Welcome - Stacy Godnick - Associate Dean, Student Academic Life, CGS:
- Background on event
- Today’s goals
  - Network; talk with other people who work with our students
  - Leave you with concrete take-aways, to use in your advising sessions
  - Beginning a conversation about advising for future discussion

Opening Remarks - Beth Loizeaux, Associate Provost for Undergraduate Affairs and Laurie A. Pohl, Vice President for Enrollment and Student Affairs:
- Welcome and thanks
- Today's Topic: Meaningful Advising
- Advisors play an important role in the lives of students; have regular opportunity to help students in a variety of ways
  - Think through what they are doing and what they want from their future
  - Decide how or whether to take advantage of social and educational opportunities at BU
  - Realize what they love to do and what they want to become
- An “and” in thinking - from transactional to meaningful advising
  - Advisors need to be empathetic and knowledgeable
- Today you will receive info aimed at connecting with millennials
  - Today will provide you with the knowledge base to move from transaction and build relationships
  - You will learn to go from answering questions to having conversations
  - Try to leave today and ask yourself “What is the one additional question that I can ask?”

Session 1: Meaningful Advising and Millennials - Rachel I. Reiser, Associate Dean, Undergraduate Program, SMG:
- Preface
  - “Students as millennials” is just one, very general slice of the conversation
  - Planting seeds of thought: does not get at the dynamics for other, under-represented groups
- A Generational Divide
  - Generations have identifiers; each generation carries its own values
- Common perceptions of millennials
  - Things that we hear commonly; are they fair or not?
  - The “Me Me Me” Generation
- The “Baby on Board” Generation
  - Comprised of individuals born between 1982 and 2002
  - 1.17 billion millennials
  - More racially and ethnically diverse than any previous generation
  - Raised by baby boomers, or generation X-ers
    - Born during a time when family is cultural focus
    - Nurtured/protected
    - Under a lot of pressure to achieve
    - Live very structured lives from early on
    - Technology oriented
    - College attendance continues to rise
- Lenses on millennials
  - The Hovered Generation - level of parental involvement
    - “Helicopter” or “black hawk parents”
“Snow plow parents” - clearing their children’s paths of obstacles instead of equipping their children to overcome them

- Generation RX - heightened mental health concerns
- Celebrated Generation - every child gets a trophy; every event is celebrated; every action rewarded
- The Programmed Generation - live very structured lives
- Generation Optimistic - feel as though they can make a difference in the world, and feel as though they are expected to do so
- Generation 2.0 - technologically oriented in both knowledge and perspective

- Knowing your millennial students

- Mental Health
  - Emotional/psychiatric health rising in importance - smaller issues are rising in importance (i.e. minor depression)
  - Not just due to stage in development
  - Millennials are 5x more concerned with mental health over other generations
  - Quote from millennial in workforce: suffers small breakdowns at work; feels as though students need more guidance in dealing with stressful work environments

- Technology
  - “Born Digital” - millennials are digital natives; most aspects of their lives are mediated by technology
  - First generation to have grown up with computers and internet
    - Have high expectations for how we use tech to interact with them and what platforms they will use
    - Become confused and frustrated with technology in the workplace - oftentimes view it as outdated and clunky
  - Media multitasking: studied millennials while they were not multi-tasking
    - Cognitive processing skills were lessened, worse memory, worse at switching from task-to-task, showed an inability to deal with uncertainty, lack the ability for reflection, and lack patience
  - Expect customization in every aspect of their lives
    - Want creative programming across all fronts; including career development
    - Want advisors and education to bend to meet their expectations

- Parental Involvement
  - Higher level of parental involvement
  - Strong societal messages:
    - Early emphasis on education
    - Advocating at all costs for your child as opposed to giving them the skills to do it for themselves
  - View it as acceptable for parents to take over important aspects of their children’s adult lives
  - “Nation of Wimps” - parents are hyper-attentive to their children

