

## MIACADA Concurrent Sessions: At a Glance

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2. Everyone Knows Something I Don't: Departmental Programming and Advising to Improve the Transfer Student Experience	Berry Auditorium
3. Using Maslow's Map to Describe Advising: Academic Advising Hierarchy of Goals	Rosenau A
4. Recalculating Route: The Direction of Academic Advising at Henry Ford College	Rosenau B
5. Driving Your Success in Leadership	Rosenau C
<b>Concurrent Session 2: 11:15am-12:05pm</b>	<b>Room</b>
6. LGBTQ+ Inclusion: You Have the Power to Make a Difference	Forfa Auditorium
7. Making an IMPACT: A Service-Learning Program for Incoming First-Year Students	Berry Auditorium
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11. Highway Interchanges: Clarifying the Path for Community College and University Academic Advisers	Forfa Auditorium
12. This Magic Moment: Creating Advising Experiences that Matter	Berry Auditorium
13. The Power of Narratives: Using Real Talk to Engage, Teach and Connect	Rosenau A
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16. How I Met Your Major: Creative Ways to Engage Deciding Students in the Major and Career Exploration Process Throughout Their First Year	Forfa Auditorium
17. How to Help Your Students Navigate "Plan B" As Their Reality	Berry Auditorium
18. Preparing Students for Health Professions Programs: Strategies for Success from Acceptance to Graduation	Rosenau A
19. Driving Students to Career Success at Wayne State University	Rosenau B
20. Making Connections: Engaging Alumni in an Industry Mentor Program for Student Success	Rosenau C

## **Concurrent Session 1: 10:15 - 11:05am**

### **Session #1**

**Room: Forfa Auditorium**

#### **Advising is on the Case: Implementing a Caseload Advising Model**

Adam McChesney, Oakland University  
Debbie Lengyel, Oakland University

Is your office considering requiring students to meet with an academic adviser every semester? Are you wondering if you should give every student an assigned academic adviser? Come learn from an office that attempted both of those things this past year.

In 2017, the Oakland University School of Business Administration pursued a mandatory, caseload advising model. Learn how Business Advising navigated the political landscape, leveraged technology, and developed a comprehensive communication plan to get students to buy in to a new proactive advising model.

This session will outline an entire year's endeavor to implement proactive, mandatory, caseload advising. You will walk away from this session with some ideas about how you can make this kind of advising work for your office, learning from the successes and mistakes of the past year.

### **Session #2**

**Room: Berry Auditorium**

#### **"Everyone Knows Something That I don't": Departmental Programming and Advising to Improve the Transfer Student Experience**

Saroya Cicero, University of Michigan  
Kaydee Fry, University of Michigan  
Julie Catanzarite, University of Michigan

The purpose of this presentation is to explore, through case studies in small groups, survey data, and student videos, the need for and implementation of specialized advising and programming to support a positive transfer student experience.

As a result of this presentation, participants will: explore transfer student characteristics and experience through a national, state, and institutional lens, identify and respond to transfer student barriers, discuss ways to minimize these barriers transfer students experience, learn advising and programming practices implemented by one university's departmental advisors, and hear stories from transfer students about their experience and advice for advisors.

### **Session #3**

**Room: Rosenau A**

#### **Using Maslow's Map to Describe Advising: Academic Advising Hierarchy**

Roberta Rea, Oakland University  
Sara Webb, Oakland University

Academic advisors help students plan their schedule... But there is a greater purpose to academic advising. What is it? This is a question asked by students, faculty, and staff. The more we can help our campuses understand the goals and purpose of academic advising, the more they can see the

integral role we play in supporting student success. Join us to learn how we've used Maslow's hierarchy of needs to develop a tool that showcases the purpose and priorities of academic advising at Oakland University. Participants will learn the five basic goals of the Academic Advising Hierarchy. Participants will personalize the hierarchy for their own campuses, with the goal of helping them tell the story of what we do in advising beyond helping students to plan their schedules.

**Session #4**

**Room: Rosenau B**

**Recalculating Route: The Direction of Academic Advising at Henry Ford College**

Lorraine Paffenroth, Henry Ford College

Like many institutions, Henry Ford College has hot button issues when it comes to retention and graduation rates. We wanted to look at what we could do to improve services to students with the limited resources of our office. How do we change direction from being a transactional model to a relational model with limited staff and an unmanageable advisor to student ratio? In this session you will gain some insight into how HFC is becoming an EAB Success Collaborative School and moving to change the face of advising to better serve our students as well as our internal customers.

