AGENDA

HOLMES DINING COMMONS

8:00 a.m.  Check-In and Continental Breakfast

8:30 a.m.  Opening Remarks
Dr. Alberto Cardelle,
Provost and Vice President for Academic Affairs

9:00 a.m. –  Keynote Speaker
9:45 a.m.
Dr. Debra J. Pérez,
Senior Vice President of Organizational Culture, Inclusion & Equity,
Simmons University

10:00 a.m. –  Anatomy of Advising: Case Studies
11:00 a.m.
Ms. Susan Beddes, Ms. Lindsay Carpenter Connors, Ms. Shayne Koplowitz, and
Mr. Andrew Linscott
Academic Advisors/Coaches, Career Counseling and Advising Center

The Falcon Bazaar Food and Necessities Pantry was created in response to Wisconsin Hope Lab Survey results indicating that 54% of those students taking the survey responding that they did not know where their next meal was coming from. The Bazaar is free and open to all students.

The Green Bag and Swipe it Forward Programs were also created in response to our students’ food insecurity needs.

Please consider bringing a non-perishable food item to Development Day for the University’s Falcon Bazaar.
DEVELOPMENT DAY
"Inclusion, Equity and Student Success through Advising and Mentoring"

Thursday, January 17, 2019

AGENDA (Continued)

HAMPDEN HALL

11:15 a.m. – Concurrent Sessions I
12:15 p.m.

Strategies for Managing a Large Graduate Advisee Load (Room G-19)
Dr. Daneen Deptula, Professor, Psychological Science

Talking about some of my strategies for advising a large (n = 78 this semester) load of graduate students, and discussing the unique challenges in advising graduate students, particularly in licensure-based programs. Some strategies include having group advising sessions, using email to advise, having a good student manual, and conducting stage reviews of students to assess progress and give them feedback. I also just conducted an online survey regarding students' perceptions about advising in the counseling department, so I could share that as well. It would be interactive as I anticipate that other faculty would share their own strategies and things that have worked for them.

Using Technology in Advising (Room S-08)
Dr. Michael Hove, Assistant Professor, Psychological Science
Ms. Pamela McCafferty, Assistant Vice President for Institutional Research and Planning
Dr. Aisling O'Connor, Assistant Professor, Biology/Chemistry

This session will focus on the use of tools such as DegreeWorks and the Student Success Collaborative (SSC) in the advising process. DegreeWorks items for discussion will include the use of resources such as “What-if” and “Look Ahead” analyses, the GPA Calculator function, as well as using “Notes” to track the advising process. Topics pertaining to SSC will include appointment scheduling, success markers, issuing alerts, viewing student profiles, accessing pre-enrollment data, and querying various student and course information.

Fostering a Sense of Belonging through Advising (Ellis White Lecture Hall)
Dr. Lyndsey Benharris, Assistant Professor, Education
Dr. Katharine Covino-Poutasse, Assistant Professor, English Studies

Knights of the Roundtable, the Lost Boys of Neverland, and Han Solo: Best practices for advising cohorts, mixed-cohorts, singletons, and everyone in-between. This presentation will identify methods and strategies for advising cohorts, students switching in and out of cohorts, and non-cohort students. The presentation will offer suggestions for integrating advising into teaching (and vis versa) to create a more seamless 'full service' model for ALL types of students. Through the use of such best practices, advisors can help support and retain their advisees, while also endowing their students with an authentic sense of belonging throughout their academic careers at FSU.
DEVELOPMENT DAY
"Inclusion, Equity and Student Success through Advising and Mentoring"

Thursday, January 17, 2019

AGENDA (Continued)

Concurrent Sessions I (Continued)

**Applying a Growth Mindset in Advising** *(Room G-01)*

*Dr. Nermin Bayazit*, Assistant Professor, Mathematics  
*Dr. Lena Ficco*, Assistant Professor, Psychological Science  
*Dr. J.J. Sylvia*, IV, Assistant Professor, Communications Media

Growth mindset is the belief that intelligence and learning capabilities are not fixed, that they are malleable, and that they can improve over time with growth. This session explores strategies, tips, and cautions for incorporating growth mindset approaches to advising. How can we advise “the whole student” in a way that helps them develop strategies for success?

**Balancing Task Oriented Advising with Relationship Oriented Advising** *(Main Lounge)*

*Ms. Susan Beddes*, Academic Advisor/Coach, Career Counseling and Advising Center  
*Dr. William Cortezia*, Assistant Professor, Education

Research clearly underscores the importance of the student-advisor relationship to student retention and academic success. Yet the time constraints and advising load of the typical faculty advisor can make advising sessions more transactional. In this session, participants will gain a greater understanding of the foundations of the advising as teaching model and learn strategies to balance content and relationship building within an advising session.

**HOLMES DINING COMMONS**

12:15 p.m.  
LUNCH
HAMMOND HALL

1:15 p.m. – Concurrent Sessions II
2:15 p.m.

Meeting Students Where They Are (Room S-08)
Dr. Laura Garofoli, Professor, Psychological Science

We all want our students to rise to a high standard of performance, but all too often, we labor under the delusion that our students should be more like we were as students. While we should absolutely set high expectations, we should also recognize that we were special in very specific ways that our students may not share, necessitating a re-evaluation of what high expectations might mean for today’s students. During this session, we will explore the changing face of student competency development in an attempt to redefine our expectations and discuss the ways in which we might shift our advising and mentoring practices to better meet students where they are before we ask them to rise.

Strategies for Managing a Large Advisee Load (Room G-01)
Dr. Marcel Beausoleil, Associate Professor, Behavioral Sciences
Dr. Deon Brock, Associate Professor, Behavioral Sciences

This session will be a facilitated discussion in which the presenters will share their thoughts, strategies, and experiences with advising large numbers of advisees followed by an open discussion with participants to get their feedback, experiences, and ideas on the subject.

Advising at Risk Students: Identifying Non-Academic Barriers (Main Lounge)
Dr. Nancy Murray, Associate Professor, Education

Since conditions in children's lives and environment must be right in order for them to be successful academically, socially, and emotionally, non-academic barriers to learning can impede upon a student's ability to learn by not allowing them to be engaged in their courses in order to make the most of their academic learning time. Advising time is critical to identify these non-academic barriers and to support these at-risk students.
Advising First Generation Students (Ellis White Lecture Hall)
Mr. Jason Smith, Director of Expanding Horizons
Ms. Elizabeth Swartz, Career/Peer Mentor Counselor, Expanding Horizons

Given what we know to be true regarding the typical needs and experiences of first generation college students, there are crucial considerations to integrate into our advising models to provide comprehensive and intrusive advising. To realize a holistic approach, academic advising extends beyond course selection, and asks guided questions to capture the breadth of the student experience, allowing the advisor to meet the student where they are and partner to design an academic plan. In this session, participants will reflect on their own advising strategies, taking into account the challenges and successes in advising Fitchburg State students. Approaches to intrusive advising will be discussed and participants will be asked to consider practical application to their advising practices.

Strategies for Advising a Diverse Student Body (Room G-19)
Dr. Janna Heiligenstein, Assistant Professor, Education

This session will focus on common communication issues and other areas of concern related to advising students who are culturally and/or linguistically diverse, with a focus on how to support students who may be unfamiliar with academic procedures, classroom expectations, and communication patterns typically used in our setting. Participants will be asked to examine examples of interactions and to make connections to their own experiences to better support their advisees who may come from diverse backgrounds.