

9-10 a.m.

Opening Keynote: Fireside chat with Provost and Senior Vice Chancellor Ann E. Cudd and Darris Means, Associate Professor, University of Pittsburgh School of Education

Speakers: Darris Means, Ann Cudd, Joe McCarthy

Description: In this session, we will discuss advising and mentoring approaches to supporting student transition(s) to and within college. As access, inclusion and diversity are at the forefront of Pitt's strategic priorities, advisors and mentors have a key role to play in advancing our institutional goals, including building community culture, advancing social justice, and supporting student sense of belonging.

10:10-11:10 a.m.

Access to Success: Collaboration is Key

Speakers: Tasha Peacock, Kashif Henderson, Kellie Kane, Tiwanda Taylor, Monika Pugh

Description: In the wake of Covid-19, and the advent of remote learning, it is more important than ever to make sure students are still being prepared for college. This preparation takes a village. This discussion will feature a panel of representatives from the Pittsburgh Public School District (including the Director of Student Support Services and the Gifted and Talented Coordinator) and the University of Pittsburgh's Office of Admissions and Financial Aid (including the Executive Director of Admissions and a former Academic Advisor). It will be moderated by the Manager of the Pittsburgh Admissions Collaboration, a collaborative partnership with Pittsburgh Public Schools, the Community College of Allegheny County, and the University of Pittsburgh. This session will focus on the following: 1. How school districts are preparing student's to transition from high school to college 2. How college advisors, community based organizations, and institutions can best serve students coming from various backgrounds, and 3. The role of college admissions in identifying strong applicants for acceptance to the institution. This panel discussion will ultimately foster dialogue surrounding how institutions and school districts can work together to provide opportunities for students to help ensure success and degree attainment, in spite of any new obstacles they may face.

Creating Change Through Improvement Science: Satisfactory Academic Progress Intervention

Speakers: Kristin Daiber, Kate Stahl Kinsinger, Leanna Noon

Descriptions: The presenters will share a brief overview of improvement science and a template for conducting the PDSA cycle. Participants will learn how we applied the approach to our change idea of improving student understanding and behavior around SAP. Specifically, we will review our completed PDSA models, demonstrating the iterative process and our timeline for service delivery, data collection, and subsequent intervention adaptations. Next, our session will focus on the SAP intervention including criteria used to identify at-risk students and the structure of academic counseling meetings. We will share our results of the intervention and lessons learned, including the complications of S/NC grading, identifying additional at-risk students, and changes to the SAP worksheet. Finally, we will facilitate a discussion on how to use the PDSA cycle for participants' change ideas.



Grad Track Panel: Advising and Mentoring Black, Indigenous and Students of Color in Graduate Programs

Speakers: Louis Maraj, Nabila Orozco, Josue Lopez, Jay Darr, Naudia Jonassaint

Descriptions: Graduate programs can be stressful and demanding, and graduate students who identify as Black, Indigenous and People of Color (BIPOC) face additional challenges such as exclusionary practices, racial microaggressions, fewer mentors and peers who share their racial identities, and racial trauma. Research shows that strong and well-informed mentoring and advising can make a significant difference in the experiences of graduate students who have been historically excluded and underrepresented in graduate programs. This session presents strategies for supporting graduate students who identify as Black, Indigenous and People of Color in knowledgeable, holistic, and productive ways. Panelists will address the additional challenges and burdens often faced by racially marginalized graduate students and offer multiple perspectives on the choices, strategies and conversations that advisors and mentors can engage in to better support their BIPOC students.

Pitt's Transcript Distinctions

Speakers: Julia Spears, Joe McCarthy, Gena Kovalcik, Belkys Torres, David Hornyak

Descriptions: Pitt has launched a new class of credential—a “distinction”—that incorporates a curated, synergistic combination of curricular, co-curricular, and experiential learning activities that support a student’s growth and development in particular interdisciplinary areas. This session will highlight the three new distinctions: Global, Honors and Sustainability. Advisors and mentors will hear about the learning outcomes, admission and completion process. Students participate in a sequence of courses that are then blended with high impact activities outside the classroom. In this way, students learn to translate their knowledge into practical applications and are prepared to communicate these experiences to a broad audience.