- Development of self-efficacy
  - Millennials are offered rewards for non-achievements
    - How might this affect expectations for millennials?
  - Lack of time for and emphasis on contemplation

- Capitalizing on a greater mission
  - Millennials are driven to make changes in the world, and this should be capitalized on

- Seeking meaningful relationships
Students desire more personal relationships with their advisors
- Desire advisors invested in their future, not just education
- Desire advisors who are mentors, personable, and who are more integrated into students' lives

Session 1, Table Topic Report Outs:

Question 1 - Motivation/Self-Efficacy:
Are Millennial students intentionally using their college years and experiences to prepare for a life of independence (social, emotional, financial) as well as a time to identify their guiding motivation and passion for lifelong learning? How do we, as advisors, assist students in this process knowing we may have conflicting definitions of independence and expectations of success?

- Put it back onto the student: what does independence and self-efficacy mean to them?
- Role as an advisor is to be there for the students, to follow-up, to be comfortable in the silent space and let the question hang in the air.
- We don’t think that students are using college to prepare for life intentionally. They realize very slowly that they are learning lessons whether they want to or not.
- Advisors can be more active in engagement; create a way for students to learn from each other and from faculty, staff, and advisors.
- Tone is important: empathy is key, while still putting responsibility on the students.
- Students are not consciously using college as a way to build independence.
- Talk about opportunities on campus.
- Box-checkers vs reflectors: turning transactional relationships into meaningful conversations with questions.
  - Give students “homework” and ask them to come back, to get them to reflect.

Question 2 - Technology:
Social status for this generation is largely linked to knowing what is “trending” and is related to student use of technology. Consider these two perspectives for the role of technology:

a) How can students successfully manage technology (Instagram, FB, etc.) and how can we help students create the necessary space for critical problem solving skills to develop? Is there a balance that we can promote?

b) How does your office work to engage with students more or more deeply using technology? What should you be doing that you are not? What skills do we need to develop? What should the University provide training for?

- Advisors often feel a sense of confusion in dealing with technology.
  - Difficulty in reaching out to students. It's hard to know if/how the most important information is getting through.
  - Do people divide media to aspects of their lives? I.e. do students consider Twitter as personal while viewing e-mail as professional?
- Discussed getting younger people to come in to talk about different types of media and how to engage with students.
  - Using students as mentors.
• Creating meaningful advising via e-mail or phone:
  o Perhaps advisors can use virtual advising to begin a relationship, so that when they need to come in to meet with them, they are not resistant to do so.
  o Personalize messages to students so they feel as though it is just going to them. Personalized messages usually create a more robust response.
    ▪ At the very least, it shows that we are capable of using some basic technology (Mail Merge).
• We need to get on board with technology to drive our relationships with students.
• Time management: teach them to reward themselves by turning off Facebook.
• Lack of reflection:
  o Students may not realize that they require focused time to reflect; ask them if they ever shut down electronics for a few hours at a time.
  o Look at using online activities to increase attentional/reflection skills:
    ▪ Replace Facebook with more productive/therapeutic electronic outlets.
• Diversify e-mail messages: turn them into different media types, add photos, etc.
• Infrastructure for doing virtual office hours is there, but needs to be improved.
• Hard to know when student is too stressed out to interact with you virtually and need to come in for face-to-face meeting.
  o Where is the boundary where personal interaction is necessary? Could use guidance.
• Advisors can make an effort to impose a balance, and can act as a role model.
  o Need to acknowledge that technology is crucial to many daily activities now. The goal should be to balance, not forbid electronics/technology.
• Student Services offices should put as much info online as possible and work to streamline their processes to make more time for meaningful advising.

Question 3 - Mental Health:
As Rachel has demonstrated in her presentation, and we all know from our own experiences, more and more students are coming to campus with serious mental health concerns. This is a trend everywhere in higher education and it’s important to note that many students and their families are open about the situation and often disclose their specific issue early on with BU – even through the admissions process. They do this because there is an expectation that this information should be disclosed and, in fact, a campus's capacity to serve these students is often a factor in deciding which college to attend.

