



The Advising Arena: Championing Student Success

Georgia Tech Academic Advising Network (GTAAN)
Best Practices in Academic Advising Conference Program
June 26th, 2017

SCHEDULE FOR THE DAY

7:30 AM:

Registration Opens

8:00-9:00 AM:

Breakfast and Networking

**** WiFi Information ****

Select *GTRI-CONF wireless network*
Security key: *STINGER! Open your browser*
Username: *Jun*
Password: *PittsburghPenguins*

9:00-10:00 AM:

**Keynote Address: Dr. Susan Raines
(Auditorium)**

"Successfully Navigating the Turbulent Waters of Academic Advising Through the Application of Key Conflict Management Skills"

Dr. Susan S. Raines is a Professor of Conflict Management at Kennesaw State University, a mediator for the Georgia Court System, and Editor of Conflict Resolution Quarterly. She has advised students through the process of internships and jobs at organizations worldwide. In addition to teaching and research, she has mediated more than 15,000 civil and domestic disputes; she trains mediators in Georgia and around the world; she has designed and evaluated Alternative Dispute Resolution (ADR) programs for numerous U.S. state and federal agencies, trained United Nations employees on cross-cultural conflict resolution, regularly facilitates public meetings, & leads negotiated rulemaking processes. Her research includes investigations into the usefulness of various mediation techniques, best practices for mediation training, and the use of facilitated dialogues for public decision making. She is a registered civil and domestic relations trainer in the state of Georgia, and recognized as an Advanced Practitioner by the International Association for Conflict Resolution. Susan earned her Ph.D. in Public Policy from Indiana University and her M.A. in Political Science from the University of Idaho and a BA in Government from California State University, Sacramento.

10:00-10:15 AM:

Break

10:15-11:00 AM:

Breakout Session #1

*** Auditorium:** Beatriz Rodriguez - "Entering the Ring with a Resistant Student"

Bio: Beatriz Rodriguez has over ten years of experience working with high school and college students in the areas of recruitment, retention, and student development. Beatriz is currently a Learning Specialist/Academic Coach at Georgia Tech where she provides individualized academic coaching to students who want to improve their study strategies.

We have all met students who need to make drastic changes in their academic lives, or just throw in the towel. If you experience frustration when students do not follow through with suggested strategies, you are not alone. At the Center for Academic Success, we felt the same way and quickly realized students resistant to make changes needed a counter punch. Although often used in Counseling, we use Motivational Interviewing (MI) in an academic coaching setting to promote change from within the student. Developed by Miller and Rollnick, MI is a communication method used to elicit intrinsic motivation within a person and promote a change in behavior. MI is a direct and focused way of communicating with a proven track record in a variety of disciplines.

*** Room A:** Corey Cantrell, Rockfield D'Amour, James Spencer, Montreal Thomas, My'Chael Willis - "Meeting Them Where They Are: a Collaborative Approach to Student Engagement"

Bios: The presenters serve as academic advisors or advising administrators at Chattahoochee Technical College, a unit of the Technical College System of Georgia (TCSG) and the largest technical college in Georgia.

Many post-secondary institutions grapple with the problem of declining student engagement, the causes of which can be challenging to identify and remediate. In many cases, an innovative and aggressive institutional response is needed. To address early signs of waning commitment among students, Chattahoochee Technical College (CTC) strategically chose academic advising as the topic of its Quality Enhancement Plan (QEP), which SACSCOC requires as part of the reaffirmation-of-accreditation process. Seeking to capitalize on advising's recognized role as a vital link between student and institution, the College set out to enhance its learning environment and to promote a closer, more viable and sustainable connection with students. This presentation will share one institution's gratifying experience tackling a multi-faceted issue.

*** Room C:** Brandon Solie - "Student Development in Student Athletes"

Bio: Brandon is an Academic Advisor at Georgia Southern University. Brandon graduated from Georgia Southern University with a degree in Business Management in 2011 and is currently pursuing a Masters in Higher Education Administration and looking to graduate Spring 2018.

As an advisor for Georgia Southern University, I have worked closely with many student athletes and their athletic advisors. The objectives for this presentation include the development, psycho social implications, and cognitive development of student athletes. Also, I will look at the best practices for advisors who work with student athletes, and discuss if student athletes are prepared for graduation or life after college.