Treat Yo' Self

Speakers: Ahmed Ghuman, Cassandra Long

Descriptions: This interactive workshop will guide participants through a variety of self-care activities including gratitude practices, mindfulness meditation, and creative writing. Participants will engage in a gratitude reflection and learn a variety of gratitude practices that they can begin practicing for self-care. Moreover, Participants will learn about the importance of mindfulness and will be guided through a mindfulness meditation activity. Lastly, Participants will engage in a creative writing activity. Additionally, this workshop will explore ways to engage in self-care while working from home. This workshop will provide participants an opportunity to rebalance, restore, and rejuvenate themselves!

Using Development Theory to Enhance the Student/Advisor Experience

Speakers: Carlton Scott, Ingrid Beute

Descriptions: The knowledge of student development theory is a valuable tool in the advising process. It provides information that allows advisors to better understand the root causes of student behavior. Applying student development theory to practice can help advisors enhance the effectiveness of their communication with students.



11:20 a.m.-12:15 p.m.

Grad Track Plenary Panel: Advising and Mentoring PhD Students for Careers Beyond Academia: Alumni Experiences

Speakers: Amanda Godley, Sam Rothstein, Kirsten St George, Robert Allen, Daniel Belenky

Descriptions: This session will feature a panel of four University of Pittsburgh PhD alumni who have pursued diverse career paths outside of academia. The panelists will share their personal career paths from doctoral studies to the present and their perspectives on the skills that will be needed for the next generation of PhDs. Panelists will also describe how advising and mentoring played a role in their doctoral and career development and will offer recommendations for ways that current PhD advisors and mentors can support students in exploring and preparing for careers beyond academia. In the final part of the session, panelists will answer questions from advisors and mentors looking to enhance how they work with doctoral students.

Plenary Panel: Advising Success Network — A National Conversation

Speakers: Julia Spears, Chelsea Fountain, Elise Kotfila, Kathe Pellitier, Chris Hutt

Descriptions: Advising is a critical component of the student experience that has been underscored during times of disruption and crisis response. To ensure a holistic advising experience for students that takes intersectional identities into account requires stakeholders across campus to deeply collaborate. Join us to discuss the roles of primary-role and faculty advisors, IT, and Senior Leadership in an advising redesign process. National experts will share their perspectives by sharing examples of institutions implementing holistic advising to identify and address inequities for racially and socioeconomically minoritized students.

Grad Track Panel: A Conversation with the School Ombuds on How They Help Graduate Students and Postdocs

Speakers: Stephanie Hoogendoorn, Kelly Beach, Jennifer Brunner, Philippa Carter, Wesley Lipschultz, Alicia Maltony, Jessalyn Oliver, Cheryl Paul, James Mentzer, Jim Craft, Laura Roop

Descriptions: Come meet the school ombuds and hear how they can and cannot help graduate students and postdocs. Through fictional stories, participants will have the opportunity to understand how the ombuds are able to assist students. This will help you to know when to refer students to the ombuds. Bring your questions, as there will be ample time for discussion. Over the past couple of years, each of the University of Pittsburgh's 14 schools that have graduate and professional programs has designated an individual to serve as a school ombudsperson. In this role, the ombudsperson assists graduate students and postdocs with resolving conflicts and issues that arise in the course of their education and training that they believe have not or cannot be addressed within their academic department. The ombudsperson provides information about institutional and school policies related to the trainee's issues. Do note that across the schools, there are subtle differences in scope of how the ombuds can assist students.

RC Track Plenary Vice Provosts for Undergraduate Education: Reflections on Advising

Speakers: Joe McCarthy, Hugh Page, Sandra Kelly

Descriptions: Join a panel of Vice Provosts for Undergraduate Education on three Reinvention Collaborative institutions as they discuss the importance of advising on their campuses and the innovations they are implementing in this space.



