

# 2020 Mentoring and Advising Summit: Inclusive Excellence in Mentoring and Advising

Carnegie Mellon University • Cohon University Center

Thursday, March 5, 2020

[personalized.pitt.edu/summit](https://personalized.pitt.edu/summit)



## SCHEDULE

8-9 a.m.	<b>Registration and Breakfast</b> Rangos Ballroom, second floor
9 -9:15. a.m.	<b>Welcome from Provost Cudd and Provost Garrett</b> McConomy Auditorium, first floor
9:15-10:30 a.m.	<b>Keynote Address by becky martinez</b> McConomy Auditorium, second floor
10:30-11:30 a.m.	<b>Concurrent Sessions I</b>
11:30-11:45 a.m.	<b>Break</b>
11:45 a.m.-12:45 p.m.	<b>Lunch</b> Rangos Ballroom, second floor
12:45-1 p.m.	<b>Break</b>
1-1:45 p.m.	<b>Plenary Session: Student Success Panel</b> Rangos Ballroom, second floor
1:45-2 p.m.	<b>Break</b>
2-3 p.m.	<b>Concurrent Sessions II</b>
3-3:15 p.m.	<b>Break</b>
3:15-4:15 p.m.	<b>Concurrent Sessions III</b>
4:15 p.m.	<b>Reception</b> Rangos Ballroom, second floor

Throughout the day, we invite you to attend concurrent sessions by using the following hashtags to guide your choices:

**#assessment #careeradvising #coaching #communication #diversity  
#mentoring #resiliency #studentsuccess #technology**



## CONCURRENT SESSIONS I

### 10:30-11:30 a.m.

#### **Wellness and Resilience for College and Beyond: An Undergraduate Course to Foster Student Wellness**

Carla Chugani, assistant professor of pediatrics, University of Pittsburgh  
Cassandra Long, clinician and care coordinator, University of Pittsburgh  
*McConomy Auditorium*

**#resiliency #studentsuccess**

This workshop will provide participants with an overview of an undergraduate course titled Wellness and Resilience for College and Beyond. The course teaches students evidence-based skills for coping, mental health, and resilience. While such courses are extremely popular, research has yet to demonstrate their effectiveness. The course is currently being implemented on five local campuses (including the University of Pittsburgh and Carnegie Mellon) as part of a pilot trial. Preliminary data, guidelines for implementation, and training opportunities will be presented.

#### **Advising Assumptions: Using Coaching in Advising**

Tara Trapani, senior academic advisor and program manager,  
Carnegie Mellon University  
*McKenna, Peter, and Wright Rooms*

**#coaching #communication**

What does my advising look like? How effective am I in helping students to achieve their goals? Tara Trapani, certified professional coach and senior academic advisor in the Tepper School of Business at Carnegie Mellon, will present on her experiences with integrating professional coaching into advising practice and offer tools and strategies you can implement in your work with students.

#### **Empathy in Mentorship:**

#### **Achieving Positive Relationships through Pro-Social Psychology**

Samantha Watkins, education researcher, University of Pittsburgh  
*Connan Room*

**#mentoring**

The human brain is hardwired for empathy, which is a process that can be learned and actively practiced. When used, empathy can influence pro-social behavior and learning outcomes in a meaningful way. To make room for empathy, learn how to identify and uproot your personal biases, how to regulate your emotions and to assist students in doing the same, and how to practice perspective-taking in order to form positive mentoring relationships.



### **Getting Creative with Your Student Communication Methods**

Erin Mosher O'Brien, senior academic advisor and program manager,  
Carnegie Mellon University

Lizzy Stoye, academic advisor, Carnegie Mellon University

*Danforth Conference Room*

#### **#communication**

Communicating with students is a priority in any academic advisor's job, and recent research has suggested that email is no longer enough. This session will review a variety of platforms for visual-based communication that two academic advisors have used and the research that has influenced their choices. They will provide examples of work they've created and offer attendees the opportunity to learn firsthand how to use these platforms. Please bring a laptop or smartphone to participate.

