

2017-2018 UTAAA

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RENEW YOUR PASSPORT



*Exploring Trends in the World of
Academic Advising*

The 21st Annual Advising Conference

February 20, 2018

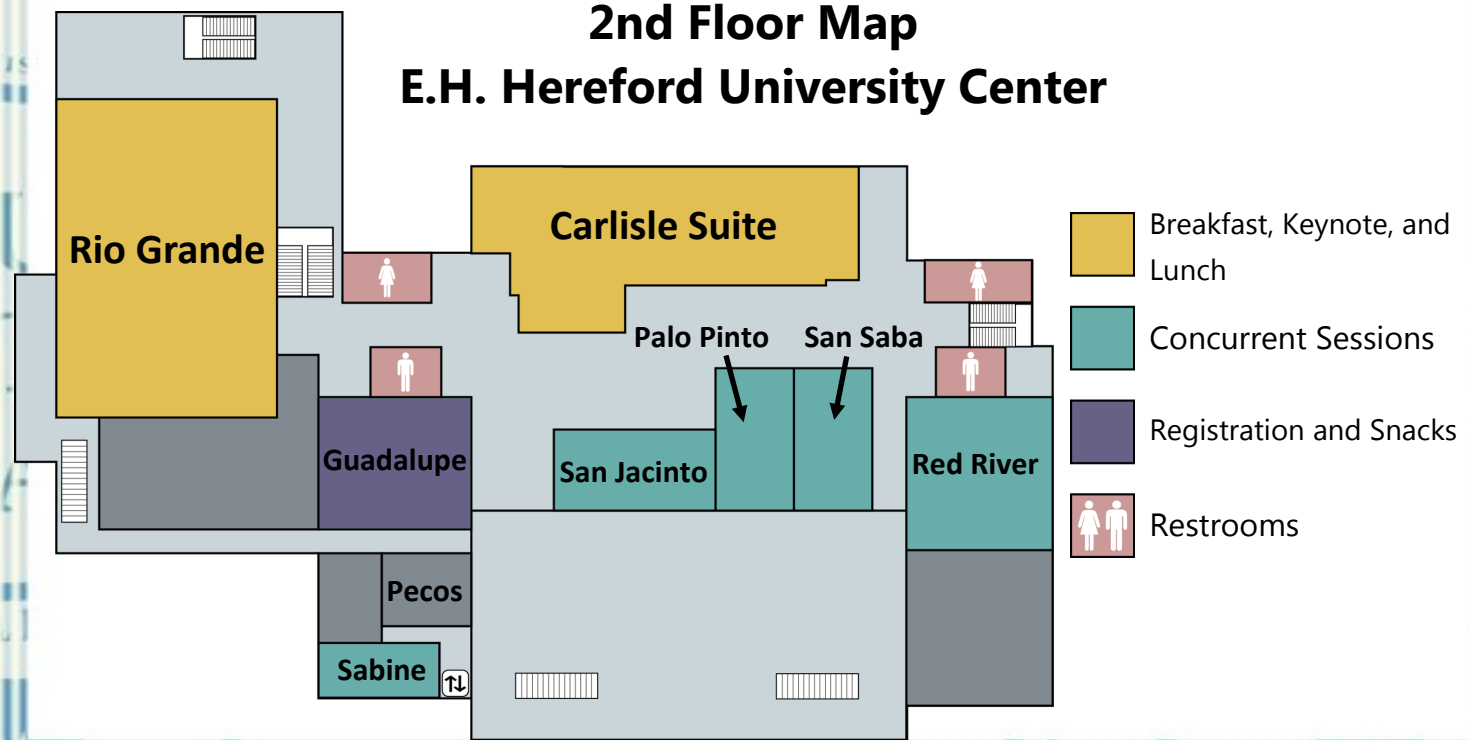
Schedule and Map

Breakfast & Registration	7:45-9:00am	Carlisle Suite Guadalupe
Welcome	9:00-9:10am	Rio Grande
Keynote	9:10-10:20am	Rio Grande
Snack break	10:20-10:35am	Guadalupe
Concurrent Session 1	10:35-11:35am	2nd Floor Rooms
Lunch	11:45am-1:15pm	Rio Grande
Snack break	1:15-1:30pm	Guadalupe
Concurrent Session 2	1:30-2:30pm	2nd Floor Rooms
Snack break	2:30-2:45pm	Guadalupe
Concurrent Session 3	2:45-3:45pm	2nd Floor Rooms

