parallels with marketable skills with various job trends today. By accurately following the potion below, a novice advisor could successfully make the hallowed Student Success Potion, for Advance Practitioners.

A Dash of Innovated Technology,
Three Highly Regarded Job Trends,
A Dollop of Marketable Skills,
One Magical Academic Advisor,
Keep stirring for 4 years,
Wait for the BOOM!
Students on academic probation are considered one of the most difficult population of students to advise and engage in successful communication outreach techniques because of the extreme difficulty of getting them to schedule an appointment. When advising students on academic probation, they are often reluctant to meet with the advisor because due to feelings of embarrassment, denial, or perceived judgment. As a result, this creates a challenge for advisors and students during advising sessions because of personal biases from advisors and the plethora of feelings from the student. This presentation will address different pathways and strategies that advisors must create and demonstrate when advising students on academic probation. Starting with eliminating our own personal biases and stereotypes toward students on academic probation, how we communicate our verbal and nonverbal messages, and changing the overall language of discourse about academic probation. Singer Ben E. King is famous for his 1968 Song, “Stand by Me.” The song begins with the opening lyrics: “When the night has come, and the land is dark, and the moon is the only light we'll see, no I won't be scared, Oh, I won't be afraid, just as long as you stand, stand by me.” These lyrics profoundly summarize the way students feel when they are placed on academic probation, and these lyrics also demonstrate the common thread that we as advisors must create when we advise students on academic probation in order to promote self-efficacy and empowerment by standing by our students in their time of need.

Advisors tend to hit a point of burn out due to the fact that they see so many students in such a short amount of time. While using group advising, I have found that not only do the students enjoy peer-to-peer interaction, but it has also allowed for information to be disseminated once, instead of multiple different times throughout the day. Group advising can be viewed through two different lenses - counseling or academic. The beauty of this technique is that it can be adjusted to the experience of the advisor in any way necessary as well as to the group of students being served. Advisors will learn how to conduct group advising as it pertains to their population of students and leave with resources.

Since the 1990s there has been an alarming increase in the number of college students grappling with mental health problems. University counseling centers have noticed a shift in the needs of students seeking counseling services from developmental and informational needs to more severe psychological problems. In a national survey of college counseling center directors, respondents reported that 44 percent of their clients had severe psychological problems, a sharp increase from 16 percent in 2000. The most common of these disorders are depression, anxiety, suicidal ideation, alcohol abuse, eating disorders, and self-injury. A recent American College Health Association survey showed 45.6 percent of students surveyed reported feeling hopeless and 30.7 percent reported feeling so depressed it was difficult to function during the preceding 12 months. And yet, 75 percent of college students do not seek help for mental health problems. To improve retention rates, colleges have invested substantial resources in academic and social initiatives. While laudable, these efforts often overlook the link between emotional well-being and student success. And it is the students who struggle with mental health issues that are most likely to drop out.

As the primary point of contact between students and available resources, advisors are perfectly positioned to identify troubled students and shepherd them into counseling, but for various reasons, some advisors are reluctant to “go there.” We will attempt to raise awareness among advisors of the extent and serious nature of this dynamic in today’s students and provide simple but effective strategies for a pro-active approach.
I've got the magic in me (and so do you!): Navigating Conversations with Exploring/Undecided Students
Presenters: Ali Joy Luempert, Brett Stine, & Jacqueline Klaus
(Texas Tech University)
Magnolia Room

There is no easy way to have hard conversations, especially with students who are undecided or in need of an alternative major. However, these students often need help navigating their path at our universities most of all! Every conversation is contextual, but there are some overarching ideas that can help advisors to better serve students, regardless of where they are and where they are going!

University Advising at Texas Tech University utilizes the Discovery! Program in almost all of our advising appointments, regardless of intended major, to help each of our students develop a path to success in their education and future. Having meaningful conversations is not about a magic spell, but our ability as advisors to navigate each interaction with our diverse student populations to guide them toward their best fit major (sometimes it seems like magic!). First, we will briefly reference various theories that frame and inform the Discovery processes. We will then outline the processes that structure our practice, highlighting the key categories of Discovery and their resources: Exploration, Research, Investigation and Confirmation. Finally, we will utilize a good deal of our time working out these processes in real-world conversations (scenarios), asking each advisor to consider how their experience aligns with these key ideas to help each of us better guide and serve our student populations. We want to encourage you to find the magic in you!