**Concurrent Session 6**  
Friday April 8, 10:30 am – 11:30 am

**C36. Challenge, Support & Disruption: Managing Conflict with Students**  
*Shannon Burton - Michigan State University*

Fight or flight – it’s instinct. Challenge and support – it’s instinct for an academic advisor. While academic advisors work to educate students for success, these goals are disrupted when faced with a difficult or high conflict student. What happens when these two instincts collide? This session will discuss conflict management and how academic advisors can focus on challenge and support while attending to their more innate response. In this dynamic session, as an academic advisor turned university ombudsperson, the presenter will help attendees better understand the nature of conflict, the perceived rise of difficult students, communication strategies, conflict resolution and resources.

**C37. Advising and Emotions: Strategies for Integrating**  
*Kristi Kerford - Fleming College*

Academic and career advising can encompass many different types of work, from mapping academic pathways to career decision making to personal counselling. As a counsellor, trained first as a career development practitioner, integrating career and academic advising and personal counselling has been central to my practice. Drawing on emotion focused and process experiential counselling approaches, this session will emphasize the counselling relationship, working with emotions and focusing on process. We will consider how these approaches can help us address questions like ‘how do I choose my major or my career?’ and generally how they can assist us in supporting students through the advising process. Techniques for applying these ideas in an advising context will be introduced through case studies and participant discussions.

**C38. Plan Your Stay: A Guide to Helping Students to Stay in STEM**  
*Amber Benton, Elizabeth Clark, Lindsay Naylor - Michigan State University*

Colleges and universities are increasingly setting their sights on retaining students in STEM fields, particularly underrepresented populations. Many students come to college excited to pursue a STEM major and quickly encounter obstacles that leave them doubting whether they made the right choice. We will discuss the conversations advisors might have when students are questioning their fit and how to provide resources within STEM majors. This session will also help advisors give students the tools to overcome obstacles in their persistence in STEM fields, whether in their current major or in their transition to a new one.
C39. Local and Sustainable Professional Development
Angela Swenson-Holzinger - University of Wisconsin-Stout

In times of declining budgets, professional development funds can often be the first to be cut. How do you stay informed on issues in the field and develop skills to best serve students if professional development funds are cut? This session will offer creative solutions. The presenter represents an institution with a campus advising organization that offers low or no cost opportunities for development. Participants will learn about the process to start a campus based advising network, collaborate with other entities on campus or regionally, and explore ideas to develop professionally even if it’s on a shoestring budget.

C40. Advising Through Change: Connecting Schlossberg’s Transition Theory to Best Practices for Advising During Curriculum Changes
Karie Coffman, Courtney Nudell - Cleveland State University

The purpose of this presentation is to explore best practices for academic advising during curriculum changes. Schlossberg’s transition theory will be used as a framework for understanding how advisors can support students, faculty, and administration. The College of Education and Human Services at Cleveland State University recently implemented two clinical-based models for teacher education and responded to new accreditation standards. As a result, admission requirements, program plans, and field experiences were restructured. It is imperative for advisors to have a strategy to support students during a transition. This presentation will provide the groundwork for developing appropriate strategies.

C41. Creating Peer Mentor Programs in Engineering: Navigating the First Year
Katherine Bush-Glenn, Krista Trigg - The Ohio State University

New first year students encounter many obstacles that deter their academic success within their first semester. Universities frequently offer support programs to assist first-year students in these periods of adjustment. As more students participate in higher education, many of these programs are struggling to keep pace with the demand. As advisors, we are charged with the providing the academic and social support our students need to succeed. To address the issue, three Departments in the College of Engineering at The Ohio State University piloted a peer mentor program. This presentation will explain the development, implementation, assessment, and future of our peer mentor program, as well as, information for how to implement mentoring programs at your own institution.

C42. What Do We Want Students to Get Out of Study Abroad?
Nicholas Russo - University of Notre Dame

Many colleges and universities encourage their students to participate in study abroad programs, but students often don’t know how or why these opportunities should fit into their academic formation and educational plans. Some students conceive of a semester or
year abroad as undergraduate halftime—an opportunity for a fun junket before completing their studies. This concurrent session will discuss the advising strategies and processes that institutions can develop and implement to help students to get the most out of abroad experiences and to fully integrate their international study into their undergraduate education. This session will be of interest to all undergraduate advisors, including and especially those who deal with study abroad and transfer degree credit from other institutions.

C43. Achieving Active Balance in a Sedentary Career
OHAAA Best of Conference
Nicole Loy – Wright State University

Academic advisors are busy. With student appointments, phone calls and emails, the pressure to respond immediately makes a person feel guilty to go anywhere but the restroom. Add projects and meetings, and it’s easy to see why one feels unable to leave the office. Unfortunately, remaining in the office means one thing – sitting. Advising is a chronically sedentary job, leading to numerous issues: back pain, weight gain, even cancer. It also reduces creative thinking and decreases productivity. Sedentarism is so detrimental, and one hour of daily exercise cannot compensate for its negative effects. What’s an advisor to do?

This interactive session will teach advisors easy and practical ways to combat the sedentary lifestyle while increasing productivity and happiness. Take a stand against sitting.