### **Academic Advising and Career Services: A History and Future of Collaboration**

Beth Tiedemann, director of advising and registrar,  
University of Pittsburgh at Greensburg

Dorothy Zilic, director of career services, University of Pittsburgh at Greensburg

*Dowd Room*

#### **#careeradvising**

For many years, the advising and career services offices at Pitt-Greensburg pursued opportunities for collaboration. Such an approach can enrich student-oriented programming and services as well as expand the skills and knowledge of staff. Workshop participants will receive specific, reproducible examples of collaboration between advising and career services and also will spend time considering the benefits of and boundaries to collaboration and exploring potential opportunities for collaboration within their school or department.

### **Idea Sessions**

*Danforth Lounge*

### **Mentoring Best Practices and Importance in Internship Experiences**

Robin A. Leaf, educational programs and practicum manager,  
University of Pittsburgh Graduate School of Public Health

Jamie Sokol, program administrator, workforce development and training,  
Allegheny County Health Department

#### **#careeradvising #mentoring**

Students receive mentoring in a variety of places outside the classroom. Educational development studies cite the importance of the relationship between supervisor/mentor and student, as it allows students to become workplace ready. The long-standing internship program between Pitt Public Health and the Allegheny County Health Department (ACHD) produces workplace-ready students who secure jobs quickly after graduation. In 2019, seven ACHD staff supervisors were Pitt alumni. The internship program's structure, which incorporates best practices has allowed for such successes.



### **Digital Mentorship: A Case Study**

Lisa Belczyk, program manager of digital engagement initiatives,  
University of Pittsburgh

Maya Iliff, student intern, Office of the Provost, University of Pittsburgh

Jacob Margasak, student intern, Office of the Provost, University of Pittsburgh

**#mentoring #technology**

Explore a case study of the first year of piloting Pitt Commons, the University of Pittsburgh's centralized digital mentorship platform. The Pitt Commons team will share objectives, outcomes, best practices, and lessons learned and also provide practical takeaways for how advisors can use this model to help students explore academic and career options, seek additional guidance, and make purposeful connections. Students involved with the program also will provide their unique perspectives.

### **Effectiveness of Digital Portfolios in Advising, Professional Development, and Program Evaluation**

Emily Rook-Koepsel, assistant director for academic affairs, University of Pittsburgh

**#careeradvising #technology**

This session will consider the creation of, uses for, and assessment of the University Center for International Studies' undergraduate digital portfolio project. Highlighting both student and template portfolios, we will consider takeaways from the program, such as usefulness of portfolios for reflection on and contextualization of personalized and global education, ways to enhance advisor-advisee relationships, and program assessment. The presenter will share some of the difficulties experienced during implementation of the portfolio program, and changes that are planned for the program.



## LUNCH

**11:45 a.m.-12:45 p.m.**

Rangos Ballroom, second floor

Join a special interest group table during lunch to connect with colleagues across institutions.

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## PLENARY SESSION: STUDENT SUCCESS PANEL

**1-1:45 p.m.**

Rangos Ballroom, second floor

**Panelists:**

**Amy Burkert**

Vice Provost for Education  
Carnegie Mellon University

**Jen Gilbride-Brown**

Assistant Vice Provost for Student Success and Equity  
Carnegie Mellon University

**Joseph J. McCarthy**

Vice Provost for Undergraduate Studies  
University of Pittsburgh

**Julia Spears**

Associate Vice Provost for Academic Innovation  
University of Pittsburgh



## CONCURRENT SESSIONS II

### 2-3 P.M.

#### ***Straddling Class in the Academy:***

#### **A Deeper Dive into the Student, Administration and Faculty Stories**

becky martinez

*McConomy Auditorium*

#### **#studentsuccess**

Coauthor of the book “Straddling Class in the Academy” (2019), martinez will discuss in more detail some of the stories of the students, administrators, and faculty highlighted in it. The book focuses on people from working-class backgrounds and the lessons for higher education. Copies will be available for purchase during lunch.

#### **Using Data from the Ground Up to Improve Advising and Academic Programs**

Jennifer Wegner, executive director, undergraduate business administration,  
Carnegie Mellon University

Tara Trapani, senior academic advisor and program manager,  
Carnegie Mellon University

*McKenna, Peter, and Wright Rooms*

#### **#assessment**

This session shares how an academic program evolved its practices and processes to use data to improve advising, inform program decisions, and anticipate future needs. Recognizing that additional resources are scarce, the program built out systems from the ground up to use data in ways that positively impact students and staff. This session will share how the team embraced a program-wide commitment to data-informed decision making that improves and informs advising and academic best practices.