11:00-11:15 AM:

Break

*** Auditorium:** Veronica Gilliard - "Bans, Walls, and Raids: Advocating for our Students in Times of Turmoil in Higher Education"

Bio: Veronica Gilliard is an academic advisor in the department of biochemistry and molecular biology in the Franklin College of Arts and Sciences at the University of Georgia. Veronica earned an A.B. in English from the University of Georgia and an M.Ed. in Higher Education Leadership from Mercer University. In addition to her work in academic advising, Veronica is currently a doctoral candidate in higher education leadership at Mercer University.

With a new incoming administration, students and academic advisors are finding themselves employing a number of contingency plans amidst new federal policies around immigration - specifically as it pertains to the recent 'travel ban' and national immigration raids. As emotions run high, what is our responsibility to our students in these watershed moments? How do we communicate with impacted students about changes we may or may not foresee? How are other colleges and universities supporting these students? And, most notably, how do our advising approaches need to evolve in this season of tension?

*** Room A:** Liz Kazungu, Justin Boone - "Obstacles are Opportunities! Reboot Students to Success"

Bios: Liz Kazungu serves as a Learning Specialist and Lead Academic Coach at the Center for Academic Success (CAS) where she coordinates Success Workshops, Academic Coaching, and Reboot for Academic Success Workshop Series. Justin Boone serves as the Tutoring & Peer Learning Programs Manager at CAS where he coordinates Tech Prep in collaboration with the School of Mathematics and Residence Life's Freshman Experience Program, PLUS (Peer-Led Undergraduate Study) and Tutoring.

Assisting students to strategize for success is a multifaceted process. The Center for Academic Success provides outreach to students utilizing a wide variety of programming. In this presentation, I discuss Reboot For Academic Success and its impact on the "Murky Middle". This population, is described as the sizeable but often overlooked group of college students who manage to complete their first year with a GPA between 2.0 and 3.0 but stand a good chance of dropping out before degree completion. I describe the program: topics, outreach efforts and results.

*** Room C:** Ellen Murkison - "Engaging First-Year Engineers through Peer Mentoring"

Bio: Ellen Murkison serves as the primary academic advisor for first-and second-year students in the School of Chemical and Biomolecular Engineering at Georgia Tech, taking over this role in August of 2015. She previously served as the Assistant Director of First-Year Experience at Georgia Southern University, and as both an Academic and International student advisor at the Savannah College of Art and Design. She has a Master of Education in Student Personnel Services from the University of South Carolina and is a long-time member of NACADA, serving as the Region IV representative for Georgia from 2009-2011.

First-Year students in engineering programs often must wait until after their freshman year to take major coursework. This may contribute to a feeling of being "disconnected" to important information, lowered satisfaction with their degree, and a delay in forming study and peer groups within their major. Our department addressed these concerns by the creation of a First-Year Peer Mentoring program. Pairing selected upperclassmen with two to three freshman, the goal was to engage these freshman sooner with faculty and students in their own department. This session will highlight the extensive training efforts provided to ensure high quality peer mentoring, an analysis of peer mentor growth in mentoring competencies, and finally an assessment of freshman participants in the program.

12:00-1:15 PM:

Lunch (individual lunch boxes)

*** Room A:** Option 1 - Network and relax

OR

*** Room C:** Option 2 - Attend the lunch panel at 12:30 PM

"Creating Innovation in Academic Advising"

Panelists: Steven Girardot, Vice Provost for Undergraduate Education at Georgia Institute of Technology; Martha Abell, Dean for the College of Sciences and Mathematics at Georgia Southern University; Andy Meyer, Assistant Vice President for Academic Affairs at Dalton State College.

Academic advising is critical to student success and involves issues such as major choice, curricular navigation, degree completion, student support and coaching, and referral to campus resources and services. The advising process is a complex one that involves orientation, faculty, curriculum, academic policies, career services, student affairs, registration, financial aid, and at the center of all of this is - the student. In addition to the human aspect of advising, there are a variety of software tools, forms, and web pages dedicated to enhancing the advising experience for the student and advisors alike. In such a complex system involving both human and technological solutions, there will be strong points and weak points.

