

2018 UCDAAC Discussion Session Topic Descriptions

<p><u>Unconscious Bias</u> 9:05am-10:00am Ballroom A</p>	<p><i>Facilitators:</i> Sarah Driver and Lauren Worrell</p> <hr/> <p><i>Purpose Statement:</i> Discuss how unconscious bias can create barriers to quality academic advising and identify techniques for continued vigilance in surfacing and challenging unconscious bias.</p> <hr/> <p><i>Achievement Outcomes:</i></p> <ul style="list-style-type: none"> • Consider situations where unconscious bias creates barriers for students. • Reflect personally on unconscious biases. Identify ways for continuous self-reflective practices on unconscious bias. • Share actionable ideas about how to check your own unconscious biases, and how to address unconscious bias when you see it.
<p><u>Career and Academic Advising</u> 9:05am-10:00am Ballroom B</p>	<p><i>Facilitators:</i> Mike Lorenzen and Kelli Sholer</p> <hr/> <p><i>Purpose Statement:</i> Operating under the premise career and academic advising are inseparable, explore practical and relevant approaches for integrating career advising in our interactions with students.</p> <hr/> <p><i>Achievement Outcomes:</i></p> <ul style="list-style-type: none"> • Consider how to help students connect their academic goals with professional goals. • Share career advising approaches used in our units and help attendees identify how to implement effective strategies into their own practice. • Commit to one action towards staying current with career development issues to better help students navigate the constantly changing world of work.
<p><u>Navigating and De-escalating</u> 9:05am-10:00am Ballroom C</p>	<p><i>Facilitators:</i> Erika Reynolds and Donna Vivar</p> <hr/> <p><i>Purpose Statement:</i> Engage in dialogue regarding successful techniques for navigating and de-escalating charged student situations.</p> <hr/> <p><i>Achievement Outcomes:</i></p> <ul style="list-style-type: none"> • Share experiences from advising practice that benefitted (or could have benefitted) from utilizing navigation or de-escalation techniques; discuss what worked and what could have worked better. • Identify techniques that contribute to a successful outcome.

<u>Safe Space for Debriefing Difficult Circumstances</u> 9:05am-10:00am Conference Room B	<i>Facilitators:</i> Emma Martinez and Heidi van Beek
	<i>Purpose Statement:</i> Debrief on circumstances that have arisen in student interactions that have weighed heavily emotionally from the advisor perspective.
	<i>Achievement Outcomes:</i> <ul style="list-style-type: none"> Engage in dialogue that provides opportunity to share and hear advisors' emotional investment in student circumstances. Source ideas to provide ongoing colleague support.

<u>Holistic Advising</u> 10:05am-11:00am Ballroom A	<i>Facilitators:</i> Ariel Collatz and Lisa Laughter
	<i>Purpose Statement:</i> Examine holistic advising ideas and recognize opportunities for integration with current practices and structures.
	<i>Achievement Outcomes:</i> <ul style="list-style-type: none"> Review holistic advising ideas and current practices. Identify, share, and report out on potential opportunities to integrate holistic approaches into personal advising practices.

<u>Race, Place, and Citizenship</u> 10:05am-11:00am Ballroom B	<i>Facilitators:</i> Dionica Bell and Lina Mendez
	<i>Purpose Statement:</i> Provide a space for dialogue about how topics of race, place and citizenship, including DACA, affect our students; discuss approaches in responding to associated concerns during advising interactions.
	<i>Achievement Outcomes:</i> <ul style="list-style-type: none"> Recall a circumstance where you have struggled to respond to a student concern/fear/anxiety related to race, place, and citizenship. Identify primary concerns you hear from students. Discuss thoughtful approaches to address concerns and how your role can support students (and each other) through unclear, tense, troublesome, or fearful political, cultural, and social times.

<u>Transfer Students</u> 10:05am-11:00am Ballroom C	<i>Facilitators:</i> Nancy Davis and Joe Lee
	<i>Purpose Statement:</i> Examine the role of an academic advisor in the transfer and re-entry student experience.
	<i>Achievement Outcomes:</i> <ul style="list-style-type: none"> Identify the variety of transfer and re-entry students. Articulate unique challenges experienced by transfer and re-entry students. Construct solutions to challenges faced by this population.

<u>Pre-Graduate and Pre-Professional Students</u> 10:05am-11:00am Conference Room B	<i>Facilitator:</i> Sarah Driver
	<i>Purpose Statement:</i> Examine best practices in service to pre-graduate and pre-professional students.
	<i>Achievement Outcomes:</i> <ul style="list-style-type: none"> • Identify unique attributes and needs of pre-graduate and pre-professional students. • Engage in dialogue about best practice strategies for best serving pre-graduate and pre-professional students. • Identify pre-graduate and pre-professional advising challenges and how they might be overcome.

<u>Academic Difficulty and Intervention</u> 11:05am-12:00pm Ballroom A	<i>Facilitators:</i> Nancy Davis and Joe Lee
	<i>Purpose Statement:</i> Build awareness around intervention approaches related to AP/SD.
	<i>Achievement Outcomes:</i> <ul style="list-style-type: none"> • Present two approaches to working with students in academic difficulties. • Relate approaches presented to how you as an advisor interact with students in difficulty. • Share AP/SD intervention methodologies in each college.

<u>First Gen and Underrepresented Students</u> 11:05am-12:00pm Ballroom B	<i>Facilitators:</i> Erika Reynolds and Donna Vivar
	<i>Purpose Statement:</i> To surface understanding and practice when advising first gen and underrepresented students.
	<i>Achievement Outcomes:</i> <ul style="list-style-type: none"> • Share elements of own practice that have been helpful in advising first gen and underrepresented students. • Examine how a holistic advising approach can support first gen and underrepresented students. • Name how identified approaches could be incorporated into your personal practice.

<u>EPAR in Academic Advising</u> 11:05am-12:00pm Ballroom C	<i>Facilitators:</i> Emma Martinez and Heidi van Beek
	<i>Purpose Statement:</i> Review and reflect on this past year's activities in preparation to demonstrate growth and development on the upcoming EPAR.
	<i>Achievement Outcomes:</i> <ul style="list-style-type: none"> • Articulate positive communication regarding the value of academic advising. • Share ways to clearly convey accomplishments using language, references, and data to elevate the perception of the profession.

<p>Mental Health 11:05am-12:00pm Conference Room B</p>	<p><i>Facilitators:</i> Ariel Collatz and Lisa Laughter</p>
	<p><i>Purpose Statement:</i> Identify comfort level with mental health issues and be able to recognize signs within advising interactions to prompt the need to connect a student with further mental health resources.</p>
	<p><i>Achievement Outcomes:</i></p> <ul style="list-style-type: none"> • Identify comfort level with mental health issues. • Share and discuss particular behaviors and academic patterns that may indicate potential mental health concerns. • Share and report out on particular mental health referral pathways that are most accessible to the advising community.