Concurrent Sessions 1 (10:10 - 11:00 am)

UC Graduate Programs 101: Helping your Undergraduate Student - 400A
Undergraduate advisors: do you have students who express an interest in graduate school, but you are not sure how to help them? UC’s graduate advisors are here to help YOU! This session will be a panel discussion with representatives from UC’s graduate programs, including Allied Health Sciences, Business, DAAP, Engineering, Human Services, Information Technology, Medicine, Nursing, and the UC Graduate School. We will provide you with insights into program pre-requisites, admission factors, and key details of the graduate experience. The primary goal of this session is to increase your awareness of UC’s graduate programs so that you can better prepare your students, but we also hope to create new connections between undergraduate and graduate advisors!

Engineering Impact: An Innovative Approach to Celebrating Student’s Big Moments - 400C
Can special moments be manufactured? Absolutely! From BBO to graduation, we already acknowledge the value of celebrating student transitions with fanfare. But what about the years between? With the right planning, advisors can employ fun, practical ways to create the kinds of human moments that reflect the care we feel for our students. This highly interactive presentation will give advisors the chance to identify the milestones within their own programs and develop practical, easy-to-implement ways to celebrate these moments and create memories.

UC Online: Growing UC through Innovation and Connection - 417
UC Online has the ultimate goal of delivering a world-class learning experience to students seeking the high-quality education that UC offers through a flexible online platform. We seek to push the boundaries of what is possible and drive innovation in online education. This presentation aims to introduce UC Online to campus stakeholders. Throughout this presentation we intend to explain how UC Online contributes to the “Next Lives Here” initiative, identify and explain aspects of our Online Program Management System and how it compares or differs from outside vendors, discuss key elements of our partnerships with colleges across campus, and describe how we are utilizing industry best practices to improve student retention. Through group discussion and collaboration, we will work together to debunk popular myths regarding online learning and will identify similarities and differences between online and on-campus students.

Using the Advising Research Community to Move Advising Forward - 419
Research can be scary. Research can also help provide clarity and insights about our practices, our students, and ourselves. This exact reason is why the UC Advising Research Community was created this past year. This session will help you understand more about research, the UC Advising Research Community, and even help brainstorm how interacting with research to answer your questions and improve your practice. Research does not have to be scary! As a group, we can not only demystify research but also conquer our fear and contribute to the future of our profession.

Advising via The Social Change Model of Leadership Development - 425
This presentation uses the Social Change Model of Leadership Development to explore best practices in advising students, student organizations, and other groups. It is based on the newly implemented Advisor Academy created by the Student Activities & Leadership Development Office.

The Mental Health of Generation Z - 427
Generation Z is the newest generation to attend college and its members will be attending college for the next decade. This presentation, facilitated by wellness and counseling professionals at UC, will provide information on what makes Generation Z unique and how to support this population. In addition, we will provide information on mental health considerations and share targeted resources.
Get Involved: Discover the Opportunities Available with NACADA and Other Allied Organizations- 400A
This session, presented by University of Cincinnati colleagues, will describe the opportunities available and rewards of your involvement within NACADA and other allied organizations. From serving as a volunteer at a conference to writing a book review referenced in the NACADA Journal, there is a place for you to get involved at the national, regional, state, or institutional level. We will discuss our personal experiences within NACADA and other allied organizations, sharing examples of how such involvement has allowed us to nurture our passion for academic advising and higher education, establish relationships with colleagues around the world, and challenge ourselves to grow professionally. This interactive session will assist you to better understand how you can contribute to NACADA and other allied organizations as you continue to explore future professional growth opportunities.

Clearing Up Cost Confusion: An In-Depth Look at the Cost of Study Abroad- 400C
Study abroad is gaining in popularity and making its way onto college students’ bucket lists across the U.S. Even here at UC we have seen the numbers of study abroad students nearly double in the past five years. With so many options, it can be intimidating to select a program, and even at a quick glance, the sticker shock can be enough to turn students (and their advisors) away from the experience. The fact is that study abroad programs range wildly in price, and there are strategies to select affordable and cost-effective programs. In this presentation we will discuss the wide range of program pricing, strategies for choosing cost-effective programs, analyze student financial scenarios, compare on campus vs study abroad semester budgets, and identify programs that may be lower than a semester here at UC. In addition we will showcase study abroad alumni and how they made study abroad fit their budget.