In this session, a team of senior academic administrators representing three different USG institutions will lead a focused discussion to examine the advising process and determine common points of success and frustration. Ultimately, the discussion will focus on how to create innovation in academic advising that leads to a more effective and seamless advising experience for students and advisors.

1:15-2:00 PM:

Breakout Session #3

*** Auditorium:** Colette Fournier, Ashlee Flinn, Laura Dawson - "Helping Students Knock Out their International Goals through Cross-Campus Advisor Collaboration"

Bios: Colette Fournier serves as the International Plan Advisor in the Office of International Education at Georgia Tech and enjoys working with academic units across campus. Colette is currently working on her MBA from Georgia Tech and plotting out her next international trip. Ashlee Flinn has worked in the field of international education since 2010 when she became a Study Abroad Advisor at Austin College in Sherman, Texas and continued in the field when she moved to Georgia Tech in 2014 to be an Education Abroad Scholarships Advisor and Marketing Specialist. Laura Dawson is an Academic Advisor in Mechanical Engineering at Georgia Tech. Laura has her M.Ed. in Higher education from the University of Georgia and a B.A. in Psychology from American University.

Many students come to campus interested in gaining an international experience before they graduate. Successfully moving students from interest to action requires the joint efforts of both academic advisors and the Office of International Education to ensure that students are selecting programs that are right for them in terms of course progression, cost, and timing. This session, jointly presented by OIE staff and ME advisors, will focus on best practices for collaboration between academic advisors and the international office on campus in order to assist students in achieving their international goals. Attendees at this session will hear from both international education advisors and academic advisors on ways to work together to best serve our students and will walk away with potential ideas for increased collaboration at their institution.

*** Room A:** Chris Lundy, Salazec Spratling, Yen Rodriguez - "Be an OG: Success Strategies from Orientation to Graduation"

Bios: Chris Lundy is a Graduation Coach with the Transfer Advocate Gateway Program (TAG) at Kennesaw State University (KSU). Chris earned his bachelor's degree in Communication from Jacksonville State University and a Master of Education degree in Higher Education Administration from Georgia Southern University. Yen Rodriguez is the Assistant Director of Race, Culture, and Ethnicity Programs for KSU's Multicultural Student Programming Unit. He also serves as a part-time instructor of First Year and Transition Studies. Yen received his B.A. in English and his M.A. in American Studies, both at KSU. Salazec Spratling is an academic advisor in the Advising Office for New, Exploratory and Students in Transition (NEST) and a part-time instructor teaching First-Year seminar courses. Salazec earned his bachelor's degree in Human Services Administration from Bellevue University and a Master of Education degree in Higher Education Administration from Georgia Southern University.

KSU's enrollment is primarily comprised of transfer students. Naturally, students who transition from one or more institutions into KSU have concerns regarding their transfer credits. However, as we begin to engage minority transfer students, we have found that these students often feel marginalized and neglected when transferring to an institution that is predominantly white. How do students navigate the challenges of transferring to a new school, make sure their previous college credits are counted, feel connected to the school, and graduate stress free, all without a school that does not have a dedicated transfer student center?

Instructors and staff members across multiple divisions created an initiative to help transfer students feel welcomed, safe, and engaged through their collegiate journey at KSU. Various programs focus on helping transform transfer students (specifically, minorities) into student leaders who cannot only succeed, but share their story and become student leaders and advocates for success in the process.

*** Room C:** Aileen Taylor-Grant - "Instructional Scaffolding: A Teaching Method for Advisors to Motivate and Promote Self-Efficacy for Advisees"

Bio: Aileen Taylor-Grant serves as an academic advisor at Georgia State University in the College of Education and Human Development's Office of Academic Assistance. Her personal advising philosophy involves a holistic student development approach. Aileen is currently a doctoral student at the University of Georgia in the Educational Psychology program.

Have you ever wondered how you could assist your students in increasing their learning motivation? Or how to support your students to become independent learners? Roll your sleeves up advisors! It's time to get in the ring and throw your instructional scaffolding punches!