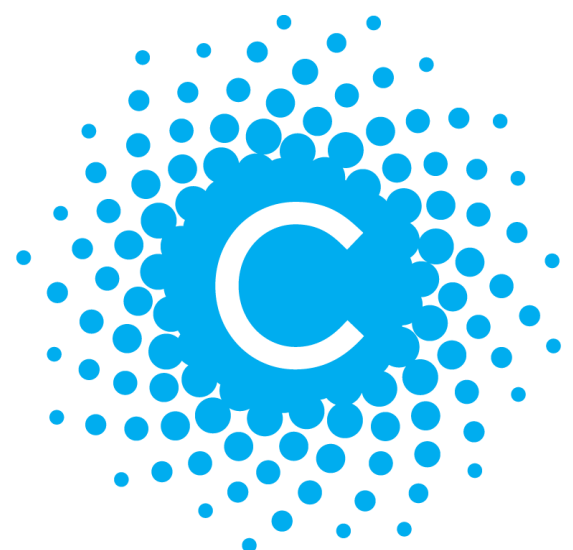
Coffee, water, and snacks will be available in Guadalupe throughout the day. Be sure to stop by the photo booth in Rio Grande from 11:45am-1:30pm!

Wi-fi Network: UTA Web Login
Security Key/WPA2: UTASecret
Username: EVT-UCG
Wi-fi Password: Spring2018UCG
www.uta.edu/utaaa/conference
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2nd Floor Map E.H. Hereford University Center



Thanks to Our Sponsors



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Civitas Learning is a student success company delivering the clearest path to improved higher education outcomes. The company's Student Success Intelligence Platform leverages each institution's unique data to find and distribute the strongest signals across the student lifecycle. These signals empower students to make the best possible decisions along their academic pathway. Advisors, faculty, and administrators can personalize support, scale meaningful action, and measure impact to dramatically improve student outcomes.

Today, Civitas Learning is a strategic partner to more than 325 colleges and universities, serving nearly 8 million students. Together with our growing community of partners, Civitas Learning is making the most of the world's learning data to graduate a million more students per year by 2025.



Notes



Back to the Future: A Review of Evolving Trends in Academic Advising



Regina Middleton
Academic Advisor, Texas Christian University
2018 UTAAA Conference Keynote Speaker

Regina received a Bachelor's of Science and a Master's of Science from Southern Illinois University in Carbondale, IL. She received a second Masters of Higher Education from University of Kentucky, Lexington, KY. Her majors were clothing and textiles and higher education. Regina has served as an educator, workshop speaker, administrator and academic advisor for 20 years in various educational institutions throughout the eastern United States.

Currently, Regina is an Academic Advisor for Neeley School of Business at Texas Christian University in Fort Worth, Texas. At TCU, Regina utilizes her extensive background in higher education to assist in advising students, mentoring, coordinating freshman group advising, assessment, creating advising materials, and teaching an Introduction to University Life class.

Regina Middleton is the wife of Steve Middleton, Head Boys Basketball Coach at Midlothian High School in Midlothian Texas. Together they have two daughters, LaNesha Middleton a college graduate from Stephen F. Austin University. Kierra Middleton is a ninth grader at Midlothian High School.

Session One 10:35am-11:35am

1. KEYNOTE BREAKOUT SESSION

Regina Middleton, Texas Christian University

Location: Palo Pinto/San Saba

Q & A forum following the keynote address. This session will provide attendees with an opportunity to discuss the key points addressed during the keynote speech with Regina Middleton.