What does this mean for advising? How does a student's mental health factor into our roles whether it's a "preexisting condition" or something that comes on after enrollment? The following scenario is presented for discussion:

Joe Doe has been enrolled for three semesters and has yet to perform to his potential. In fact, his grades have dropped every semester with the last two well below minimum standards, which makes Joe eligible for dismissal. His advisor has worked with him closely and knows that he has been getting help from Behavioral Medicine. His advisor also made a number of recommendations, including a strong suggestion to drop a course before the deadline, which Joe did not heed. Joe has appealed his dismissal citing the fact that he just recently made a breakthrough with his therapist and finally has a plan in place to address his mental health concerns. His therapist has provided a letter of support confirming that
they have made significant progress recently and added the fact that she did not think that Joe would have access to adequate mental health services in his home town which is where he would be headed if his appeal is not successful. Thoughts?

- Meaningful mental health advising includes taking leaves, getting help, self-care, and understanding consequences toward adulthood. Students need time to care for themselves, even after a major breakthrough. In the example given, it is too late.
- Students are more open and forthcoming about these issues with advisors, who are seeing a lot more students coming in with these issues.
  - Especially surrounding issues of academic performance and interventions.
- What does that mean for our policies? When should exceptions be made due to a student’s mental health?
  - Is their capacity to make sound judgments impacted to the degree that even when they are told the potential consequences of their actions, they should not suffer the consequences? Ex: Staying in a course past the drop deadline.
- Not a clear understanding amongst advisors how/when mental health issues lead to formal accommodations from Disability Services.
  - Advisors would benefit from formal guidelines or centralized office.
- What is the advisor's role when it comes to their students' mental health?
  - Advisors could play more of a role in helping faculty when they are confronted with students with these issues; facilitator of understanding.
  - How much should advisors know about their students’ mental health?
  - Some offices want as little info as possible about mental health/illness outside of course of action being taken.
  - Advisors are not comfortable making judgment calls about the nature/severity of their students’ mental health.
    - How do we put the responsibility back on the student? Contracting with the students (formal or informal) was discussed.
      - Behavioral agreements with students that go across academic and student affairs experience
      - Prompts/questions to ask students that might help normalize their situation.
    - Helpful to have a team approach when it comes to mental health issues.
      - Advisors sometimes feel as though they are blamed for problems that arise surrounding students’ mental health and have to then deflect that blame. It is important as an advisor to learn not to let this overwhelm you.
      - Students and parents of students with mental health issues are beginning to expect more, not just from advisors but from the University as a whole.
      - Meaningful advising includes helping students take leaves, managing mental health, and understanding consequences for waiting too long to get help.
- Hard to tell when students might be struggling with mental health or when to step in.
  - Ex: A & B student suddenly earning Ds could be indicative of a mental health issue, but it could also be a trend in their degree program. How does an advisor tell the difference?
- Advisors should stress that taking a leave or time off is not a bad thing. Staying when they really need the break could have consequences for the student.
- Parents and students often feel that issues present in high school will automatically go away in college. There should be an understanding that this is not the case, and if the problem arises again it should be addressed.
- It is good for students to address these critical issues now in preparation for the real world.
In a work environment, they will not be given the second chance. They need to learn now how to intervene for themselves.

Students need to learn to prioritize taking care of themselves.

**Question 4 - Parental Involvement:**

Many Millennials report that they have extremely close relationships with their parents, and seek their parents’ input on decisions ranging from everyday minutiae to major life choices. Navigating the landmine of parental involvement in a student’s college career is a challenge that every advisor faces. Interacting with parents requires a delicate touch – especially as more students waive their FERPA rights, but even more so when they do not. Have you experienced the “snowplow parent” phenomena? How does it impact your advising relationship with a student? Is it our responsibility to push back on an over-involved parent to further a student’s ownership of their college experience? If so, how can we do this while still empathizing with parents whose over-involvement may be an expression of their anxiety about having their “baby” off on his/her own for the first time? If not, how do you handle a situation where the parental involvement would actually be helpful, in the case where a student isn’t motivated to complete the necessary tasks on his/her own?