1:30-2:30 p.m.

A Conversation with Student-Athletes: Perspectives on Successful Mentoring Practices

Speakers: Marc Christian, Jerry Chen, Stephen Hopta

Descriptions: This session will involve a variety of presentation methods. We will first share anecdotal evidence how collegiate athletics coaches approach mentoring; including the use of transformational and transactional leadership, as well as psychological mentoring. Second, in an interview format, the presenters will engage in a discussion on the impact of mentorship on student-athletes. The presenters will focus on the daily challenges student-athletes face and what role mentorship plays in positive outcomes; including how student-athletes perceive and understand the roles of transformational, transactional and psychological mentorship. Following this discussion, the co-presenters will engage with participants to discuss the methods used and how they could be applicable to their environments.

IDEA SESSION (A): Institutional Advising Supports

Speakers: Amy Vaught, Babs Mowery, Tilly Sheets, Karin Asher, Jenn Marco

Descriptions:

1. Privacy and Practicality: Reimagining FERPA Compliance to Promote Equity

This session offers insight into the project to reimagine FERPA at the University of Pittsburgh and the observations that informed it, aimed at standardizing FERPA compliance and knowledge in a largely decentralized organization. FERPA is usually taught through mandated trainings in the higher education world for the purpose of compliance, which often exclude its practical uses in every day interactions. Without a readily applicable understanding of this legislation, we are vulnerable to treating students inequitable.

2. Career Champions: Building a Campus-Wide Network to Support Students' Careers

Through the Career Champion program, Pitt's Career Center aims to educate and empower our faculty and staff partners when having conversations with students about their career plans. Launched in Fall 2020, the program covers a number of career-related topics, with plans to expand in the future. The Career Center recognizes the importance of collaboration in the career education process and hopes that this program will establish consistent University-wide messaging around career education for Pitt students.

3. Academic Support Services for Student-Athletes

Student-Athletes have a team of professionals working with them on day to day basis. As a special population of students on a college campus, student-athletes are often pulled multiple directions. Academic counselors for student-athletes assist these students in meeting their education goals and serve a liaison to academics and athletics. How can academic advisors, academic counselors, and students work together to effectively navigate the collegiate academic and athletic experience?

IDEA SESSION (B): Inclusive Mentoring

Speakers: Jessica Wandelt, Jessica Lutz, Maggie Ristow, Michele Lagnese, Jessica Bard

Descriptions:

1. Mentorship in a Virtual Environment

This session will explore the development and implementation of the Diversity Recruitment Education and Mentoring (D.R.E.A.M) team as a model for creating or adapting mentoring roles to a virtual programming



SESSION ARCHIVE

environment. Throughout the session, participants will learn about a variety of virtual engagement strategies that mentors in their program can use, utilization of multimedia communication platforms, the importance of setting expectations, and training opportunities in support of programming goals.

2. *TRIO Community*

Building a strong community is crucial to the success of TRIO programs in their work ensuring the academic success, retention, and graduation of low-income, first-generation students. This session describes the various avenues utilized by the TRIO SSS program at Pitt in the creation of a community, or "SSS family," which is inclusive and welcoming for all SSS Scholars.

3. *Building a Mentoring Program for Students Underrepresented in STEM*

The Biology Mentoring program will provide access to diverse scientists for students who may not be represented in their Pitt classrooms and labs with the goals of increasing recruitment, retention, and belongingness of diverse students and faculty. It will include multi-level mentoring and professional development as well as travel support for underrepresented minority (URM) students in the Biological Sciences to the Annual Biomedical Research Conference for Minority Students (ABRCMS) to present their research. Current and future plans will be discussed.

IDEA SESSION (C): Advising and Mentoring During COVID

Speakers: Lisa Belczyk, Abby Andrasko, Jacob Margasak, April Dukes, Cheryl Paul

Descriptions:

1. *Mentor and Mentee Training at the Swanson School of Engineering*

The mentor-mentee relationship is a powerful motivator for student development and persistence within higher education. Mentors and mentees are often unaware of the skills which are needed to develop impactful, mutually-beneficial mentoring relationships. In this session, we will discuss the early stages of implementation of mentor and mentee training in the Swanson School of Engineering. We will also discuss the initial impacts mentor training has had on mentoring attitudes and behaviors during the COVID-19 pandemic.