On-Campus Co-ops as a High Impact Practice- 417
The way we think about cooperate education at UC is evolving. As part of President Pinto’s strategic vision, Next Lives Here, we are expanding pathways to prepare students for successful careers through innovation. One initiative, on-campus co-ops, provide paid, meaningful work experiences for undergraduate students to contribute to our campus community and develop important skills. In addition to the work experience, students enroll in an online course which transcribes the experience and prompts them to set SMART goals, reflect on their experience, and articulate the skills they develop. On-Campus co-ops are a high impact practice that allow students to develop skills they can apply to any industry such as communication, leadership, and critical thinking. Through on-campus work, research shows that a student is more engaged and more likely to persist to graduation (Kuh, 2018).

Student Veterans: Building awareness and Collaborative Relationships for Support on Campus- 419
Informed holistic services, educational environments that meet Veterans’ needs and a cross-functional team approach are critical elements that student Veterans need to achieve as students and beyond. Learn how to build an inviting, engaging community of understanding and support. What do you need to know about Veterans’ unique characteristics and culture? What are the best practices and promising practices for educating and supporting today's Veteran population? Join us for an interactive presentation where you will learn how to ensure our campus is a highly supportive community for today’s Veterans. Supporting Specific Populations: Support the unique needs of UC’s student Veterans by engaging in cross-campus and community (VA) collaborations.

Per My Last Email: Zero Inbox Advising- 425
Does fear creep in on Monday morning as you load your inbox? Does the ping of a new email on your phone give you the cold sweats? Advisors today can feel overwhelmed by email, often with the same questions and information over and over again or topics that in previous years would be handled by appointment. It can be difficult to manage, but fear not! This presentation is here to help empower advisors with strategies to manage their inbox and take control of their email as a tool for student development.

The Individual Development Plan: A Student’s Map to Career Success- 427
The University of Cincinnati is continually looking for ways to improve students’ success and outcomes. President Pinto’s Next Lives Here strategic direction and the Bearcat Promise are about just that, ensuring that every Bearcat graduates with a clear focus on cultivating their ideal future. As graduate advisors, you have been tasked with finding ways to integrate the Bearcat Promise and the newly adopted My Graduation Plan into your support for graduate students. Individual Development Plans (IDPs), in conjunction with My Graduation Plan, maps out the general path a student wishes to take and helps match values, interests, skills, and strengths to their career choices. The goal of The Graduate School is by fall 2020, every graduate student will have an IDP. This workshop will provide advisors with the tools necessary to assist students in writing, implementing and revising their IDPs for greater academic and career success.
Concurrent Sessions 3 (1:15 - 2:05 pm)

**Advising as Teaching in Next Lives Here - 400A**
Advisors have a unique role in the ambitious strategic direction of Next Lives Here, especially in regards to academic excellence and the Bearcat Promise. How can we be more innovative and impactful in our work in order to advance the university’s vision? More and more, technical tools assist with the more transactional aspects of our work, which allows us to focus more on students’ learning as they reach to meet their academic, personal, and professional goals. “Advising as teaching” can now take on more innovative and impactful approaches that focus on active student learning and engagement. This session will provide a brief summary of teaching, learning and student engagement theory to use in our role as teachers, and include interactive case studies to provide practice in applying these theories.

**Fostering Community Among New Advisors at UC - 400C**
New advisors to the UC community are a constant. The goal is for new advisors to have time to talk and meet other new advisors outside of structured UCAADA and other departmental events. So often we get wrapped up in our own departments and the advisors we see regularly, but what about everyone else who is looking for more connections or have small advising teams? Coming to a new university, especially coming from a smaller school, new to higher education, or coming right out of graduate school can be difficult and we hope that we can create a community to support new advisors to UC, advising, and Cincinnati itself.

**Creating Connections Between Academic and Student Affairs - 417**
Every student should engage with an advisor. In his research on student satisfaction Kuh (2008) found that quality advising encounters are among the best predictors for student satisfaction and engagement in higher education. This session focuses on helping students understand the intersection of their academic, professional and personal lives. Cate and Miller (2015) argue that “One finds advising at the intersection of academic and student affairs and advisors need to send students down the proper path to the institutional personnel who can best help them meet their educational objectives” (p. 46). Academic Advisors have the power to directly influence students’ satisfaction and persistence by making powerful referrals that connect students to campus resources in a meaningful way.

**Moving Beyond a Buzz Word: What is Intersectionality Anyway? - 425**
Have you ever heard the word Intersectionality and wondered what it means? Or do you believe that you know what it means, but you are not entirely sure? Intersectionality refers to the multiple identities that each individual holds, along with the greater systems of oppression and privilege that shape how an individual uniquely experiences those identities. As our world and interactions with students grow more diverse, academic advisors can benefit from understanding intersectionality on both personal and systemic levels. This presentation will dive deeper into what intersectionality is, what it is not, and how you can be more aware of its presence in your professional practice and daily life.

