

Uniting Across Campuses

...Advisors Networking for Student Success



“Holistic Advising- The Whole Student Approach”

The Ramada Hotel &
Conference Center
2402 N. Forest Road
Amherst, NY 14226

February 29, 2012
8:30 a.m. – 4:00 p.m.

Keynote Speaker
Dr. Amy L. Reynolds



Associate Professor
Counseling, School,
and Educational
Psychology
University at Buffalo

Amy L. Reynolds is an Associate Professor in the Department of Counseling, School, and Educational Psychology at the University at Buffalo. She is also the Director of Training for the combined doctoral program in Counseling Psychology and School Psychology. Dr. Reynolds received her master's in student personnel work and her doctorate in counseling psychology from Ohio State University and has been working in higher education as both a staff psychologist and professor for the almost 25 years. Her work as a scholar, teacher, and consultant focuses on multicultural competence in counseling and student affairs as well as college mental health issues. She has published over 25 journal articles and book chapters and made over 40 presentations at regional or national conferences. She is one of the co-authors for *Multicultural Competence in Student Affairs* which was published by Jossey-Bass in 2004 and is the author of the recently released Jossey-Bass book, *Helping college students: Developing essential skills for student affairs practice*.

Program at a Glance

8:30 a.m. – 9:00 a.m.

Registration/Breakfast

BALLROOM

9:00 a.m. – 9:15 a.m.

Welcome — Cindy F. Konovitz, Conference Chair, Assistant Dean Advisement Services, School of Pharmacy and Pharmaceutical Sciences, University at Buffalo

9:15 a.m. – 10:00 a.m.

Keynote Address

“Developing competence as an advisor: Essential support skills for addressing multicultural competencies and helping college students”

Dr. Amy Reynolds, Associate Professor, School, and Educational Psychology, University at Buffalo

10:15 a.m. – 11:30 a.m.

Concurrent Sessions (choose one)

- ▶ “Every Student Success Story Has a Beginning, Middle, and End: How to Motivate and Inspire Success through a Case Management Approach to Advisement of Traditional and Non-Traditional Students”

UNIVERSITY B/C ROOM- Second Floor

- ▶ “Just Breathe... Taking Care of Yourself So You Can Better Help Your Students”

ELLCOTT ROOM—First Floor

- ▶ “Being Their Guide to Major Decisions: Career Advising the Undecided Students”

UNIVERSITY D/E ROOM—Second Floor

- ▶ “Helping Students of Color: Advising from a Holistic Perspective”

BUFFALO ROOM—First Floor

11:30 a.m. – 12:45 p.m.

Lunch—Announcements—Raffle

BALLROOM

12:45 p.m. – 2:00 p.m.

Concurrent Sessions (choose one)

- ▶ “Welcome Home: Helping Students Transition from Education Abroad”

BUFFALO ROOM—First Floor

- ▶ “Digital Narcissism: Reaching Out to the “Other Side” of the Student Experience”

UNIVERSITY D/E ROOM – Second Floor

- ▶ “Jump at the Chance: Advising Undecided Students with Planned Happenstance”

UNIVERSITY B/C ROOM—Second Floor

- ▶ “Writing Your Own Ballad: Creating a Professional Development Plan”

ELLCOTT ROOM—First Floor

2:00 p.m. – 2:15 p.m. Break (with Snack)

2:15 p.m. – 3:30 p.m.

Concurrent Sessions (choose one)

- ▶ “Advising Students Through the Graduate School Application Process”

BUFFALO ROOM – First Floor

- ▶ “Academic Affairs and Student Affairs: Crossing Institutional Boundaries”

UNIVERSITY B/C ROOM—Second Floor

- ▶ “Freshman Transition”

ELLICOTT ROOM—First Floor

- ▶ “Political Skill: Gaining Clarity About Politics in the Workplace”

UNIVERSITY D/E ROOM – Second Floor

Wrap-Up/Raffle/Networking

3:30 p.m. – 4:00 p.m.

BALLROOM

Conference Planning Committee

Cindy Konovitz (Chair)

Amie Pistrin-Faust

Kelli Hickey

Danielle Johnson

Sarah Piraino

John Sauter

Heather Welser

Allison Armusewicz

Sabrina Fennell

Jude Jayatilleke

Amber Packard

Amanda Sauter

Kirkshinta Turnipseed

Janeen Wilder

A special THANKS to Jillian Reading for her assistance with the UAC Conference website.