2. *Mental Health Challenges Among University Students: Creating a Culture of Caring & Unprecedented Support*

The mental health of our students has been profoundly impacted under COVID-19 restrictions. This fact is evidenced in the increased requests for academic support and counseling resources. How can several offices manage the needs of so many? Perhaps the answer can be found in training our community to engage our students in supportive conversations. This discussion will be around an evidence-based program designed to improve mental health literacy & positively impact our student's experience.

3. *Pitt Commons: Leveraging Digital Engagement in Mentorship During COVID-19*

This presentation showcases the role that Pitt Commons (an online hub for mentoring and networking) has played in helping bring the University community together and closer to opportunities during the COVID-19 crisis. We mention this article which publicizes and encapsulates that idea, and then expand on other ways Pitt Commons has stepped up — providing information about/data visualizations of the ways people have connected with the platform, the remote opportunities featured on the platform, increased discussion board engagement, etc.



IDEA SESSION (D): Graduate Studies Mentoring

Speakers: Sera Linardi, Carla Chugani, Brigid O'Donnell, Robert Dembinski

Descriptions:

1. *The Results of a Free, Student-Run, Volunteer-Based Medical School Application Advising Service*
Some students utilize paid consulting services in navigating the medical school admissions process, but this further limits those applicants who are already disadvantaged by society. To promote greater equity amongst applicants, "Giving a Boost" volunteers mentor underprivileged students from Pitt and other nearby schools during their medical school applications process. During this past cycle, we have recruited 65 medical student volunteers to help provide high-quality application review and support to 97 medical school applicants.

2. *Wellness Medical Student Elective Utilizing Dialectical Behavior Therapy to Decrease Burnout & Foster Thriving Careers in Medicine*

This presentation will discuss the development of a medical student mini-elective focused on learning evidence-based skills for mental health & wellness. The skills taught in this course are primarily grounded in DBT skills which focus on four core areas: mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness. The presentation will briefly introduce participants to the rationale for the creation of this course, how this course will fit into the medical student curriculum, and how this course has been adapted from a successful undergraduate course focused on the same topic.

3. *Mentoring Quantitative Students on a Social Justice Path*

Mathematically-oriented students often feel like they have to choose between following their calling towards social justice or do work that utilizes their skills but is far removed from the issues they care most about. The Center for Analytical Approaches to Social Innovation (CAASI) brings together faculty, students, staff, and community members with the same social concerns, translating the conversation on the ground into a technical framework that the students can contribute to.

PeopleSoft/HighPoint Campus Experience (CX) Overview and Best Practices

Speakers: Ryan Marahmas, Chris Coat

Descriptions: Learn more about Campus Experience, the new, mobile-optimized interface for accessing PeopleSoft. This session will highlight the Degree Planner and Schedule Builder software, new tools that will assist students in planning the completion of degree requirements and optimizing enrollment into classes that fit into student schedules. Attendees will gain a better understanding of how these enhancements can improve student/advisor interactions, and have the opportunity to discuss best practices for integrating these tools into advising sessions.

RC Track Session: Advising and Academic Advising: Defining Roles and Responsibilities to Best Support Students

Speakers: Elly Brenner, Claire Robinson

Descriptions: One of the difficulties in training and assessing advising is the variability of structure among various institutions. How do we fundamentally define the role of advisor so that we are inclusive of all "types" of academic advisors (e.g., professional, faculty), while maintaining standards by which to measure effectiveness? Once that fundamental definition is established, the discussion will move toward strategy on how to advance the mission of advising among universities and integrate the role into the fabric of the institutional framework for academic success. This presentation will provide guidance on how two institutions have evaluated the roles of "Advisor" and offer a framework to differentiate the various responsibilities that fall within this title.



