

Concurrent Session 1

10:30-11:30am

Keynote Plenary Session – Nexus of Identities: The Intersection of Freedoms

Presenter(s): Dr. Tomarra Adams

Location: Great Plains Room, 2nd Floor

The University of Nebraska-Lincoln, like many universities, is in the midst of conflict surrounding issues of social justice and civil rights. Politicians, administrators, faculty and students are struggling to define the souls of institutions in the face the country's own crisis of identity. Academicians have a responsibility to create safe spaces where students can be challenged to critically think about the issues of the world. The pressing questions are how can faculty, staff, and administrators teach, support, and challenge students within politically charged environments? Are we expected to bring the *real world* onto our campuses and into our classrooms? Is there space for liberatory education? This session will examine the challenges of social, moral and ethical crises and their impact on the institutional and individual formation of identity at modern universities.

Living on Ramen: Food Insecurity in College Students

Presenter(s): Kara Brant, Amanda Bergeron-Bauer

Location: Sunflower Room

As college tuition and cost of living rise, students are facing great financial burdens. In addition to concerns of looming loan debt, many of our students are also facing food insecurity and may not know where to find their next meal. Advisors are a consistent point of contact for students and advising conversations can open the door to issues that are bigger than degree requirements. Many colleges and universities have conducted studies on their campuses and found that anywhere from 14% to 59% of students do not have a reliable food source. Guided by Alderfer's ERG theory of needs, we will explore ways that advisors can identify and address this need on their campuses.

Our goal is to empower advisors to find meaningful ways to work with this vulnerable student population. Addressing food insecurity on college campuses helps create a needed safe space for students struggling with this foundational need.

The Bridge to Empowerment: Merging Leadership and Mindset for Student & Personal Development

Presenter(s): Jason Headrick, Hannah Sunderman

Location: Columbine Room

How can you encourage students to bounce back from failure and take risks, while also growing yourself? How can you help students believe that they can learn more, and achieve at higher levels? How might this attitude change your own life?

Our workshop will focus on understanding the skills-based model of leadership and applying it to the concept of fixed (the belief that talents are innate) vs. growth (the belief that talents can be developed) mindsets to maximize empowerment for you and your students.

The skills-based model of leadership allows us to better understand problem solving, knowledge building, and the way we foster our own growth, while the concept of fixed mindset vs. a growth mindset teaches us to how develop, praise, and empower our students and others.

This interactive session will bridge leadership and discussion to leave advisors empowered with new resources, an ability to improve student self-authorship, and the belief that change is possible through self-development.

I'm Not Your Google | Shifting the Reliance on Marginalized Identities to Educate SA Pros

Presenter(s): Kevin Forch

Location: Sycamore Room

As campuses become more diverse, student affairs practitioners must have a nuanced understanding of marginalized student and staff experiences to better support them, and each other in creating inclusive campus environments. We argue practitioners must move beyond allyship, an inherently passive role, to take control of their own social justice education to actively combat systems of power, privilege & oppression.

Quietly Building Bridges: Empowering Introverted Students on a Campus that Can't Stop Talking

Presenter(s): Katie Sewell

Location: Cottonwood Room

One-third to one-half of Americans are introverts, yet classrooms and professional workplaces are constructed and managed in ways that benefit and reward extroverted, or more outgoing, personalities. Growing up, quiet students are told that they need to speak up, work on teams, always be happy, and act overly-confident leading them to believe that there is something wrong with them when in reality, their personality is simply not wired to be that way. Counter to what some people may think, introverted students can leverage their quiet strengths to be successful in the classroom and eventually, the workplace. With proper coaching and resources provided by career coaches and academic advisors, students can begin to understand themselves and what they have to offer the world. This session will include information what it means to be introverted, best practices and resources for working with introverted students, discussion, and facilitated activities to engage participants.