2. CHARTING THE STARS: USING DEGREE PLANNER FLOWCHARTS TO HELP STUDENTS STAY ON COURSE

Tarah Kennedy, Lauren Huff & Merrideth Holub, Texas A&M

Location: Red River

This presentation will demonstrate how to empower students to take an active role in navigating their degree using degree planner flowcharts. Flowcharts are visual representations of all of the requirements for a specific degree and catalog that provide a template for a student's degree plan. They include helpful information about prerequisites, recommended courses for each year, and are given to students as soon as they enter their major. Flowcharts help both students and advisors by providing an immediate snapshot of the student's progress and freeing up valuable appointment time. This presentation will cover some of the ways that we have used flowcharts to help students become more involved in planning their degree.

3. WORKS IN PROGRESS: ADVISING GRADUATE STUDENTS IN AND OUT OF THE CLASSROOM

Scott Hanson, University of Texas at Arlington

Location: Concho

Advisors are trained to guide students in their pursuit of their degrees and, in many cases, their chosen careers. They know how to handle students in the middle of the curve, they work hard to handle those on the lower end, and relish the opportunities they have with those on the upper end. You have likely encountered student issues that fall outside of your training. The manner in which we respond in these untrained areas can have a much greater impact on students than anything we do in our regular roles. Many graduate students fall somewhere between 'kids' and 'adults', which means there is no sure-fire strategy for advising them. I don't have all the answers, but I'm willing to share what I've learned in the hopes that it will help others get better without having to go through the same lessons.

4. HELP ME UNDERSTAND? WORKING WITH UTA'S GRADUATION HELP DESK

Soyla Santos and Corie Garcia, University of Texas at Arlington

Location: San Jacinto/Neches/Perdarnales

As the fifth most diverse university in the country, obstacles for UT Arlington students come in many shapes and sizes. With a unique approach to student inquiries, the Graduation Help Desk works diligently with various departments and offices on campus to better understand policies and procedures that may aid students in overcoming obstacles to a timely graduation. Graduation Help Desk team members apply years of advising, persistence, and student success experience to tackle some of the trickiest student situations because every student deserves to reach their goal of a college degree. How does the Graduation Help Desk help? What can advisors learn from the Graduation Help Desk? Learn the answer to these questions and more.

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Session Two 1:30pm—2:30pm

1. FISHING FOR TIME: HOW TO INCREASE EFFICIENCY WITH ELECTRONIC FORMS AND A MODIFIED SCHEDULE DURING PEAK TIMES

Tarah Kennedy, Lauren Huff & Merrideth Holub, Texas A&M University

Location: Red River

Do you find pre-registration time to be the most dreaded time of the semester because you know you will be overwhelmed with students and an ocean of seemingly endless tasks? Keeping your head above water seems to be the only goal for each day. In this session, we will share how we utilized an online form system to accommodate our student's requests in a fool-proof, organized manner, and how we analyzed our daily schedules to restructure our time in order to accommodate more students during our busiest times of the year. Offering more availability to students may initially seem counter-intuitive to gaining valuable minutes to your work day. However, we will share how allowing more flexibility in our schedules, and creating streamlined processes to answer requests gave us back hours of valuable time.

2. SMOOTH SAILING IN ACADEMIC ADVISING PROCEDURES: CREATING EFFICIENT PRACTICES AND PROCESS IN ADVISING

Anna Hollis, Chris Horn, and Kaylee Woodward , University of Texas at Arlington

Location: Concho

Due to the consistent growth of students across our campus, it is imperative that departments are able to maximize their time in advising practices. By modernizing our practices in degree plan creation, tracking student progress, and providing student centered customer service we are creating a culture of efficiency and success.

During our presentation, we will discuss programs such as ACCESS, EXCEL, and CAR; we will demonstrate how these programs when implemented into your day-to-day advising practices can improve your department's time management and efficiency in advising.