- **Set the tone at the first point of contact:**
  - When students come to BU, inform them of the resources at BU.
  - Lead by example. If parents ask question, answer the question toward the student.
  - For Open House/Orientation events, perhaps part of the event should be aimed at separating parents and students.
- Reinforce the idea that students and parents should talk with each other while recognizing that sometimes this is scary for students.
- **Important to describe underlying reasoning behind using FERPA and be respectful toward parents.**
- **Empower the students:**
  - Try to convince them that part of your advising/classroom experience is to encourage them to ask questions.
  - Encourage them to meet with you without their parents, and to then relay the information to their parents afterwards.
  - Give examples of former students to show students that one major does not necessarily always lead down the same path.
- **Reassure parents:**
  - Parents need to trust their children and the advising professionals at BU.
  - Assure the parents that you are having conversations with the student and encourage the parents to talk to their children.
  - Emphasize to parents that students are becoming adults and are in a position to work through these issues themselves.
  - Show empathy toward parents, as they are very emotionally invested.
  - Make parents allies, not antagonists. You are both interested in what is best for the student.
- **Advisors should remain respectful of potential cultural differences in parenting.**
- **Perhaps BU should build better relationships with high school advisors about self-advocacy and/or guiding parents in supporting their children.**

**Question 5 - Global Citizenship:**
What does it mean to a Millennial to have a global education, and to be a global citizen? Is it different than previous generations? Are our students prepared to be engaged citizens, both socially and fiscally? How do we help to facilitate that desire?

- **International students:**
  - It is sometimes challenging to integrate international students into a discussion.
  - International millennials differ from American millennials in a number of ways.
  - Advisors can facilitate opportunities for students to talk to one another and create connections among different cultures and backgrounds.

- **Study abroad:**
  - Stress importance of international experiences. Encourage them to engage in the local culture.
  - Recommend study abroad opportunities that are culturally immersive.
  - Students often use study abroad for resume padding, and do not make use of their time abroad/living within other cultures.
  - Classes taught abroad are often taught in English or students do not make friends with locals or students outside of their programs.
    - Can only learn new cultures by first being lost in them.
    - How do we make students comfortable in uncomfortable situations?
  - Encourage more service-learning study abroad opportunities.
  - Safety is a concern. Students want to feel safe in their abroad experiences.

- **Capitalizing on the desire to do good in the world.**
  - Students can begin here in Boston by giving back now.
  - Students need transferrable skills to use before they can do good in the world.
  - Not quite sure how to get them there yet.
  - Students are often very focused on end result. With complex issues, the answers and clear path are not always obvious. Faculty/staff should give students the opportunity to reflect and create their own path.
  - Slacktivism is a big issue with millennials. How do we go about getting students to engage?
  - Students need to learn that helping is not about yourself, but about the person/group you are helping.
  - Is there a perception of success in helping others, or just doing good?
  - Many aid programs that students become involved with are lacking.
    - Ex: Teach For America: students only teach for 2 years, while it takes 5 years of experience to become a good teacher; students gain from the experience, but the system does not benefit overall in the long run.