#### **Success in Diversity: A Conversation about Race**

Carlton Scott, academic advisor, University of Pittsburgh

James Scott, academic advisor TRIO Student Support Services, University of Pittsburgh

Hope Perri, academic advisor, University of Pittsburgh

*Connan Room*

#### **#communication #diversity**

Conversations about race are challenging because they often are emotionally driven and participants are keenly aware of the negative personal and professional consequences that can come from saying the “wrong” thing. This workshop will be an open dialogue that models how to have a productive conversation about race by removing the common barriers that inhibit honest and constructive feedback.



### **Academic Coaching: Supporting All Students on a Path to Success**

Mary Napoli, director of academic success, University of Pittsburgh  
Jennifer Smith, academic coach, University of Pittsburgh  
*Danforth Conference Room*

**#coaching #communication #studentsuccess**

Study Lab has been successfully offering academic coaching to Pitt undergraduates since 2010. This session will provide a brief overview of current academic coaching trends in higher education along with the specific model used in Study Lab. Participants will have an opportunity to watch a mock coaching session and discuss ways that students can benefit from coaching.

### **Outsider Within: Mentoring Graduate Students and Junior Faculty from Underrepresented Racial and Ethnic Groups**

Valire Copeland, professor of social work, University of Pittsburgh  
Laurenia C. Mangum, PhD student, University of Pittsburgh  
*Dowd Room*

**#diversity #mentoring**

Effective mentoring is key to helping graduate students and junior faculty members to establish a productive academic career. Expertise in their content/research area, leadership ability, and rapport building are elements to cultivating a mutually beneficial relationship. Despite the well-known benefits of mentoring, graduate students and junior faculty members from underrepresented racial and ethnic groups may not experience success comparable to that of their traditional counterparts. This workshop provides pragmatic approaches to developing and maintaining mentoring relationships in research-intensive institutions.

### **Idea Sessions**

*Danforth Lounge*

### **Measuring Student Success for Your Service**

TC Eley, coordinator of academic coaching, Carnegie Mellon University  
Michael Poljak, assistant director, Academic Coaching Program,  
Carnegie Mellon University

**#assessment #studentsuccess**

You will learn how to meaningfully measure student success at a service level and to use a framework to generate goals for your context. You will receive a copy of the pre-surveys and post-surveys used by the Academic Coaching Program to assess students' goals and learn about the alignment between the goals and the assessments.



### **Welcome to Probation Station:**

#### **Getting Students (and Advisors!) on the Right Track toward Success**

Connie Angermeier, senior academic advisor, Carnegie Mellon University

Laura Donaldson, assistant director of undergraduate programs and academic advisor,  
Carnegie Mellon University

Gina Mattucci, assistant director, Academic Advisory Center,  
Carnegie Mellon University

Samantha Nielson, senior academic advisor, Carnegie Mellon University

#### **#resiliency #studentsuccess**

It's the letter no student wants to get: "You're on academic probation." But what comes after the letter? For students on probation, navigating their next steps might feel overwhelming and unclear. As advisors, our next steps to assist and guide those students may feel the same way. In this session, you will learn ways to develop tools to provide a consistent yet customizable process for both students on probation and the advisors who support them.

#### **Quit Grit: A Model for Building Sustainable Resilience**

Omid Fotuhi, research associate, Learning Research and Development Center,  
University of Pittsburgh

#### **#resiliency #studentsuccess**

The notion of grit has gained popularity in recent years, but the expectation to "grind it out" has permeated the minds of many students for decades, especially those from traditionally underrepresented backgrounds who have learned to "bootstrap" their way through adversity. In this session, the presenter will debunk the common myth that grit is a useful quality by identifying cases when over-persistence harms, rather than helps, students. Strategies for more adaptive advising will be discussed.



## CONCURRENT SESSIONS III

### 3:15-4:15 P.M.

#### **FERPA, Families, and Freedom:**

##### **Leveraging Family Engagement for Student Success**

Julie Schultz, associate dean for first-year orientation and family engagement, Carnegie Mellon University

*McConomy Room*

**#studentsuccess**

This session will explore the balance among FERPA, student privacy, and cultivating family partnerships for student success. Participants will learn more about campus interpretations of FERPA and current research about the positive impacts that family engagement can have on student success outcomes. Participants will discuss advising case studies about how to balance privacy with engagement of parents and family members.

