ADVISING ELEVATED
EMPOWER ADVOCATE ENERGIZE
2019 UAAC CONFERENCE MAY 6
8:00 TO 9:00
BREAKFAST
GC 2900 & 2950

8:30 TO 9:00
KEYNOTE WITH ANNA BENINATI
GC 2900 & 2950

9:10 TO 10:00
BREAKOUT SESSION #1
CLICK TO SEE ROOMS

10:15 TO 10:50
ADVISING FORUM
CLICK TO SEE ROOMS

11:00 TO 11:50
BREAKOUT SESSION #2
CLICK TO SEE ROOMS

11:50 TO 1:00
LUNCH
GC 2900 & 2950

12:30 TO 1:00
KEYNOTE WITH DAN REED
GC 2900 & 2950

1:10 TO 1:20
MINDFULNESS MINI SPA
GC 2900 & 2950

1:25 TO 2:00
AWARDS CEREMONY
GC 2900 & 2950

2:10 TO 3:00
BREAKOUT SESSION #3
CLICK TO SEE ROOMS

3:10 TO 3:45
RAFFLE & CLOSING REMARKS
GC 2900 & 2950
Anna Beninati is a bilateral above-knee amputee and an athlete on the U.S. Paralympic Alpine Ski Team. This season, she competed in World Championships in Kranjska Gora, Slovenia and Sella Nevea, Italy, earning 5th place finishes in all events. When she’s not skiing, Anna works as a public speaker to spread her message of resilience, acceptance of change, and the healing nature of sport. She has delivered keynotes for Salt Lake Community College and Intermountain Healthcare, where she learned the hard way that doctors won’t laugh at her jokes.

8:30 to 9:00
GC 2900 and 2950
Daniel A. Reed is the Senior Vice President for Academic Affairs (Provost) at the University of Utah. Previously, he was Vice President for Research and Economic Development, University Chair in Computational Science and Bioinformatics, and Professor of Computer Science at the University of Iowa. He also served as Microsoft’s Corporate Vice President for Technology Policy and Extreme Computing, where he helped shape Microsoft’s long-term vision for technology innovations in cloud computing and the company’s associated policy engagement with governments and institutions worldwide.

Before joining Microsoft, he was the founding director of the Renaissance Computing Institute at the UNC-Chapel Hill, where he also served as Chancellor’s Eminent Professor and Vice Chancellor for Information Technology. Prior to that, he was Gutgsell Professor and Head of the Department of Computer Science at the University of Illinois at Urbana-Champaign and Director of the National Center for Supercomputing Applications. He was also one of the principal investigators and chief architect for the NSF TeraGrid.

He has served as a member of the U.S. President’s Council of Advisors on Science & Technology and the President’s Information Technology Advisory Committee. He is the past chair of the Board of Directors of the Computing Research Association. He currently chairs the Department of Energy’s Advanced Scientific Computing Advisory Committee and serves as a member of the NSF National Center for Optical-Infrared Astronomy Management Oversight Council.

Dr. Reed received his B.S. from the University of Missouri-Rolla and his M.S. and Ph.D. from Purdue University, all in computer science.

12:30 to 1:00
GC 2900
and 2950
How Do We Define “Student Success”?  
MODERATORS  
Madalyn Smith (Session A)  
GC 1770  
Ashley Glenn (Session B)  
GC 1780  

Assessment in Your Department  
MODERATOR  
Shawn Adrian  
GC 1760  

Diversity and Inclusion in Action  
MODERATOR  
Elizabeth Rogers  
GC 1560  

Wellness, Balance, and Combating Advisor Burnout  
MODERATOR  
Jenny Stout  
GC 2900  

Advancing the Profession of Academic Advising  
MODERATOR  
Taunya Dressler  
GC 1790
Join us as we explore Design Thinking and apply it to the age-old question, “What do you want to be when you grow up?” We will engage in interactive activities that empower individuals to reframe questions, take action, and design the life they want to live.

KEYWORDS
Designing Your Life, Pathways, Career Exploration, Major Exploration, Career, Future
Over 5 million AP exams were taken last year. Many first-year students are entering college with substantial completed coursework but do not feel ready to make life-altering decisions. These high-achieving students require in-depth developmental advising to answer the questions that college demands. Join us for a review of barriers facing these students, an overview of the decision-making strategies most commonly used by students, and best practices to help them move forward with intention.
In our time-constrained advising appointments it can be difficult to engage students in developmental conversations when there are so many other topics to cover! This session will focus on how advisors can quickly recognize opportunities for, and engage in social justice-focused conversations (especially with students holding privileged identities). This session includes five theory-based strategies and allows time to practice utilizing them.

**KEYWORDS**

Social Justice, Inclusion, Critical Thinking, Advising Toolkit, Theory-Based Skills
Discover and learn the 5 practices of a “Rida” Advisor. We will discuss specific strategies to improve how you serve your first generation, low-income and underrepresented students. You’ll also participate in a discussion technique that allows you to actively engage with others as you walk throughout the room. You will work together in small groups to share ideas and respond to meaningful questions, documents, images and problem-solving situations related to the “Rida” framework.