RC Track Session: Fostering Institution-wide Change Through a Networked Improvement Community (NIC) Focused on Advising and Student Success

Speakers: April Belback, Liz Jones

Descriptions: This session will be designed as an in-depth exploration on the topic of improvement science through the implementation of a Networked Improvement Community (NIC) for Advising and Student Success at the University of Pittsburgh. We will discuss our process steps, an overview of the NIC and improvement science principles, lessons learned, assessment methods and findings from the first NIC cycle, and information about the second NIC cycle. We will conclude with a facilitated discussion about change practices and improvement strategies for advising and student success.

RC Track Session: Supporting Faculty Advisors at Research Universities

Speakers: Laura Johnson, Beth Loizeaux, Lauren Rodgers

Descriptions: Faculty advisors play an important role in academic advising at most research universities. Yet, their preparation and onboarding often focuses on the many demands of research, teaching, and service, and they remain unclear about what's expected of them as advisors and how to do a good job. This interactive session launches the Reinvention Collaborative's initiative to build a multi-institutional repository of practical resources to help faculty develop the requisite skills for holistic advising and relationship building. Participants will see materials being developed at Boston University, and will be invited to discuss how faculty advising works on their campuses, what faculty advisors need, and how we might collectively support them.

2:40-3:40 p.m.

Check Your Blind Spots: Mentoring and Advising BIPOC Students

Speakers: Ahmed Ghuman, Emiola Jay Oriola

Descriptions: This workshop will focus on the role of unconscious bias on our advising and mentoring interactions and relationships with students. Unconscious biases are social stereotypes and attitudes about groups of people that are formed outside our conscious awareness. These biases affect how we understand or engage with a person or group by eliciting feelings based on their characteristics such as race, ethnicity, religion, gender, age, etc. This experiential workshop will guide participants through various activities designed to help them explore their blind spots about different social groups. Participants will learn about the different forms of bias and microaggressions that can influence their relationships with BIPOC students. Afterwards, Participants will engage in various activities designed to help them explore unconscious bias. Lastly, Participants will learn strategies check their blind spots and overcome unconscious bias when working with BIPOC students.

Fostering Empathy in Social Justice

Speakers: Carlton Scott, James Scott, Hope Perri

Descriptions: This presentation will explore how Black and White Racial Identity development theories can help us understand how we and our students navigate issues of race and social justice. Many predominately white institutions (PWI's) are currently dealing with issues of minority student inclusion, and are actively attempting to create supportive and culturally diverse environments for all students. It is important to understand the impact and assess the effectiveness of any programs designed to foster inclusion and awareness. Secondly, the majority of the staff and administration at PWI's are white. Self-exploration is the first, yet often forgotten step in creating a more racially aware staff and administration at



PWI's. This presentation will be highly interactive. We will incorporate movie, news, and documentary clips and scenarios related to current topics with the goal of initiating audience discussion.

Grad Track Plenary: What is the Difference Between Graduate Advising and Mentoring? Insights from a School-Wide Initiative

Speakers: Shederick McClendon, Kevin Crowley

Descriptions: At the graduate level, academic advising and mentoring are often equated, but disentangling the two concepts can help us better conceptualize the various forms of guidance that graduate students need to be successful. In this session, the facilitators will lead a discussion about the differences between mentoring and advising and how understanding each of them separately can help faculty members and advisors both offer better one-on-one guidance and also help students build a network of mentors around them. The facilitators will also share how they designed a school-wide initiative to reconsider and recreate shared expectations for student-centered, developmental advising and mentoring.

Improving and Improvising Interactions with Students

Speakers: Olivia Hartle, April Belback

Descriptions: This workshop will take place in three parts. The first part of the workshop (15-20 min.) will offer an introduction to the key principles of theatrical improvisation—with a focus on the skills of listening, supporting, and being present—and the facilitator will present a case about the "Improvisation for Mentoring and Advising Conversations" training series that took place at Pitt as part of the Year of Creativity in 2019. The second part of the workshop (25-30 min.) will consist of a series of highly interactive improvisation games and exercises to give the participants the experience of using improvisation as a conversational tool. The workshop will conclude (10-15 min.) with an opportunity for participants to reflect, share their takeaways, and articulate how they can use the knowledge and skills they were introduced to in the workshop in their own work.