- **Students have a false sense of globalization.**
- **Faculty/staff advisors should work on creating an environment to foster open-mindedness and curiosity.**
- **Talk with students about resources on campus (Ex: Howard Thurman Center) where students can talk openly about these issues.**
- **Students could create a portfolio so that they are thinking about these issues and have a place to reflect.**

**Session 2: Meaningful Advising Panel - Linda Wells, Special Assistant to the Provost; Jeannette Guillemin, Assistant Director, School of Visual Arts, CFA: Paul Lipton, Research Associate**
Professor, Neuroscience Department, CAS; and Kimberly DelGizzo, Director, Career Services, CCD:

- High impact practices - Linda Wells
  - Identity and consumption vs production
  - How can we interact with students to get them to understand that college is both a means and an end?
  - Connecting identity to career
  - Workplace skills
    - There is a gap in how students view their readiness for the workplace and how employers view their readiness.
      - Not surprising when we reward them so often.
      - How do we get students to recognize their skills and apply them?
    - What are schools and colleges going to do about it?
  - Feeling Supported
    - Students who felt supported were more than 2 times more likely to be engaged in the workplace.
    - Supported means having a professor who cared about them as a person, made them excited about learning, and encouraged them to pursue their dreams.
  - Deep Learning Experiences
    - Students who had deep learning experiences in college were more than 2 times more likely to be engaged in the workplace.
    - Deep learning experiences include internships/jobs where the student was able to apply what they were learning in the classroom, extracurriculars that the student was actively engaged in, and projects that took a semester or more to complete.
  - Knowing our Millennial Students: Seeking Meaningful Relationships
    - NSSE data allows us to see what students at BU say their experience was.
    - 27% of BU freshman and 42% of seniors discussed career plans with their advisors frequently.
    - 45% of BU freshman rated the quality of their academic advising experience as high.
  - Advising Module: Seniors by Major
    - BU is only ahead of its peers in one area. Behind our peers in all other aspects of academic advising.
    - This suggests that there is work that needs to be done.
  - Can BU become known as a premier research institution that also exemplifies powerful advising practices?

- Cultural Entrepreneurship - Jeannette Guillemin
  - Introduction
  - What is cultural entrepreneurship?
    - How can we use this way of thinking not only for art students, but for all students?
  - What qualities are now highly valued in the 21st century workforce?
    - Innovative thinking, comfort with ambiguity, ability to collaborate with others, versatility, ability to take risks, cross-disciplinary thinking, understanding new technologies, and a global perspective.
  - Student examples:
    - Taylor Mortel, CFA Painting, 2015
      - Interested in the role that art can play in healing and made that known to her advisor.
• Advisor connected her with opportunity and she learned from that experience and used her knowledge to create her own opportunity.
  ▪ Taylor Smith, Dual Degree, Painting and Art History, 2015
    • Advisor turned a puzzle around on her to get her to problem-solve a complicated issue and take ownership of her own education. As a result, she found a way to study abroad and complete her degree requirements.
  ▪ Danielle Rives, CFA Painting, 2015
    • Conversations with her advisor helped her understand what it is she wants to do in life. The value in advising to her was in the check-ins and her advisor getting to know her.
  ○ What can advisors do?
    ▪ Get to know their advisees.
    ▪ Help students recognize connections.
    ▪ Expand students’ interests.
    ▪ Help to see their potential and generate own, unique opportunities.

• The Answer is the Question - Paul Lipton
  ○ Introduction
  ○ Personal experience as an undergraduate:
    ▪ Unmotivated student; struggled to think about what he needed to do.
    ▪ Had little interaction with advisors/faculty
    ▪ Didn’t know how to take ownership of own educational experience.
  ○ Becoming an advisor
    ▪ Often draws from own experience as an undergraduate.
    ▪ Though he is an advisor in the neuroscience department, his goal is not to create neuroscientists, but to engage with students.
      • Neuro is a vehicle for talking to students about what they are interested in
    ▪ His classroom interactions aren’t that different than advising interactions.
  ○ Student examples
    ▪ Student claimed to only be attending college in order to get a degree.
      • Dual degree student, uninterested in her second degree. She was pursuing this degree because she felt like it would make her look good to potential employers after graduation.
      • Questions posed:
        o Do you really think the value and purpose of you and your experiences is just to show somebody on a piece of paper that you did it?
        o What is it about your second degree that doesn’t jive with you?
      • She understood through this conversation that she didn’t have to pursue a degree she was not interested in just to look good to future employers.
    ▪ May I count course X for my major?
      • Class is not part of the neuro program.
      • Looked at what she’s done and what she hopes to be doing post-graduation. Asked her to come in and talk about the course and with more detail what she hopes to do. Realized on her own that her advisor’s job is to make sure students are prepared and have a skill set that will serve them, and that they have a responsibility to preserve the integrity of program. Came to conclusion on her own that she should look for another course.
    ▪ I want to get involved with research, how do I get started?
      • Ask them “why?” Students will often say it will look good on their resume.
• This is not the answer you are looking for or the one they should be giving you. There is much more that someone can get from these experiences and it is important that they recognize this.

