



8:00 – 8:45 AM	REGISTRATION AND CHECK-IN CONTINENTAL BREAKFAST	Rosebud Theater Foyer 1st Floor
8:30 – 4:00 PM	CONFERENCE CYBER STATION Laptop computers are available for your use throughout the day.	Neches and Pedernales 2ND Floor
8:45 – 10:00 AM	OPENING AND KEYNOTE SESSION Welcome <i>Les D. Ridigin, UTAAA President and Conference Chair</i> Keynote Introduction <i>Dr. Michael Moore, Senior Vice Provost, University of Texas at Arlington</i> Keynote: Appreciate Advising <i>Dr. Jennifer Bloom, Clinical Associate Professor Director of the Higher Education & Student Affairs Masters Degree Program, University of South Carolina NACADA President</i> This fun and uplifting session will focus on how as advisors we can use the organizational development theory of Appreciative Inquiry to enhance our interactions with students. Appreciative Advising is focused on giving you specific techniques and questions to help you build rapport with your advisees, discover your students' strengths, uncover their hopes and dreams, and then partner with them to develop a plan for accomplishing those dreams. The student success and retention literature clearly demonstrates that the work we do as advisors is important. Appreciative Advising translates theory to practice to enable you to optimize your interactions with students.	Rosebud Theater 1st Floor

10:15 – 11:15 AM	FIRST BREAK-OUT SESSION Appreciative Advising Overview <i>Dr. Jennifer Bloom, University of South Carolina</i> In an informal question and answer session following the keynote address, Dr. Bloom will discuss further the techniques and theories behind "Appreciative Advising" and how they can help advisors enhance their relationships with their students.	Room TBD 2ND Floor
	Checking the Roles of First-Year Experience, Learning Communities and Special Populations: All Students Need a "SureStart" <i>Dr. Curtis Hill, Tarrant County College, Southeast Campus</i> The <i>SureStart</i> program at Tarrant County College (TCC) was piloted in the fall of 2002 for first-time-in-college, academically-at-risk students. The <i>SureStart</i> program targets underprepared students who demonstrate a low reading proficiency on the assessment test, but participation in the program is based on students not meeting the standard cut score required by the Texas Success Initiative (TSI) in all three areas (reading, writing and math). As a result of this focus, the Student Development Services division—led by the Counseling Department—in conjunction with Academic affairs, decided to develop a new learning community targeting this special population. Learn how our team of Counselors and Academic Advisors initially identify these students and recruit them for the <i>SureStart</i> learning community.	Room TBD 2ND Floor
	"I Really Don't Want to be Here, But Here I am..." Making the Best of a Second Choice Major <i>Melva Harbin and Lauren Campbell, The University of Texas at Austin</i> "I don't want to be here, you're not the major I want so tell me what courses to take." Sound familiar? How do you help students accomplish their goals when you advise in a major that a student may consider second (or third)best? We will examine student motivations as "default majors," the challenges we face advising students within this category, and present findings from a survey conducted with students who consider our major to be their default. Additionally, we will present literature regarding students in transition to help lay the foundation. We will conclude by asking for audience input as we discuss tools to guide these students to success.	Room TBD 2ND Floor

Beyond Catalog Advising: The Dialogue of Mentorship

Pamela Chiu, Southern Methodist University

**Room TBD
2nd Floor**

In the age of categorizing students, dealing with considerations of race, learning differences, and socio-economic training, advisors must clear away the noise and focus on the individual. We must listen to the main themes a student presents to show the individual the strongest options for engagement within their primary interests and secondary interests or passions. Students thus engaged become life-long learners and join the ranks of the intellectual world. To accomplish this goal, students must be guided to seek an understanding of self and of their university in their first year.

Through an interactive workshop of best practices, the presenter will share materials and practices currently in use for first-year students that move advisor-student conversation to higher levels of engagement. The presenter also hopes to solicit best practices for moving the advisor-student relationship to mentorship from those in attendance facilitating a workshop/discussion format.

