University of Idaho
15th Annual Advising Symposium

Friday, SEPTEMBER 14, 2018
Bruce Pitman Center

Sponsored by: UI Academic Advising Association (UI ACADA)
WELCOME TO THE
15TH ANNUAL ADVISING SYMPOSIUM

Presented by:

UI ACADA
www.uidaho.edu/academic-advising/acada

Conference Co-Chairs
Jenny Chaffin
Kristen McMullin

Conference Committee Members
Patrick Determan
Mercedes Frausto
Jessika Glover
Mickinzie Johnson
Karen Krier
Laura Robison
Shishona Turner
7:45 a.m.—8:45 a.m.

Check-in & Continental Breakfast
Bruce Pitman Center, 2nd floor
International Ballroom foyer

8:45 a.m.—9:00 a.m.

Welcome & Opening
Bruce Pitman Center, 2nd floor
International Ballroom
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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| 9:00 a.m.—9:50 a.m. | **Overview of Advising at UI**  
**UI Track 1**  
New to advising at UI? Learn about advising fundamentals, things to expect when working with students, and what makes advising at UI different from other institutions. This session provides an opportunity to ask questions and network with other advisors on campus.  
Presenters: Patrick Determan  
Jenny Chaffin  
University of Idaho |
| 9:00 a.m.—9:50 a.m. | **Leveraging Degree Audit Plans to Encourage 4-Year Student Completion**  
Degree Audit's new Plans feature can help an advisor to create and maintain a 4-year plan with a student. This feature allows the advisors to indicate which courses are critical to a student and map out an easy to understand plan on how to complete their degree in a timely manner. Easy to use editing features also allow the plan to be changed to accommodate changing student needs with their coursework or a change in major.  
Presenters: Rebecca Frost  
University of Idaho |
| 9:00 a.m.—9:50 a.m. | **ISFPs, Reds, Extroverts and More: Using Personality to Better Understand Your Students (Part 1)**  
We as advisors realize that each student has a unique graduation plan. Based on information such as transfer credits, job experience, and test scores, we create plans to help lead students to success. But how often do we take the time to incorporate our students’ personalities into those plans? This presentation discusses the different types of personalities that we may encounter with students, how to describe your own personality, different strategies to interact with those different from your own, and how to help all of our students – the INTJs, the Blues, the Extroverts and everything in between – achieve success.  
Presenters: Mickinzie Johnson  
Washington State University |
| 9:00 a.m.—9:50 a.m. | Int’l Ballroom Southeast | **Boots on Campus: Embracing the Journey of Veteran and Military Students**
This panel brings together representatives from Veteran Services, ROTC departments, student veterans group, the National Guard, and university staff to demystify the many ways our nation’s military impacts students today. Whether studying on campus or online, students’ affiliation with the military brings both support and demands, along with a set of experiences unlike those of other students. Better understanding what bonds them together and what sets them apart will help advisors address their needs and concerns, as well as the resources available to help with problems veterans and military students may face. |
| Presenters: Barry Johnson Jason Nierman University of Idaho |
| Int’l Ballroom Southwest | **Working with Students of Concern: Roles, Responsibilities and Resources**
There have been significant increases in the number of students exhibiting disruptive and/or disturbing conduct on college campuses in recent years. These types of incidents pose significant challenges for faculty, staff and campus administrators who often report that they have not received sufficient training in managing these issues. This presentation will provide a framework for interpreting some of the ways that students engage with campus personnel and propose strategies for managing interactions with these students. In addition, resources available at the University of Idaho will be reviewed and there will be a discussion of how and when to consult about students of concern. |
<p>| Presenters: Greg Lambeth University of Idaho |</p>
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| 10:00 a.m.—10:50 a.m. | **Degree Audit UI Track 2**<br>Presenters: Rebecca Frost, Beth Knickerbocker, Mindy McAllister<br>University of Idaho  
This session will guide new advisors to successfully navigate Degree Audit, one of the most powerful and important tools University of Idaho advisors and students have at their disposal. This session is designed to introduce new UI advisors to common attributes of a student’s Degree Audit, the What-if function, and Notes. Additionally, the presenters will provide attendees with model language to use when teaching advisees how to access and interpret their own Degree Audit information. This presentation will be appropriate for new UI advisors and anyone wishing to get a refresher on the Degree Audit system.  |
| Presenters:  | Chloe Rambo<br>University of Idaho  
**Take Your Work to the Next Level: Easy Tools to Help You Organize and Prioritize**  
Some of the best tools to help you increase your daily productivity are already in your pocket or on your desk—it’s true! In this workshop you’ll learn new strategies you can immediately implement in your workflow to get more done with less effort. Together we’ll focus on new ways to prioritize tasks and improve team communication to achieve and exceed your goals.  |
| Presenters: | Amanda Ferstead<br>University of Idaho  
**QPR: Question, Persuade, Refer for Suicide Prevention**  
QPR stands for Question, Persuade and Refer. It is an evidenced-based, 1-hour training program to help faculty, staff and students respond to someone in a mental health crisis and thinking about suicide. Participants will learn how to: recognize the warning signs of suicide, offer hope, and how to get help and save a life.  |
MARK YOUR CALENDARS!