**Session #5**

**Driving Your Success in Leadership**

**Room: Rosenau C**

Jonelle Golding, Michigan State University  
Michael Connelly, Michigan State University

What does leadership look like in your life story? What does the term "leadership" mean to you? Why does leadership matter? Are you a "line leader" or "crossing guard"? - These are questions academic advisors face throughout their career.

The Michigan Academic Advising Association (MIACADA) surveyed members to gain insight into their understanding and accessibility of leadership opportunities, obstacles to pursuing leadership and benefits of leadership personally and professionally. Utilizing the survey results, we will discuss perceptions of leadership, leveraging resources to gain leadership experiences, and prepare a foundation for personal pathways to leadership. Together we will explore leadership in the context of advising to improve understand of the impact your leadership has, identify and access leadership opportunities, and develop the next steps in your leadership story.

**Concurrent Session 2: 11:15 - 12:05pm**

**Session #6**

**Room: Forfa Auditorium**

**LGBTQ+ Inclusion: You Have the Power to Make a Difference**

Elizabeth Preston, Henry Ford College  
Troy Gibson, Henry Ford College

Whether your school has deep pockets or limited resources, much can be done to strengthen services for at risk and marginalized populations. This presentation will look at the challenges faced by many LGBTQ+ students in higher education. It will also describe what a committee of volunteers has done at Henry Ford College to make a positive change in climate and culture on its campus. Ideas will be

shared regarding what others can do to support already existing initiatives or suggestions on ways to jump-start your own program. Resources will also be provided regarding ways to best serve our LGBTQ+ students, faculty, and staff.

**Session #7**

**Room: Berry Auditorium**

**Making an IMPACT: A Service-Learning Program for Incoming First-Year Students**

Andrew Murray, Michigan State University

Innovative first-year programming is essential to assisting students in their transition to college, as is engagement in high-impact practices and connection to their new community. To assist 25 incoming Honors College students in their transition to Michigan State University, we established HC IMPACT, a weeklong, pre-matriculation service-learning program. Immediately preceding the start of classes, students engaged in academic conversations with faculty & community experts focused on inequity alongside related service experiences. Program assessment demonstrated student learning around service & inequity, as well as effective transition & connection to the campus community. This session will review the planning process for a service-learning experience and provide participants an opportunity to discuss potential resources available and challenges associated with creating a similar program.

**Session #8**

**Room: Rosenau A**

**“Stereotypes on Steroids”: Strengthening Cultural Sensitivity and Awareness by Supporting an Environment of Inclusion**

Cynthia Merritt, Wayne State University  
Aundra Freeman, Wayne State University  
Felicia Grace, Wayne State University

With the increase in diverse populations of students, staff and faculty on college campuses, cultural unfamiliarity and offensives potentially can occur. Have you experienced subtle message that may be viewed as insulting? Have you perpetrated stereotypical comments about students, staff or faculty? What is stereotyping and how does this effect our interactions among students and colleagues. The goal of this session will seek to increase cultural sensitivity through addressing stereotypes and micro-aggressions and to discuss ways in which academic advisors can help their students engage in meaningful dialogue when they encounter stereotyping. Also, to convey etiquette on how to be more sensitive, while not being offensive. Possible resolutions and strategies for countering these occurrences will be offered.

**Session #9**

**Room: Rosenau B**

**Collaboration for Success: A Partnership Model for Integrated Advising & Student Services**

Max Olivero, Michigan State University  
Amber Benton, Michigan State University  
Karissa Chabot-Purchase, James Madison College  
Emelia Hammond, James Madison College  
Lindsay Snyder, James Madison College  
Jeff Judge, James Madison College

As a collaborative team of advisors, the academic and career services staff at James Madison College partner together to offer a variety of approaches to integrating student services and academic advising. This collaboration helps students understand that they have an entire team of support from orientation to graduation. Advising is much more than suggesting courses and creating class schedules, as this session identifies the strengths of general advising with featured areas of expertise such as recruitment & admissions, retention, diversity programming & student engagement, experiential education & education abroad, and career services. This session will explore how each member on an advising team can be stronger in their roles by approaching problem solving from a multi-angle and team perspective, and will help participants identify strategies to capitalize on existing networks and resources on their campuses