11:30 – 12:45 PM

LUNCH

Check-Up From the Neck-Up

Words from Dr. David Welsh

**Bluebonnet Ballroom
1st Floor**

1:00 – 2:00 PM

SECOND BREAK-OUT SESSION

**Freshman Advising Guidebook:
An Effective Tool for Student Empowerment**

Julie Kirkland, Pamela Milner, Nola Moudry, and Carol Pollard, University of North Texas

**Room TBD
2nd Floor**

Do you wish you could publish your knowledge as an advisor for students to use as a resource? At the University of North Texas, we created a university-wide freshman advising guidebook; which reviews policies, procedures, academic success, advising responsibilities, and campus contacts. We will explain our process of creating an advising guidebook for freshman, including how to successfully implement this process from a collaborative perspective considering: support, funding, content and presentation. We will also discuss strengths and weaknesses based on the experience of implementing our guidebook from start to finish, and feedback from student evaluations. Participants will walk away with an understanding of the process of creating a guidebook, an example of the assessment used and a hard copy of the guidebook itself.

Let's Teach Them to Fish: Tools to Empower Students to Succeed

Cheri Butler and Cliff Garinn, The University of Texas at Arlington

**Room TBD
2nd Floor**

As the Parable states, we can feed a man fish and he eats for a day, but we can teach him to fish and he eats for a lifetime. Are we really giving our students tools to be empowered and independent or are we "fishing for them"? This workshop will explore empowerment and outline ways that we can provide our students with the tools that they need to succeed in their careers and life.

Juggling the Intangibles: Creating Balance in the Classroom

Shayla Miles, Prairie View A&M University

**Room TBD
2nd Floor**

College learners are thrust from the security of high school into the autonomy of higher education. So, how does one ensure that they creatively conquer challenges, firmly embrace maturity, and consistently crave wisdom? Academic advisors can train learners to think more critically about personal and academic matters. The presenter will introduce and explain three areas of students' preconceived notions that mute effective instruction and hinder critical thinking. She will then demonstrate techniques that will enable participants (1) to train learners to conquer these three areas; and consequently, (2) to maintain an environment of motivated critical thinkers and creative problem solvers!

Empowering Lesbian, Gay, Bisexual and Transgendered Students"

Jaimie Page, The University of Texas at Arlington

**Room TBD
2nd Floor**

Lesbian, Gay, Bisexual and Transgendered Students (LGBT) students may face many difficulties, including stigma, discrimination and oppression, the possibility of violence, and family and social difficulties, which can often affect educational performance and satisfaction. In this session, participants will obtain basic information about LGBT students hear from a panel, including an LGBT student(s) and a representative from PFLAG (Parents and Friends of Lesbians and Gays).

2:00 – 2:15 PM

AFTERNOON BREAK

**Sierras Lounge
2nd Floor**

**2:15 – 3:15 PM****THIRD BREAK-OUT SESSION****Which Reality Do We Check?****Room TBD****Advising the Non-Traditional Student with Multiple Roles and Realities****2nd Floor***Sarah Conrad, University of North Texas – Dallas Campus**Jennifer Graham and Victoria McWilliams, University of Texas at Arlington*

We want to address the growing non-traditional population that affects advisors in all disciplines and institutions. We will present what the National Center of Education defines as a “non-traditional” student and then examine what we, as advisors, define as non-traditional. Here is the reality: both advisors and advisees bring definitions and biases that can distract from the real needs of the students. We would like to examine those biases and how we can overcome and assist the students in overcoming them. In our session, we will both explore the issue and propose feasible solutions that any individual advisor or unit could incorporate into their daily advising sessions. We understand the limitations of resources and energy that face advisors. However, it is crucial that we meet the needs of this population and validate them as legitimate students. Therefore, we propose small changes that enable these students and their advisors to work together to accomplish goals and, ultimately, completion of the bachelor’s degree.

Spotlighting the Millennial Student: Implications on Academic Advising**Room TBD***Ana Guzman, Texas Christian University***2nd Floor**

Have you ever felt a lack of connection between you and your advisees, especially those of the “millennial generation”? What does being a millennial student even mean? What are the implications of advising millennial students? This presentation will help shed some light on these questions and the mentality and expectations with which millennial students enter higher education. We will discuss who millennial students are, what has shaped their lives, and how this all plays a role in academic advising. We will then share ideas on how to take this information and use it to interact with and better meet the needs of millennial students. Anyone from a Baby Boomer to a Generation X’er will learn how to relate to the emerging generation.