NACADA Annual Conference
Meet me in Phoenix:
Life Stories: The Art of Academic Advising
September 30-October 3, 2018 – Phoenix, AZ

NACADA Assessment Institute
January 31-February 2, 2019
Albuquerque, NM

NACADA Advising Seminar
February 4-5, 2019
Albuquerque, NM

NACADA Academic Advising Administrators’ Institute
February 7-9, 2019
Albuquerque, NM

NACADA Region 8 Conference
March 7-9, 2019
Calgary, AB

10:00 a.m.—10:50 a.m.

Int’l Ballroom Southeast
Supporting LGBTQ+ Students in Advising
As advisors, we are arbiters of success, guiding our students into adulthood, and helping them to become more engaged members of a new community. For some populations of students, with specific attention to students who belong to the LGBTQ+ community, this task is complicated by their sexual or gender identity - identities that are often foregrounded in their experience but hidden because of social stigma and fear. Understanding the complexities of living, growing, learning, and engaging as an LGBTQ+ student is central to offering advice (and advising) to these students.

Presenters:
Matthew Jeffries
Johnna Lash
Washington State University

Int’l Ballroom Southwest
Zzz’s get Degrees: Promoting Sleep Hygiene Among College Students
Many University of Idaho students experience sleep difficulties (59%) and almost half of those (26%) students indicate sleep difficulties negatively impact their academics, meaning they received a lower grade on an exam, received a lower grade in a course, received an incomplete or dropped a class, or experienced a significant disruption to their thesis work. Moreover, 30.5% of students report sleep difficulties being traumatic or very difficult to handle in the last 12 months. In an environmental scan of campus programs, initiatives, and systems that promote quality sleep hygiene, it was identified that oftentimes, advisors are not trained or equipped to discuss sleep hygiene with students; or, they may not even consider talking about sleep with their students. In this workshop, advisors will learn about the importance of sleep and its impact on health, wellbeing, and academic success. In addition, advisors will gain strategies to address the topic of sleep among their advisees, know what information to share, and learn about available resources at UI.

Presenters:
Emily Tuschoff
University of Idaho
11:00 a.m.—11:50 a.m.

**Borah Theater**
**UI Track**

**Faculty Panel**
A panel discussion about faculty advising with experienced faculty advisors. UI faculty will discuss prompts and answer your questions. A time to network with experienced faculty advisors and learn how they balance teaching, mentoring, and advising.