• Conversations with students in advising don’t look much different than those we have in classroom. We should be asking them questions and helping them to reach their own conclusions.

- Active Engagement Beyond Referral - Kimberly DelGizzo
  • Introduction
  • Recap of previous panelists.
  • Questions to the audience:
    ▪ How many of you thought when you started your careers that you would be having conversations with students about their careers?
    ▪ How many of you felt yourself or had a colleague who felt ill-equipped to talk to students about their careers?
  • The CCD is here to help.

- Stages of Career Development
  ▪ Self-discovery - who are they and what do they want?
  ▪ Exploring careers - what are some ways that they want to begin to explore?
  ▪ Building skills - can be built through any number of experiences.
  ▪ Making it happen - creating action plans for students.

- Partnering with the CCD - feedback from schools who partner with the CCD
  ▪ Students enjoyed being met where they are, and reminded that career paths are often not linear; no one is set upon a clear path.
  ▪ Gave theatre majors concrete ideas on how to apply their skills in other areas.

- The Top 10 Ways to Partner with the CCD

- Meaningful Advising - What’s next?

Session 2, Table Topic Report Outs:

Question 1: When advising students who have a lot of unrelated ideas about what they want to do once they graduate, where do you start in helping them get organized? What tips do you offer to help turn their ideas into a plan of action?

• Let students talk out their ideas out loud while asking guided questions.
  ▪ Gives students chance to reflect.
  ▪ Allows advisor to find themes.

• Give students the opportunity to rule things out. Perhaps if they do not know what they want to do, they might know what they do not want to do.

• Get students thinking about long term vs short term goals.

• Ask students to check back in with you.

• Ask questions, probe more deeply and do not just problem-solve.

• Put it back on student to articulate reasons why.

• Craft deeper relationships with your advisees; connect them with other faculty and opportunities on/around campus.

• Help students sort out what are external influences and unreal expectations and focus on what they really want through listening and making lists.

• Use personality-type quizzes as a jumping off point.
Question 2:
When advising students who loves their major but have no idea what career it might lead to, where do you start in helping them get organized? How can advisors encourage them to incorporate what they are learning with their identity and then formulate personalized career goals so that they can articulate this integration?

- Get students talking to faculty, staff, and career professionals.
- Encourage students to try new things. They don’t know what they will like and what they will not like until they try.
- What are some transferrable skills that the student is learning in their field of study?
- Help students understand that if they do not like the path they have chosen they can change their mind later.
  - Major is not defining feature of what you are prepared to do nor what you will have to do forever.
  - Major is a lens through which students should be encouraged to recognize what skills they are getting from their education.
- Help students see college as both a means and an end. Students should be present and appreciate what they are doing here. College is not box to check off.
- A student’s interests may not be obvious in their major. There is often one component that they are not bringing to the table.
- Might be beneficial to have professional/career advisors in each school to be a repository of student stories.
  - Student can quickly identify that person and meet with them.
- Make appointments for students to come back and report to you.
- Questions to ask students:
  - What do you want to learn? What skills you want to gain? How do you want to next spend your time? What is your day going to look like? Do you want to sit at desk or at a computer? Do you want to interact with people? Do you want to be outside? Do you want to see results at end of the day, month, year, never? What kind of impact do you want to have? How do you want to spend your life?
  - What does the student value?
  - What makes them think that passion is more valuable than practicality or vice versa?
  - What are the student’s non-academic interests?