ROUND TABLE SESSIONS**Room TBD****2nd Floor**

Presenters will give 20 minute info sessions about useful advising information and provide handouts as well. Choose 3 of the following presentation to gain valuable information.

What Every Advisor Needs to Know about Working with Students with Disabilities*Dr. Dianne P. Hengst, Director/Assistant Dean of Students*

College life poses different challenges for students with disabilities. When students enroll in college, they are considered responsible adults by faculty and staff. The expectations are that they will assume responsibilities for meeting their class requirements. This added responsibility is coupled with a drastic change in the learning environment as well as a need to self-advocate. This round table discussion will help the college advisor understand these differences as well as provide strategies that will help students navigate the world of higher education.

Empowering First-Year Engineering Students*Sally Hoelke, The University of Texas at Arlington*

Advising first-year engineering students often entails many things that are unique to engineering majors. Besides dealing with all of the usual first-year experiences and concerns, engineering students should organize their activities and studies around the “big picture” of their professional engineering careers beginning with their first semester at UTA. Some of the factors that make this happen include advising and scheduling so that they connect with industry and begin networking and applying for internships that will put real engineering experience on their resumes. Students are encouraged to expect to see their professional goals come to life throughout their four-five years in school, to get involved in research and projects that connect different areas of engineering to each other... hopefully empowering students to build confidence, to explore career options and to get excited about what lies beyond graduation.

AP, IB, CLEP, DSST, ASE: What Does It All Mean?*Connie Lorrick, The University of Texas at Arlington*

We will discuss how University of Texas at Arlington implements credit-by-exam policy and how advisors can help their students move ahead with the use of these testing programs.

ROUND TABLE SESSIONS

**Room TBD
2nd Floor**

**For Love or Money – Choosing a Major That Fits!
Advising and Teaching Major Exploration Students”**

Lynne Von Roeder, The University of Texas at Arlington

Like many institutions, in the summer of 2006 The University of Texas at Arlington adopted a policy stating that students must be in a major by the time they accrue 75 attempted hours. Our office saw a need to develop a new major exploration process and a major exploration class to address this policy and to also aid the truly “clueless” students that are concerned about choosing a major. This presentation will highlight tips and techniques that work in a classroom and office setting.

**Empowering Students Through Effective Advising:
Strategies for the Hiring and Training of Academic Advisors**

Louann Schulze, The University of Texas at Arlington

For students to be empowered to take responsibility for their academic direction and career goals, they must have accurate and appropriate academic advising. Effective advising is a significant factor in student accountability for academic and career planning. Academic advisors must be carefully and purposefully screened, hired and trained. Advisors who are a good match for the job responsibilities and the dynamics of the advising office will be more effective in working with students. Effective advising is the result of a strategic process which is initiated with the job posting and continues with the screening, interviewing, hiring and training. The process continues with implementing of the advising content and process and culminates with the advisor/student relationship.

CEU CREDIT UTAAA through NACADA is recognized by the National Board for Certified Counselors to offer continuing education for National Certified Counselors and Licensed Professional Counselors. We adhere to NBCC Continuing Education Guidelines. Credit is available for each session except the Round Table Sessions.

SPECIAL RECOGNITION

The University of Texas at Arlington Advising Association would like to express our sincere appreciation to the Provost’s Office for their generous support and to all the volunteers for their time and effort. We also wish to extend a special “thank you” to our respective departments for supporting our efforts and the University of Texas at Arlington Advising community.

UTAAA Conference Planning Committee

Molly Alfors, Student Governance
Cheri S Butler, Career Services
Cliff Garinn, Business Career Services
Jennifer Graham, Honors College
Mindy Hutchison, School of Nursing
Araya Maurice, Institutional Research & Planning
Cathy Pritchett, Honors College
Lynne Von Roeder, University Advising Center

Lisa Berry, SOAR
Erin Cushman, College of Business Administration
Justin Gerstenberger, School of Nursing
Liz Hannabas, University Advising Center
Mary Jo Lyons, University Libraries
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