3. EXPLORING THE JUNGLE OF MICROAGGRESSION

Courtney Jones, University of Texas at Arlington

Location: Palo Pinto/San Saba

Sue et al. (2007) defined racial microaggression as "brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicates hostile, derogatory, or negative racial slights and insults towards people of color" (p. 271). Microaggression is an action, which is considered brief verbal messages that degrades individuals because they are a member of the LGBT community, a person of color, or a woman (Sue, 2010). Participants consisted of a combination of undergraduate and graduate students from a mid-size Midwestern institution of higher education. A qualitative approach was taken through a two-step series. The findings reported all six participants' experienced intentional and unintentional microaggression on various places of the college campus such as, the classroom, campus offices, campus police department, and campus-events. Microaggression was broken into three forms that all participants experienced: microassault, microaggression, and microinsult. The study concluded that African American college students have experienced microaggression on a college campus.

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Session Two 1:30pm—2:30pm

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4. TRAILBLAZING A PATH FOR HIGH-ACHIEVING FIRST-YEAR STUDENTS

Rebekah Chojnacki, Emmanuel Garcia, and Jennifer Janes, University of Texas at Arlington
Location: San Jacinto/Neches/Pedernales

High-achieving students come with high expectations for the destinations on their academic journey. Join the discussion as we explore and identify resources to help modern high-achieving students feel valued, challenged, and confident, regardless of where they matriculate! In today’s ever more competitive world, we need to find new ways to help these high-achieving students actively trail blaze a path for academic and co-curricular success. By connecting students to resources and departments on campus geared toward high-achieving students, these First-Year students can begin putting campus stamps on their passport for undergraduate excellence. Moving toward the future, these students will shine with success.

5. BETWEEN ADVISING AND COUNSELING

Steve Kirkindall, University of Texas at Arlington
Location: Sabine

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.

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 reason, some advisors are reluctant to “go there.”

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Session Three 2:45pm—3:45pm

1. DISABILITY AS DIVERSITY

Penny Acrey and Demarice Bowling, University of Texas Arlington

Location: Red River

Academic Advisors work with a diverse population of students on a daily basis. Most of us have learned to be sensitive to issues surrounding gender, race, ethnicity, and religion, but how many of us think of disability as diversity? This workshop will address stereotypes and assumptions surrounding students with all types of disabilities. Attendees will come away armed with some information, resources, and basic knowledge of the laws that drive services in higher education for students with disabilities. What is different, and what is not different about advising students who have disabilities? Creating a physically accessible environment for your students, as well as basic disability etiquette will be discussed.

2. SMOOTH SAILING IN ACADEMIC ADVISING PROCEDURES

Laura Wolf & Amrita Thomas

Location: Concho

Discussion session on how your department can adjust practices and implement some of the tools shared in our presentation on Creating Efficient Practices and Processes in Advising.

3. HEARING BEYOND THE WORDS

Renée Foster, Superseding Every Expectation, LLC

Location: Palo Pinto/San Saba

Hearing Beyond the Words workshop provides strategies for counselors and coordinators on how to listen, observe and customize their approach to assist students' individual needs. The discussion will deal with non-effective vs. active listening skills which affects or dismantles a student's inspiration to maximize their personal and professional potential. To conclude, we will make a commitment to serve students and help them create their future rather than deal with their past challenges.

4. AN ADVISOR'S SEARCH FOR MEANING: POSITIVE PSYCHOLOGY FOR THE ADVISING PROFESSION

Soyla Santos and Steve Kirkindall, University of Texas at Arlington

Location: San Jacinto/Neches/Pedernales

In the demanding and ever-changing landscape of higher education, advisors can easily become distanced from the elements that make their work meaningful and enriching – for themselves and their students. Without a perpetually regenerating sense of purpose, enthusiasm can wane and advising can become mundane and mechanical.

Has your work become joyless and unsatisfying? What can discontented advisors do to rekindle the spark for their profession?

Learn from Positive Psychology practitioners how to apply the principles of mindfulness and positivity to flourish in your career. We will examine Martin Seligman's theory of happiness - the PERMA-V model – and share examples of what you can do to maximize effectiveness, increase happiness, and find meaning and purpose in your work.

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