RC Track Plenary: Tyton Partners Driving Toward a Degree: Leveraging Human and Technological Horsepower to Drive Student Success

Speakers: Catherine Shaw, Nicholas Java, Reyada Anatasio

Descriptions: It is no longer just academics that create a successful, thriving student but the combination of academic coursework and an enriched student experience. Given limited resources, however, institutions have struggled to find the right combination of structures, policies, practices, and technologies to bridge institutional siloes and serve students holistically. Since the launch of Driving Toward a Degree, institutions have consistently cited advisor capacity as the top barrier to achieving an ideal advising situation; this issue has been further exacerbated by the pandemic and resulting economic downturn. While technology provides opportunities for maximizing capacity, technology alone cannot work effectively without the foundation of integrated institutional systems and student-centered design.

Supporting Student Transition to the University in a Virtual World

Speakers: Rebecca Farabaugh, Emily Mensing, Susan Ngbabare

Descriptions: Session participants will hear about the Dietrich School's top 10 takeaways about what students want and need when transitioning to the University. Presenters will walk participants through designing and implementing a research plan to collect data and feedback from students and illustrate how to turn those findings into actionable steps to quickly improve the student transition experience. Participants will also hear directly from students about their experiences and expectations through video



interviews, as well as an undergraduate co-presenter who works closely with first-year students as a resident assistant and peer advisor.

3:50-4:30 p.m.

Closing Plenary – Advising Success Story: Reflections with a Student and Her Advising Team

Speakers: Susan Meyer, Abby Andrasko, Jesse Mullen, Teresa Clifton

Descriptions: Pitt student Abbygale Andrasko is a junior who is pursuing a Bachelor of Science in Business Administration with majors in Business Information Systems & Supply Chain Management, a Bachelor of Arts in Spanish, as well as a Business Analytics certificate and German minor. Like so many students at the University of Pittsburgh, she has taken advantage of numerous experiences inside and outside of the classroom, in Pittsburgh and around the world. Join her in a conversation with her advisors as they discuss their roles in guiding Abby along her journey to success at Pitt!

Grad Track Session: Pitt Personal Wellness Program for Graduate Students

Speakers: Laura Dietz, Jamie Kulzer, Peyton Kondis

Descriptions: This workshop will describe the development of a personalized education program for graduate student wellness piloted at the University of Pittsburgh's School of Health and Rehabilitation Sciences (SHRS) and present acceptability and preliminary outcome data collected at three timepoints during the program. One-hundred and fifty (n= 150) graduate students entering their first semester of study in 5 different SHRS programs participated in three 1-hour workshops developed and presented by Pitt Counseling faculty. Data regarding program satisfaction, self-care strategies, coping skills, stress, behavioral health concerns, and sense of belonging in their programs were collected from 120 participants providing informed consent. Data collection is complete and preliminary analyses will be presented in this workshop for the 2021 Mentoring and Advising Summit. The Pitt Personal Wellness program may provide graduate educators with empirically supported curriculum to increase self-care in graduate students across disciplines and within the health sciences.

RC Track Plenary: Doing Academic Advising Well: Findings about Advising Practice at Research Universities

Speakers: Julia Spears, Jillian Kinzie

Descriptions: Advising is a key component of an integrated student success strategy. When done well, it provides students timely, accurate information and resources, guides students to special learning opportunities, contributes to student persistence, and fosters listening, respect and care. To assess fundamental advising practices in higher education, the National Survey of Student Engagement (NSSE) launched a new Academic Advising Topical Module aligned to NACADA core competencies. In this session, we will explore module results from about 50 research universities to initiate a conversation about advising quality and the distinctive challenges and opportunities for strengthening advising practice in the research university.