Instructional scaffolding is a learning process designed to promote a deeper level of learning. As advisors we find ourselves encouraging our students to achieve and meet their academic goals but in order for this to occur our students must be motivated and independent learners. Scaffolding is a strategy that can assist our students in this learning process. This presentation will review methods to facilitate instructional scaffolding in advising and academic coaching environments by providing students with resources, templates or guides, assigning a compelling task, and giving guidance in their development of cognitive and social skills. We as advisors strive daily to reach this final knock out round when our students champion their self-efficacy and learning!

2:00-2:15 PM:

Break

2:15-3:00 PM:

Breakout Session #4

***Auditorium:** Tim Brown - "Watch for the Hook: Social Class and Advising"

Bio: Tim Brown has been a member of the Georgia Tech community for 10 years as an advisor. Tim is a graduate of Georgia Tech and Clemson University, and is currently pursuing a Ph.D. at Georgia State University. He can be reached at tim.brown@cc.gatech.edu.

Advisors do their best to prepare students for life at their participating institution. While advisors do their best to educate themselves to the sensitivities of special student status, sometimes the effect of a student's social class is understated or ignored. This can create problems for the student because social class can be more influential than many other identities a student may carry. In boxing terms, for advisors, this overlooked attribute can be equated to a boxer's hook, decimating academic plans and ultimately stymying student success. This session will use sociological theory to analyze the effects of social class on educational outcomes and provide possible suggestions in overcoming this.

*** Room A:** Christy Curley, Breanna Calamas, Inger Wood - "Advisors and Faculty: In the Students' Corner"

Bios: Christy, Breanna, and Inger are all members of the advising team housed within Georgia Southern University's College of Liberal Arts and Social Sciences (CLASS), in Statesboro, GA. Christy advises students in English, Philosophy, and Writing & Linguistics; Breanna advises Political Science Majors; and Inger advises History and Modern Language majors.

Professional advisors work to assist, inform, and encourage the same students who faculty instruct and mentor, but so often the two entities fail to work together. Many advisors feel disconnected from faculty, which can create a disjointed and unstable experience for students. But faculty and advisors are not opponents! We are all here for the students, in their corners, working with them and cheering them on. When advisors collaborate with faculty, we are able to provide students with everything from a cohesive curriculum, to stronger career guidance, to a more unified support system.

Participants will leave this discussion with concrete examples of how they can be more involved at the department or college level, ways to engage with faculty, and how to approach some of the possible challenges to this endeavor.

*** Room C:** Shanta Hutchins - "If We are Championing Student Success, Who is Championing Our Success? How to Help your Students Fight by Staying in the Ring"

Bio: Shanta Hutchins has thirteen years of higher education experience from admissions to advisement and instruction. Her professional goal is to make an impact on others so that their academic, professional, and personal lives are enhanced from the encounter. Shanta's philosophy is that education is a reciprocal process. You must be open to learning to effectively teach. In the words of Maya Angelou, "I find that people will forget what you said, they will forget what you did, but people will never forget how you made them feel."

Our priority is always the student, but as we take care of students, and sometimes faculty and staff, who takes care of us? Do we understand how important it is for us to be healthy and happy? How can I give the best of me when the best of me is not available? As advisors we face many bouts. This presentation will show you how to Block, Break, Clinch, & Counterpunch your opponent while in the ring of advising. The fight we are losing is against our better selves. This is the biggest fight of your career, and after today you will have what you need to win. This presentation will give you tools to spar with and strategy to use when championing your own success.

3:00–3:15 PM:

Break and Snacks

3:15–3:45 PM:

Panel Discussion

*** Feel free to bring snacks to the panel**

"Float Like a Butterfly, Speak with Authority: Showing Empathy and Providing Guidance During Difficult Conversations With Students"

*** Room C:** Tracy Boothe-Miller, Academic Advising Manager in the School of Civil and Environmental Engineering; Kristi Mehaffey, Academic Professional and Undergraduate Academic Advisor in the George W. Woodruff School of Mechanical Engineering; Craig Womack, Assistant Dean & Director of Undergraduate Programs in Scheller College of Business

3:45–4:00 PM:

Networking and Evaluations

Please fill out the conference evaluation form (in your folder) before you leave.
Thank you for your feedback.



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