**Session #10**

**Room: Rosenau C**

**Who's in the Driver Seat When it Comes to Student Success?**

Patricia Michno, Wayne State University  
Heather Laskos, Wayne State University

Attending college and graduating with a degree that will help obtain an ideal career is part of the American Dream. We, as advisors, tend to map out what student success and the American Dream should look like. The purpose of this session would be to look at what can be done to help students learn how to define their own college success and achieve it. We reviewed empirical research to compare factors for academic success that students have control over as well as those factors that we, as advisors, are able to play a part in. The intended outcome of this session is to come up with open purposeful dialogue that can be used by counselors and university advisors when talking to students. In the Mike Ilitch School of Business, we have implemented a more hands on campaign with our students so we can help the student define what success means to them so we know what role we need to play in the student's quest for success.

**Concurrent Session 3: 1:30 - 2:20 p.m.**

**Session #11**

**Room: Forfa Auditorium**

**Highway Interchanges: Clarifying the Path for Community College and University Academic Advisers**

Roberta Rea, Oakland University  
Carmen Etienne, Oakland University  
David Goetze, St. Clair County Community College  
Martha Pennington, St. Clair County Community College

With college student enrollment dropping, relationships between 2-year and 4-year institutions are more important than ever. Our schools are depending on one another to provide the best and most affordable education opportunities for students. Academic advisers at both types of institutions want to help students navigate the best possible route. Oakland University and St. Clair County Community College worked together to create an Academic Adviser exchange in Winter 2018. During the exchange, advisers from each campus spent time shadowing advising appointments, discussing technology and transfer student issues, and built relationships with colleagues. We'd love to share what we learned, and how your advising offices could benefit from the same type of experience. Through this presentation advising professionals from 2 and 4 year schools can learn this

low-budget way to connect with colleagues at local community colleges or universities with the goal of helping our students successfully transition.

**Session #12**

**Room: Berry Auditorium**

**This Magic Moment: Creating Advising Experiences that Matter**

Lindsay Naylor, Michigan State University

In their book “The Power of Moments,” Chip and Dan Heath break down what makes particular experiences memorable and life-changing. Instead of waiting for these moments to happen, they say, we can choose to create them. In this session, we will discuss how to apply these principles to advising and coaching students who are struggling academically to forge deeper connections with students and spark transformation in their lives. Through these principles, we can help students better set and achieve goals and analyze their own behaviors.

**Session #13**

**Room: Rosenau A**

**The Power of Narratives: Using Real Talk to Engage, Teach and Connect**

Christine Robinson, Western Michigan University

Want to better connect with students but not sure how? In this age of changing demographics, forging meaningful relationships is key to student retention and success. In this session you will learn about the power an innovative method to engage and connect with at-risk students. Based on the pedagogy of Dr. Paul Hernandez, a former youth at-risk, participants will learn how the concept of Real Talk helped foster student engagement and belonging at a large four-year university in the Midwest, resulting in increased retention. Participants will be guided to begin formulating their own Real Talk narrative to more effectively mentor, advise, and teach at-risk students at their institutions in academic advising, student affairs support programs, and in the classroom.

**Session #14**

**MIACADA Board Meeting**

**Room: Rosenau B**

The MIACADA Board of Directors and Advisory Committee meets four times annually in May, July, October, and February. All MIACADA members are invited to join us for the May meeting during the break out session of the 2018 MIACADA conference. Typical meetings include reports from each of the officers, as well as discussions related to new and old business of the association. Please join us if you have considered running for a MIACADA position or would like to learn more about our organization!

**Session #15**

**Room: Rosenau C**

**Social Judgement Theory: The “Speed Limit” of Advising**

David Schrock, Ferris State University

Austin Freshour, Ferris State University

Have you ever been given advice you weren’t quite ready to hear? Did you take the person’s advice right away? Of course not!

Sometimes our advisees simply aren’t ready to hear the advice we have – even if we have good intentions and are spot-on with our recommendations. If we get impatient with our advice and try to

“speed ahead” by telling them something they’re not ready to do, our advisees will likely feel invalidated, ignored, and perhaps even less likely to take this action in the future.