#### **Developing, Delivering, and Assessing Learning-Centered Academic Advising**

Sean Bridgen, director of advising, University of Pittsburgh

Ashley Christopherson, undergraduate academic advisor, University of Pittsburgh

Rachel Parkes, undergraduate academic advisor, University of Pittsburgh

Kristine Pugliese, undergraduate academic advisor, University of Pittsburgh

Danielle Richardson, undergraduate academic advisor, University of Pittsburgh

*McKenna, Peter, and Wright Rooms*

**#assessment**

The School of Computing and Information at Pitt has launched a new advising center grounded in Marc Lowenstein's theory of integrative learning. This theory establishes student learning as the primary purpose of academic advising. In this session, we will explain how we put this theory into practice by developing and assessing student learning outcomes using a flipped advising approach. Participants will have an opportunity to practice writing and assessing student learning outcomes for academic advising.



### **Putting Career Preparation in the Curriculum**

Beth Braunsdorf, advisor, University of Pittsburgh

Maria D'Anniballe, lecturer and advisor, University of Pittsburgh

Tony Novosel, senior lecturer and advisor, University of Pittsburgh

Jennifer Stapel, associate director of advising, University of Pittsburgh

Katherine Willey Wolfe, senior lecturer, undergraduate advisor, and director of Undergraduate Studies, University of Pittsburgh

*Connan Room*

#### **#careeradvising**

Many degree programs in the arts and sciences are not designed to prepare students for specific occupations or professions after graduation. In these disciplines, the responsibility for helping students to find careers and prepare for the job search often falls on advisors. This workshop will help faculty and advisors to develop career preparation courses for specific majors or career paths that engage students in career exploration and impart professional skills.

### **Advising Networks for Improvement**

April Belback, director of undergraduate advising and mentoring,  
University of Pittsburgh

Julia Spears, associate vice provost for academic innovation, University of Pittsburgh  
*Dowd Room*

#### **#assessment**

With the Forge Your Own Path strategy, Pitt is committed to preparing students for lives of impact through educational experiences tailored to their specific goals. We also are facilitating an engine of change within a networked improvement community (NIC) that harnesses broad institutional expertise to identify a shared problem of practice centered around advising practices and student transitions. This workshop includes an overview of NIC and a facilitated discussion about improvement strategies for success.

### **Idea Sessions**

*Danforth Lounge*

### **Creating and Maintaining a DREAM Team**

Tasha Peacock, assistant director, Office of Admissions and Financial Aid,  
University of Pittsburgh

Khamara Turner, senior access and early engagement coordinator,  
University of Pittsburgh

#### **#diversity #mentoring**

This session will explore the development and implementation of the Diversity Recruitment Education and Mentoring (DREAM) team as a model for creating—and maintaining—a student mentor group for other organizations. Throughout the session, participants will reflect upon programmatic needs, identify recruitment and retention strategies for student mentors, define role expectations, and identify training opportunities in support of programming goals.



### **How International Students Perceive the Quality of Student Support Services**

Tchetchet Digbohou, social and comparative analyst, University of Pittsburgh

**#diversity**

International students are among the most vibrant members of the U.S. higher education system. Although their experience of university support services is somewhat similar to that of their American counterparts, it also is quite different. Various factors and parameters influence their unique perspective on the quality of academic and nonacademic support services. This session will explore the determinants of university support service quality and will help to generate tools to provide continuous and effective support to the most vulnerable international students.

### **The Advising Conversation: A Sociolinguistic Approach**

Abdesalam Soudi, lecturer and linguistic internship and consulting advisor,  
University of Pittsburgh

**#communication #diversity**

Personalized advising plays a central role in the academic experience and success of students. It is at advising sessions that students decide on their academic path, share their concerns, make graduation plans, and connect with resources. Soudi proposes that we use a microanalytic/sociolinguistic approach to examining the sequential organization of an advising conversation to better understand the structure of interviews, create training materials, and investigate the impact of electronic record-keeping.