**Presenters:**
- Faculty Panel
- University of Idaho

**Vandal Ballroom (Gold)**

**Maximize Your Student’s National and International Career Readiness Skills While Studying Abroad**
Have you thought about developing a faculty led study abroad program? The Academic Success and Career Center (ASCC), at Washington State University (WSU) created a Career Exploration Abroad program to Prague in the Czech Republic. This faculty led study abroad program merged six academic credits with career development. The program included coursework, industry networking events with national and international employers and cultural excursions. This program developed our student’s professional and cultural competencies to prepare them for the global marketplace. This presentation will guide you through the process of creating a study abroad program, developing outcomes, goals and assessments.

**Presenters:**
- Alicia Petersen
- Judy Hookins
- Washington State University

**Vandal Ballroom (Main)**

**The Silent Detractor: Exploring the Impact of Implicit Bias on Advisor-Advisee Relationships**
It is human nature to make assumptions about a person based on personal experiences and/or social background. This is described as implicit bias and it impacts our advising interactions with the students we serve. It is important to cultivate strategies to manage implicit biases and create “safe places” for students that explicitly encourage student success. This presentation is designed to create a safe place for advisors to talk about what implicit biases are and leave with strategies to combat this natural human tendency for the sake of professional competency and student success.

**Presenters:**
- Chioma Heim
- Veronica Mendez-Liaina
- Washington State University

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**Institutions Represented**

Eastern Washington University - Cheney, WA
Idaho State University - Pocatello, ID
Lewis-Clark State College - Lewiston, ID
Lewis-Clark State College - Coeur d’Alene, ID
North Idaho College - Coeur d’Alene, ID
Spokane Falls Community College - Spokane, WA
Spokane Falls Community College - Pullman, WA
University of Idaho - Moscow, ID
University of Idaho - Boise, ID
University of Washington - Tacoma, WA
Washington State University - Pullman, WA
Washington State University - Spokane, WA
Washington State University - Tri-Cities, WA
Whitman College – Walla Walla, WA

Thank you for coming!
The Symposium Committee would like to thank the following units at the University of Idaho for their generous support:

College of Education, Health and Human Sciences
College of Letters, Arts and Social Sciences
College of Science
Department of Animal and Veterinary Sciences
Department of History
Department of Plant Science
Department of Mechanical Engineering
Division of Strategic Enrollment Management
Registrar’s Office
School of Journalism and Mass Media

Join the UI ACADA Book Club!

- Get to know colleagues from across campus.
- Share interesting conversations while making progress on your “to-read” pile.
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11:00 a.m.—11:50 a.m.

**Int’l Ballroom Southeast**

**Advising the Prospective Law Student**

Have you ever wanted to be a fly on the wall in a first year law class? Read a short case and listen to a law professor explain the Socratic method used in most law school. Then listen to director of admissions Carole Wells explain the nuts and bolts of law school. What is the big deal about the LSAT anyway? Does a student have to declare a “major” in law school? What law school to apply to, how to apply to law school, what to say and not say in a personal statement, and more....

**Presenters:**

Carole Wells
University of Idaho

**Int’l Ballroom Southwest**

**Self Care: the Underrated Professional Skill**

How in the world do we keep up with our work, home, and social expectations and not fall apart? Self-care is a difficult and underrated professional skill. If we are not well, it is challenging to support those around us. Professionals who take care of themselves lead by example, and as a result, their team, students and community are better supported. Advising is a challenging and rewarding career. How can we better care for ourselves to prevent burnout and compassion fatigue? What is resilience and how can we learn to use it to become better advisors? In this session you’ll learn the linkages between self-care and work performance, assess your overall wellness, discuss challenges and strategies for achieving the wellness to which you aspire, and dialogue about how to support students in their wellness aspirations.

**Presenters:**

John Myers
Emily Tuschhoff
University of Idaho
### Noon—1:30 p.m.

**LUNCH BUFFET**

Sponsored by University of Idaho
Vice Provost of Strategic Enrollment Management

Bruce Pitman Center
International Ballroom

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### 2:30 p.m.—3:20 p.m.