Lunch: Great Plains Room (2nd Floor)

11:30am-12:45pm

Concurrent Session 2

12:45-1:45pm

Managing Controversial Conversations – Invited Faculty Panel

Presenter(s): Professor Lory Dance (Sociology and Ethnic Studies), Professor Rose Holz (Women's and Gender Studies), and Professor John Raible (Teaching, Learning & Teacher Education)

Location: Cottonwood Room

Managing conversations surrounding controversial social and political topics are part of college teaching and all professors at one point or another have had to manage difficult debates in class. While some professors expect controversy depending on the topics they teach, others have to manage them as they arise. Currently we find ourselves in politically-charged (or unsettled) times and often the classrooms have become a space where conversations between students of differing opinions come to head. In this panel we ask three faculty members to discuss different ways in which they manage these discussions and how they are able to make difficult conversations productive and educational. The panel will discuss different methods and strategies they employ to create a safe, welcoming, and inclusive space for students to have these conversations, while at the same time ensure intellectual development. The panel will also address different strategies on how to respond to these types of conversation if and when they make their way out of classroom and into an advising session. Some of the topics that will be discussed include: a) advice to give a student who feels uncomfortable participating in a class-discussion; b) advice on how to encourage a student to speak with their professor about controversial issues; and finally, c) ways in which an advisor can help a student understand what the professor is trying to communicate. The faculty panel includes Professor Lory Dance (Sociology and Ethnic Studies), Professor Rose Holz (Women's and Gender Studies), and Professor John Raible (Teaching, Learning & Teacher Education). The panel will be moderated by Professor Emira Ibrahimpašić (Global Studies).

Integrating Design Thinking in Academic/Career Planning

Presenter(s): Tracy Lungrin, Emily Wilber

Location: Sunflower Room

We know life cannot be perfectly planned, so how can we help students plan their lives?

In this interactive workshop, you will be introduced to design thinking based on the best-selling book, *Design Your Life*, by Bill Burnett and Dale Evans of Stanford University. You will learn how Nebraska University Career Services (UCS), inspired by life design concepts, created a new approach to facilitate student career exploration and development. You will discover:

- Strategies to engage students in life design with tangible takeaways.
- A transformational approach for students to envision their future.
- Academic/career planning which builds forward with both in mind.

Be prepared to brainstorm your own life design in activities UCS takes students through using logic, imagination, intuition, and experimentation. You will leave with a blueprint of your future (or futures) and how to test and adjust it, in other words, a plan for what cannot be planned.

Bridges, Not Walls: Navigating the DACA/Undocumented Student Experience

Presenter(s): Moises Padilla, Maricia Guzman, Katie Kodad

Location: Columbine Room

The American Association of State College and Universities (AASCU) listed policies directed at undocumented immigrants, including college students, as one of the most closely tracked issues for the coming years. So what does this mean for the DACA and undocumented students at UNL? In this session, the presenters will give an update on current national and state legislation. Also, strategies to support DACA and undocumented students will be provided; some of the topics to be covered include navigating financial aid, advising, health care (including mental health), internships, and post-graduating plans. Lastly, OASIS staff will introduce a new and exclusive professional development program coming to UNL.

From the Black Panthers to Black Lives Matter: Advising in an Age of Protest at Nebraska

Presenter(s): Kelly Payne, Ann Tschetter

Location: Sycamore Room

Beginning in the 1960s, in an era of great change in the US, college campuses became a place where young people challenged ideas of the status quo. Nebraska was included as a site of protest. Students and faculty, including from English and History, argued against the old ways of racism, sexism, homophobia and a war they believed represented all that was wrong and caused by a too powerful federal government. Using the lens of history, and the voice of educational theorist hooks, this presentation will examine college spaces and, specifically, sites of advising in the context of protest, as when hooks asks about educational sites of resistance and the ethic of communalism: 'Are there other locations where [the] values of moral discipline, integrity and sacrifice can be taught?' In lecture and discussion, we will draw on the Nebraska's archival history, from the Black Panther protest to Black Lives Matter today.

Education Abroad: Now More Than Ever!

Presenter(s): Marnie Nelson, Rebecca Baskerville

Location: Garden Room, 2nd Floor

Education abroad is a high-impact practice and transformative academic opportunity for students. Now more than ever, students need to engage in these opportunities. While the environment in which we currently live can be unpredictable causing some uneasiness around international travel, it is through these experiences abroad that students can gain appreciation of difference and diverse perspectives. This presentation will reference the work of social constructivism and Howard Gardner's Multiple Intelligences demonstrating how these theories are reinforced through education abroad. In addition, the presentation will focus on the importance of experiential learning; helping students to build on what they learn in the classroom and direct them to engage in research and observations outside of the classroom in the host culture. By looking at program itineraries and a 'day in the life' of students abroad on various programs, we will further recognize how critical and rewarding these programs are for students.