Social-Judgment Theory (SJT) provides an advising “speed limit” because it takes into account the attitudes of the advisee and allows us to adapt our persuasive message. The result – an advisee who feels heard, respected, and more likely to act on your recommendations. Even better: Using SJT in your advising costs you no additional time.

### **Concurrent Session 4: 2:30 - 3:20 pm**

#### **Session #16**

**Room: Forfa Auditorium**

#### **How I Met Your Major: Creative Ways to Engage Deciding Students in the Major and Career Exploration Process Throughout their First Year**

Melanie Chamberlain, Oakland University  
Kate Golder, Oakland University

Supporting students deciding on a major can be a challenge. No two students are alike, no two barriers are the same. In this session, you will learn about the Oakland University First Year Advising Center’s approach to working with deciding students throughout their first year and beyond. Our model stresses early engagement and encouragement of action-oriented exploration. We strive to meet students where they are at by utilizing multiple exercises and activities that are fun, creative, and relevant. We will briefly highlight some applicable theories and approaches to serving deciding students, but more importantly, you will walk away from this session with tools to implement in your own institutions.

#### **Session #17**

**Room: Berry Auditorium**

#### **How to Help Your Students Navigate “Plan B” As Their Reality**

Meaghan Cole, Oakland University  
Steve Farver, Oakland University

Have you ever had a student change their mind, encounter a life event, or not pass a class that causes them to alter their major or career path? If so, it can be challenging to navigate as an adviser, as the students’ “Plan A” is no longer an option. Using a mixed method approach and NACADA research findings, we intend to explore students navigating life changing decisions, offer science behind various models of decision making, and will seek to gain peer feedback about best practices.

#### **Session #18**

**Room: Rosenau A**

#### **Preparing Students for Health Professions Programs: Strategies for Success from Acceptance to Graduation**

Lola Banks, University of Detroit Mercy School of Dentistry  
Melvin Lunkins, University of Detroit Mercy School of Dentistry  
Angel Fox, University of Detroit Mercy School of Dentistry

Many students enter college with the intent of pursuing a career in the health professions. The

requirements for dental and medical education programs are ever evolving as more and more schools are moving in the direction of a holistic admissions process. In addition, students are facing an increasing number of challenges in not only gaining acceptance to these programs but also in adequately preparing for the rigor of these programs. This session aims to address the challenges that students face in pursuit of not only applying and gaining acceptance to health professions programs but also maintaining good academic status throughout their time in a professional program. Participants will gain an understanding of advising strategies that can prepare their students for successful matriculation and graduation from a health professions program.

**Session #19**

**Room: Rosenau B**

**Driving Students to Career Success at Wayne State University**

Ranae Hamama, Wayne State University  
Arlinda Pringle, Wayne State University  
Stacie Moser, Wayne State University

While integrating career and academic advising is not a new concept, academic advisors across the country are often finding themselves in the role of career counselors as their students wrestle with the exploration of vocational goals. In this session, we will discuss how two academic departments in the College of Liberal Arts and Sciences at Wayne State University have launched various programs in an effort to support student success and career engagement. In addition, we will be discussing some innovative ways WSU's Career Services has collaborated with academic advisors on campus as well as some of the unique services Career Services offers. This session will conclude with a round-table discussion and giveaways.

**Session #20**

**Room: Rosenau C**

**Making Connections: Engaging Alumni in an Industry Mentor Program for Student Success**

Tracy Fahl Castle, Wayne State University  
Audrey Stephens, Wayne State University  
Colleen McKenney, Wayne State University

Everyone needs a mentor in their lives, and students are certainly no exception. In 2016, The Department of Chemical Engineering at Wayne State University develop an industry mentor program to increase awareness of engineering roles and expand professional networks and skill set for their students. By partnering with the College of Engineering's Alumni Relations office, an alumni/student mentoring program was developed.

Join us as we share how a student initiated industrial mentoring idea developed into a successful model for the College of Engineering at Wayne State University. This session will provide an outline of the program model and descriptions of the roles that advisor, alumni relations officer, industrial professionals, and students play in the program. Hear how an industrial mentoring program provides engineering students a high impact career mentoring experience, while simultaneously creating stronger relationships between the university and alumni.