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<thead>
<tr>
<th>Int’l Ballroom Southeast</th>
<th>Confronting Stereotypes of and Among International Students in Academic Advising</th>
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| **Presenters:**          | **Margot Volem**  
                          | **Andrew Brewick**  
                          | **University of Idaho** |

The growth, in recent years, of international student enrollment in American higher education has contributed to increasingly diverse campuses and more cultural exposure for domestic students. However, stereotypes both of and among international students can contribute to a breakdown in communication between international students with faculty, academic advisors, administrators, and peers. By confronting inaccurate assumptions, and developing and modeling intercultural competence, advisors can both better serve international students and contribute to positive cross-cultural interactions between domestic and international populations.

<table>
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<tr>
<th>Int’l Ballroom Southwest</th>
<th>From &quot;Starving Student&quot; to Food Secure Students: The Critical Role of the Academic Advisor</th>
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| **Presenters:**          | **Helen Brown**  
                          | **Co-author:** **Rachel Krick**  
                          | **University of Idaho** |

An alarming number of students across the United States report they are food insecure. This session will link the prevalence of food security to health, academic success, and retention and provide a framework for a food secure campus. Academic advisors play a critical role identifying food insecure students, de-normalizing the "starving students" expectation, referring students to food resources and joining campus and community partners to build food secure campuses for all. Advisors will gain practical tools to initiate food security conversations, assess food insecurity risk, and identify referral resources to meet immediate needs and build a food secure future.

### 3:30 p.m.—4:00 p.m.

**Door Prizes and Closing**
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<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tr>
<td>2:30 p.m.—3:20 p.m.</td>
<td><strong>Banner 9 Admin Rollout Preparations</strong></td>
<td>Borah Theater UI Track</td>
<td>Brian will provide a short demonstration of the new version of administrative Banner scheduled for implementation on October 1, and provide guidance on how best to prepare for this event. Q&amp;A to follow.</td>
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<td>Noon—1:30 p.m.</td>
<td><strong>Developing an advising philosophy</strong></td>
<td>Vandal Ballroom (Gold)</td>
<td>Have you heard about the importance of having your own personal advising philosophy but have not had the time to develop your own? This workshop will provide you with the time and tools to develop a new advising philosophy or revise your current philosophy.</td>
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<td>Noon—1:30 p.m.</td>
<td><strong>ENTJs, Blues, Introverts and More: Using Personality to Better Understand Yourself as an Advisor (Part 2)</strong></td>
<td>Vandal Ballroom (Main)</td>
<td>As advisors, it can be difficult to maximize - or even maintain -our momentum as we meet with our students each semester. But what if there was a way you could better connect with your students while ALSO maximizing your personal momentum and motivation? By understanding personality (both students’ and your own), you can. This presentation reviews the types of personalities that we may encounter with students, as well as how to describe your own personality. Then, by using specific examples, explores how to best utilize that information to help maximize momentum and achieve success in the whirlwind of advising.</td>
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<td>Noon—1:30 p.m.</td>
<td><strong>KEYNOTE</strong></td>
<td>Vandal Ballroom (Main)</td>
<td>Michael Heim</td>
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<td>Noon—1:30 p.m.</td>
<td></td>
<td>Vandal Ballroom (Main)</td>
<td>The modern academic advisor is asked to do more with less. Faculty and staff alike are attracted to this work by a desire to work with others toward academic success. Being able to adapt to different people and situations, ensure that self-care is a part of our professional lives, adding balance to our personal lives and maintaining our intrinsic motivation to help students, are challenges with which every advisor struggles. I, too, struggle through moments when I am less motivated, or become unfocused on being the best that I can be. I am particularly susceptible to feeling overwhelmed by what I want to accomplish while balancing what I need to do. Working with students is not “easy” work. This keynote will narrow in on three points: 1) “Our message” as advisors – are we 100% confident that the message our students receive is the message that we believe we are sending them? 2) Do we balance our message with real world academic advising and motivational moments? In other words, do students trust us to give them the right information and leave our time together feeling positive and motivated? 3) How do we incorporate points one and two to help us think about our advising approach? Many of Michael Heim’s professional efforts have focused on the success and retention of Latinx students, including migrant and seasonal farm workers. His work within higher education has focused on supporting student development and processes of providing greater access for students from underrepresented backgrounds. From facilitating strategy teams tackling collaboration between institutions of higher education and community organizations; to cultivating processes by which students may build leadership skills; to directly coaching, mentoring, and advising students; Michael strives to adhere to an approach that validates past success and growth while examining new pathways and tools to clear the way for future growth. He has been invited to provide trainings, workshops, mentoring, and evaluative feedback for programming at institutions in several states, including Puerto Rico. A Pullman native, Michael currently serves as the Director of the College Assistance Migrant Program (CAMP) at Washington State University. Before moving back to Washington in 2017, he held leadership positions within El Centro de la Raza and the Department of College Enrichment and Outreach Programs at The University of New Mexico (UNM). He holds a Master’s in Latin American Studies and is currently pursuing a PhD in Spanish &amp; Portuguese at UNM.</td>
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1:30 p.m.—2:20 p.m.