**Advising Tools for Efficiency - 427**
Have you ever tried to explain to a student over email how to register for a learning community, using only your words? Have you ever left work with a clear inbox, only to walk in to fifty new emails that you have to answer before 9:00am? Have you ever wished there was a quick, easy way to see which of your advisees still need to see you this semester? This presentation will show you four easy-to-use tools that will help you do all of the above, and more: Jing, Email Signatures, Catalyst queries, and web browser bookmarks bars. Together, we will discuss how you can use them in your advising practice with a focus on efficiency.
Concurrent Sessions 4 (2:15 - 3:05 pm)

TLDR: Why Students Aren’t Reading Your Emails, and How to Change That- 400A
Tired of wondering why students aren’t reading your emails? Or why your attempts at advertising events don’t seem to be working? Or why you and your team member seem to clash on how you go about completing your tasks? Wonder no more! While many of us have completed the CliftonStrengths assessment and use it in our work with students, another tool to explore interpersonal and team dynamics is the Herrmann Brain Dominance Instrument (HBDI). Meghan Morris is HBDI-certified and has worked with multiple teams to help individuals better understand their preferred thinking styles, how they show up in groups, and how they can better communicate with/reach people (i.e., so students actually read their emails). One goal of this session is to understand how we can use a "whole brain thinking approach" in our work with each other and our students. Different tech tools and platforms will be introduced as ways to infuse HBDI into your work!

Getting Comfortable Being Uncomfortable: Teaching Soft Skills to Students- 400C
Where is the line in the sand drawn? Do I have a conversation with a student about being late? About their grammar in an email? About how their attitude and how they receive feedback? Soft skills are the key to workplace success and with student success always at the forefront of our work, we must be a part of their village to help them learn and grow not just academically, but socially and professionally as well. After all, soft skills are really life skills. In this session, participants will learn what soft skills are sought by employers the most, and how to get comfortable challenging students to be their best selves. Let’s work together, career and academic advisors, towards this common goal for our students.

Busting Barriers with the Bearcats Tracker- 417
The Bearcats Tracker is an interactive flipchart which exposes students to the academic, financial and social responsibilities to achieve college success. It illustrates and communicates specific tasks and reflection questions to consider for students starting in 8th grade through their first-year in college. This tangible tool has already been distributed to thousands of our regional students, and will provide them more knowledge to prepare for college. This session will introduce the Bearcats Tracker to the UC Advising Community. You will be able to use this tool in your work with students, as well as to share feedback on how the tool can be improved for your future use. Academic advising is pertinent to the success of college students. Therefore, it is imperative that academic advisors are knowledgeable of and can contribute to efforts to continue enhancing strategies to improve student readiness for college.

Supporting First-Year International Student Success- 419
When many international students first come to the US, they face challenges of adjustment in not only their day-to-day life but in classroom culture as well. All students face potential challenges in adjusting to college life, but international students face additional challenges of adjusting to college in a brand-new culture and often in a second language, too. This session discusses some of the most pressing aspects of adjustment for international students during their first year and what we can do as a community to support their success. By the end of the session, participants will be able to identify basic patterns that international students display when under adjustment stress and explore strategies of support if these signs arise. This session offers an opportunity to learn about and discuss best practices in supporting first-year international students and how proactive support during their first year is vital to retention.

Strength, Courage, Wisdom, & Love: Advising and Mentoring for Black Women Doctoral Students- 425
This interactive presentation focuses on the experiences of five Black women doctoral students and a Black woman faculty mentor who joined as a writing community across one academic year. Existing in tandem with the students’ more formal academic advising, this group represented a “counterspace” built on safety, trust, accountability, and mutual support. Vignettes written by each participant will be used to facilitate a discussion with session attendees and key themes will be related to research on effective advising and mentoring for students from marginalized groups, including aspects of Relational-Cultural Theory (Jordan, 2010), mentoring through alternative pedagogies (Esposito et al., 2017), and mutual support between students and faculty/advisors. Specific outcomes of this experience for the participants will be discussed along with recommendations for students and advisors.

Integrating Assessment into your Advising Practice- 427
Assessment: what an intimidating word, especially for busy advisors who already have enough to do! But how can we use assessment better? We talk to students about their academics, their personal lives, and their goals beyond UC, and we still have so much we can learn and improve about their experience. The challenge, however, is how do we learn more about the student experience?! This session will introduce you to strategies for introducing assessment into your advising practice. We will explore topics that may be of interest to advisors, and then ways that you can integrate assessment into your daily work. The goal is to break down the concept of assessment into a more manageable concept for a busy advisor.