KEYWORDS
Rida, Best Advising Practices, Social Justice, Diversity & Inclusion, Purpose, Preparation, Socratic Sensibility, Trust
“Tell me again. How does this transfer course apply to my degree?” Come learn about Transferology, an advising tool that displays transfer equivalencies with USHE institutions and associated schools. Empower yourself to be an energized advocate for transfer students! We will also ask for your feedback on improving articulation agreements.

KEYWORDS
Transfer, Best Practices, Software, Tool Kit, Articulation, Advisor and Student Resource, Advising Technology
How can we use a redefined definition of power in our Academic Advisor practices to help mentor and empower our students? This workshop plans to provide a toolbox to empower, specifically by using a female-centric interpretation of power. We will encourage participants to consider where they sit on the power spectrum and how to shift the power dynamic to either empower themselves or to empower others. In addition, participants will leave this session with a better understanding on how they can constructively use authority and power to exercise leadership.
While “Transfer Shock” is a common framework for understanding student experiences, very little work examines how this relates to transfer students’ mental health. Research on transfer and under-represented student mental health show a higher risk and a strong need for mental health support. In response, a partnership with the UCC was created. A relationship with a UCC psychologist encouraged the creation of a holistic mental health and stress support group for transfer students within CESA. This presentation models the student-centered and appreciative advising style used in the CESA office.
Whether you are a new ally or a continuing advocate, don’t miss this panel of U of U students and staff speaking about their positive and negative experiences at the U, specifically addressing campus safety issues, barriers to graduation, and advice for advisors to better respect identities, names and pronouns. The presentation will also include an overview of the Utah and U of U campus climate for transgender and non-binary students, plus an advisor resource guide.

KEYWORDS
Transgender, LGBTQ*, Campus Climate, Support, Advocacy
Advising students who are experiencing distress from a personal crisis is a reality in our profession. All too often we unknowingly unpack information with a student that we are required to report to the Office of Equal Opportunity & Affirmative Action (OEO) or the Office of the Dean of Students. This session will focus on the two different roles, define how advisors should report important information, and review best practices in supporting these students through reporting conversations.
You’ve probably heard a lot about signature experiences/High Impact Practices (HIPs) on our campus—they sound really great, but are they impacting all students in the ways we think they are? Using the University’s Strategic goals and UGS’ Strategic Plan, this presentation will examine the ways that extraversion bias in HIPs create a deficit in experience for introverted students and why this matters at the U.
A trauma-informed advising approach is increasingly important when working with students. An integral part of this approach is being mindful of our roles and limitations. Setting and abiding by boundaries are ways to keep the student safe and allows us to do our jobs to the highest standards. Join the Center for Student Wellness and the Women’s Enrollment Initiative to better understand trauma’s impact on our students, apply trauma-informed approaches, and recognize role limitations.
With limited time for self-care during busy days it is helpful to have a few tools that can promote wellness in 10 minutes or less. Participate in a movement break, learn about wellness opportunities at the U, and conclude with a mindfulness activity to wrap up an exciting UAAC conference!

KEYWORDS
Movement, Mindfulness, Energize
ADVISOR AWARDS

NEW

ELIZABETH ARRIGONA
KATIE BARNARD*
MACKENZIE BUIE
SIDNEY CUSHING
ALEX FRANCIS
CHRISTY HOFFMANN
AMARIS LEIATAUA*
KAITLIN LINDSEY
SAVANNAH MANWILL*
ALLY MARRINGA*
ALLIE MCCLASKEY
JAKE MCPARTLIN*
APRIL SANDERS-ABOULILA
MORGAN SRIPHONG-NGARM

*INDICATES FINALIST

BACK TO SCHEDULE
ADVISOR AWARDS

EXPERIENCED

JASON ATHERTON*
ELIZABETH BALDRIDGE
KATE BARRON-KEDDINGTON
MICHELLE BROOKS*
CATHY BROWN
TRAVIS CIARAMELLA
JULIANA ESPINOSA
ANGIE GARDINER*
ERIC GARDNER
RYAN HARDY
LISA HUTTON
AMY KIMBALL
STEPHANIE SHIVER
MADALYN SMITH
MICHELLE TUITUPOU
JOY VELARDE*
SHAWNA WEBSTER*
JEN WOZAB

*INDICATES FINALIST

BACK TO SCHEDULE
OVERALL CONFERENCE FEEDBACK

CONFERENCE PLANNING COMMITTEE
SEAN CROUCH, CHAIR
JOY VELARDE, CHAIR
ALICIA BUXTON
STEVE HADLEY
BETH HOWARD
AMANDA KARLS
NICK KARLS
KARLA MOTTA
SHELLEY NICHOLSON
BRETT RUNNION
LISA SHAW
ANNA SHERROD
JENNIFER SWEATMAN
MICHELLE TUITUPOU
TAMARA YOUNG

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