Question 3:
How does the Center for Career Development (or other career office in your unit) collaborate with academic advising in your area? Give specific examples. If there is no current collaboration, what are some ways you can envision a future partnership between career and academic advising?

- The problem with majors in CAS/liberal arts in connecting majors to careers.
- The problem with advising in professional tracks:
  - Advisors are often working in areas in which they do not have expertise. Advisors often depend on faculty to know career/internship opportunities.
  - Lines between academic and career advising often become fuzzy.
- The questions have changed. Advisors used to rarely get questions about internships, etc. Now students are asking “how are these classes going to help get me an internship?”
  - How do we address these questions, whether it be at Open House or separate event that CCD comes to?
  - Conversations need to be more than about finding an internship or job, but a conversation of self-discovery and what direction the student is looking to go.
Faculty, staff and advisors need to reconnect and reflect on relationships with CCD. We should celebrate those who are already partnering with them and share their stories/experiences.

- Avoid repeat messages, keep consistent.
- Establish better partnerships with the CCD.

**Question 4:**
How do you begin to advise a student who asks, “Should I change my major to something I'm passionate about and good at, or do I stick with a major that has more practical potential and at which I tend to struggle?”

- Misuse of word passion: students think it's a golden ticket to success. It is important to challenge them on this.
- Ask questions. Why did they pick that particular major?
- Dig a little deeper, find skills that would be applicable to other fields if the student is not good at what they are passionate about.
- Encourage exploration:
  - Help students to understand that it’s okay to change their minds and that they are not going to find the answer right away and that’s okay.
  - Encourage students to try out new courses.
  - Help students to find internships that will help them to realize what they will and will not like in the workplace.
  - Study abroad can help students to break out of their comfort zone and explore an area that they are interested in.
- Have conversations, constant engagement, follow up.
- Start conversations with students about what they value. What makes them think that one major has more value than another? Maybe it has both passion and practicality.
- Mitigate expectations of jobs right out of college.
- Parents have a lot of weight on what a student majors in.
  - If the student is not passionate about what the parents pick, do research on jobs in their area of passion and see how they might connect to the student’s major.
  - Students may be reluctant to listen to their parents, even though they are sometimes right.
  - Be sensitive of cultural issues surrounding parental involvement.
- Make sure students understand that working adults struggle with this issue as well.
- We want to peel away layers that underlie these questions. Students need to trust themselves and have the comfort level to have these conversations.
- Educate students on possible specializations in their major. Encourage them to use electives to relate their field of study to their passion.

**Question 5:**
What are some of your favorite questions for talking to students about issues of majors, goals, careers, and/or identity? What types of open-ended questions tend to help your students be more reflective?

- What are you excited about?
- What do you do on a daily basis?
- Did you ask? If you want something, did you ask for it? Being brought up where things are set up for them, students are not used to having to ask for things. If you don’t ask, the answer is always no.
- Who are you connected to? Stress the value of alumni network. Students need to look to people who graduated before them because they are living what we’re here talking about. Encourage students to establish/foster those relationships early.
• What do you see yourself doing day to day?
• Work environment - how can you test out what you want to do? Internship, club, abroad; get your hands dirty.
• If your life is flashing before your eyes, is the movie that plays going to be one worth watching?
• Ask how they might try to meet their family's expectations and weave in what’s important to them.
• Where do you see yourself next year? ...Five years from now?
• Ask athletes/artists: what are your motivators? Who are you outside of your art or sport?
• What don't you want to do?
• If a student is unhappy with their major but it is too late to make a change, ask them how they can find meaning in the time that they spend here. Identify meaningful moments.
• What are your strengths? What are your weaknesses?
• What did you like doing when you were little?