Concurrent Session 3

2:00-3:00pm

The Plight of Refugees: Empathy into Practice (Interactive Workshop)

Presenter(s): Dr. Courtney Hillebrecht

Location: Great Plains Room, 2nd Floor

With 16% of the world's refugee population finding their new homes in the Americas (UNHCR, 2017), it is likely that our college and university campuses will be serving students with a refugee background. This interactive session will "help create awareness, arouse emotions and encourage participants to take action on behalf of refugees," (UNHCR, 2017, p. 2). Participants will walk in the shoes of a refugee to aid in understanding this

complex phenomena through an adaptation of the game *Passages*, created by the United Nations High Commissioner for Refugees (1995). The simulation will have participants engaging in a set of decision-making dilemmas that refugees must face, such as if and when to leave their homes, what happens when illness or injury befall them while in transit, and how to navigate new languages, norms and bureaucracies in their host countries. Participants should come ready to work in teams and get up and out of their seats as they navigate these challenges.

Better understanding the varied, complicated, and often devastating experience of refugee populations will aid advisors in developing a more empathetic practice as we support student success at our institutions. Moreover, while this interactive session will focus on the experience of refugees, it will also generate conversations and considerations of the many hurdles and challenges our students need to overcome before arriving on campus.

L.I.S.T.E.N.: A Foundation for Building Bridges between Transactional and Relational Advising

Presenter(s): Wendy O'Connor

Location: Garden Room, 2nd Floor

In 2017, the National Academic Advising Association (NACADA) presented the NACADA Academic Advising Core Competencies Model which identified three content categories (Conceptual, Informational, and Relational) that constitute a foundation for effective advising (NACADA, 2017). Hughey (2011) observed that relational competencies are often among the most difficult for advisors to learn. However, the literature has also shown that students describe more satisfying and rewarding advising sessions when advisors are intentional about establishing a relationship with them (Coll & Draves, 2009). In response, this presentation will focus on the Relational content category of the NACADA Academic Advising Core Competencies Model and will present strategies in the form of the acronym L.I.S.T.E.N., where each letter represents a particular strategy. Strategies will focus both on relational bridge building with students and advisor self-awareness within the process and practice of academic advising.

Being Political and Advocating for Change as a Student Affairs Professional

Presenter(s): Celeste Spier

Location: Cottonwood Room

As student affairs professionals, we often feel the need to advocate for ourselves and our students. However, in today's world of polarized politics, complex legalese, and rising litigation, it can be intimidating to get political or advocate out loud. Many wonder where the professional and legal boundaries lie between personal, political, and professional issues, especially when social media and work/life intertwining have blurred the lines. Can I attend a university rally or protest at work? Does what I say outside of work still represent the university? A panel of specialists will answer your legal, political, and advocacy questions. This session is audience-led, so come ready to ask questions!

Panelists: Michelle Waite (Assistant to the Chancellor for Community Relations), Jake Johnson (Assistant Vice Chancellor for Student Affairs), Bren Chambers (NU Associate General Counsel), David Fitzgibbon (Interim Director, University Communication), and Leslie Reed (Interim News Director, University Communication)

Caring Too Much or Just Enough: Balancing Empathy, Emotional Intelligence, and Compassion Fatigue

Presenter(s): Olivia Miller, Amy Beyer

Location: Columbine Room

This presentation will focus on the relational component within academic advising and discuss elements of emotional intelligence and how it best supports our work with students. With heightened emotions and concerns within society, it is necessary as advisors to understand the role of both emotional intelligence and empathy. In this session we will discuss empathy as a strength, but also how it can negatively impact our work, thus leading to compassion fatigue. In addition to compassion fatigue, this can lead to surface acting, in repressing emotions truly felt and expressing fake emotions, causing depersonalization of relationships as well as a decreased sense of work accomplishment and satisfaction. Our presentation will highlight all of this and include a discussion of when do we

feel emotionally exhausted with our work, how do we balance supporting our students emotionally (other-care and self-care), as well as remembering and reaffirming why we do our work.

Did I Do That? A Look at Implicit Bias in Advising Interactions

Presenter(s): Rachel Wesley, Megan Schaefer

Location: Sunflower Room

Through research, discussion and activity, attendees will be engaged in a conversation about implicit biases to increase awareness of behaviors and attitudes and provide concrete next steps based on best practices. Sometimes in advising we say or do things that are interpreted by the students we work with differently than we intend. But what if we have hidden preferences for certain outcomes or behaviors? In this session, participants will first learn to recognize their biases and how they can shape our interactions without us even knowing it.