**Borah Theater UI Track**

*Faculty Panel*

A panel discussion about faculty advising with experienced faculty advisors. UI faculty will discuss prompts and answer your questions. A time to network with experienced faculty advisors and learn how they balance teaching, mentoring, and advising.

**Presenters:**
Faculty Panel
University of Idaho

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**Vandal Ballroom (Gold)**

*Wrap Around Services: Building Effective Buy-In for Guided Pathways Implementation in Student Services at Community Colleges*

Much effort has been created in discussing ways Guided Pathways will help students to complete their programs faster and effectively. The concept of Guided Pathways has commendably brought various community colleges to review their curriculum and programming. However, effective implementation of Guided Pathways requires leadership teams and committees to on-board more than a small group of individuals. Guided Pathways, as an institutional initiative, needs to expand beyond executive administration and Academic Affairs. Successful implementation of Guided Pathways must involve Student Services/Affairs. Using relational theory, this presentation will provide an effective example on ways to generate buy-in of Student Services/Affairs staff members through: defining Guided Pathways; helping departments re-envision student services using guided pathways; and generating cross department strategies on ways to better serve students.

**Presenters:**
Claudine Richardson
Cynthia Vigil
Spokane Falls Community College

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**Vandal Ballroom (Main)**

*Using “Mission Command” to Improve Teamwork & Communication*

The U.S. Army uses a philosophy called ‘Mission Command’ as a framework for teamwork and communication. This philosophy is easily transferrable to teamwork and communication in Higher Education. This workshop will examine this philosophy and discuss ways in which it can be practiced.

**Presenter:**
Brad Martin
University of Idaho

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**Int’l Ballroom Southeast**

*There is No Manual! How Do I Advise University Honors Program students?*

This presentation covers the main parts of academic advising for University Honors Program students, including program requirements, completion levels, and course contract work. During advising "season" at the University of Idaho, Honors Program students often see their major academic advisor before they receive registration or other academic advising from Honors Program staff. At times, it can be challenging for those advisors to keep up with Honors Program requirements and questions students ask during their advising appointment. This presentation session aims to assist with updating academic advisors about program requirements and typical registration and advising questions when meeting with Honors students.

**Presenters:**
Sandra Reineke
University of Idaho

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**Int’l Ballroom Southwest**

*Self-care: the Underrated Professional Skill*

How in the world do we keep up with our work, home, and social expectations and not fall apart? Self-care is a difficult and underrated professional skill. If we are not well, it is challenging to support those around us. Professionals who take care of themselves lead by example, and as a result, their team, students and community are better supported. Advising is a challenging and rewarding career. How can we better care for ourselves to prevent burnout and compassion fatigue? What is resilience and how can we learn to use it to become better advisors? In this session you’ll learn the linkages between self-care and work performance, assess your overall wellness, discuss challenges and strategies for achieving the wellness to which you aspire, and dialogue about how to support students in their wellness aspirations.

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