Session I

10:15 a.m.– 11:30 a.m.

UNIVERSITY B/C ROOM- Second Floor

“Every Student Success Story Has a Beginning, Middle, and End: How to Motivate and Inspire Success Through a Case Management Approach to Advisement of Traditional and Non-Traditional Students”

Presenters: Caitlin Fulle, Technical Assistant/Academic Advisor, Office of Student Development, Niagara County Community College; Angela Winarske, Technical Assistant/Academic Advisor, Office of Student Development, Niagara County Community College

Are you looking for a new advisement model? Do you want to increase the retention of a specific population? Our case management approach has not only improved student success, attendance, confidence and motivation, but retention as well. This seminar will cover every aspect of our advisement process from intake to registration.

Benefits of our program to students:

- Smoother transition into college
- Advisor provided at early stage and scaffold throughout the student’s academic career
- Personalized advisement and registration
- Informed of Reading and Writing Labs and Tutoring Services
- Student accountability (student signs a contract of requirements for the program)
- Student success workshops geared towards FTF (Learning Styles, Note Taking 101, Battling Negativity, Making Goals Work)
- Independent and confident learners
- Student success rate increased and increased retention rate

You will leave with a packet containing our (1) welcome letter, (1) intake form, (3) academic game plan, (4) student contract, (5) exit survey, and much, much more.

ELLICOTT ROOM—First Floor

“Just Breathe... Taking Care of Yourself So You Can Better Help Your Students”

Presenters: Stephanie Currie, Assistant Director (& Certified Yoga Instructor), Academic Exploration Program, Niagara University; Monica Romeo, LMHC, Director, Counseling Services, Niagara University

Everyone has stress on the job. How we react to those stressors on a daily basis is the key not only to our workplace satisfaction, but also how effectively we work with our students. In this presentation participants will learn to recognize how their minds and bodies react to tension; and the implications stress can have. Research on how stress affects the body will be reviewed, in addition to one’s ability to perform on the job. Ways in which this information can be transferred to the students we work with will also be discussed.

This will be an active session, so come prepared to move! The presenters will review deep breathing exercises, office yoga (simple stretches you can do at your desk), and meditation. Participants will leave this presentation with a “tool box” of knowledge and activities to take back to the office, in addition to feeling calmer, refreshed and more focused.

UNIVERSITY D/E ROOM—Second Floor

“Being Their Guide to Major Decisions: Career Advising the Undecided Students”

Presenter: Sally Dingee, Academic Advisement Specialist, Monroe Community College

The overwhelming challenges involved in working with undecided students can be frustrating for many professionals. By using the principles of career advising, advisors can be well positioned to integrate career development and academic advising. Career related strategies and techniques that work with this population will be share. Case studies will be used to illustrate how to apply career advising into your everyday work with students.

By attending this session, attendees will –

1. Identify and describe the knowledge and skills that are required to be an effective career advisor.
2. Understand the differences between career counseling and career advising.
3. Understand the unique characteristics and needs of undecided students.
4. Identify professional competencies needed to work best with undecided students and perform career advising.
5. Learn about career advising techniques used to assist students with self-assessment and decision-making.
6. Examine case studies to apply new knowledge learned from the session.

BUFFALO ROOM – First Floor

“Helping Students of Color: Advising from a Holistic Perspective”

Presenters: Danielle Johnson, Coordinator/Advisor, Daniel Acker Scholars Program, University at Buffalo; Sherrie Asbie, Student Programming Coordinator, Intercultural & Diversity Center, University at Buffalo

In higher education today, colleges and universities have made a concerted effort to provide inclusive environments where students feel comfortable being themselves. As students progress through their undergraduate careers, they very often rely upon their academic advisors to provide sound, thoughtful guidance to assist them toward graduation. Specifically, this assistance is even more essential for students of color, which include students from African, Latino/a, American Indian and Native American, and Asian Pacific Island racial/ethnic backgrounds. As higher education professionals, it is essential that SOC feel welcome and included within college campuses to help them persist toward graduation (Harper, Patton & Wooden, 2009; Astin, 1993).

Advising and assisting students from a holistic perspective has been an ongoing goal in higher education. In 1937, the American Council on Education proposed the Student Personnel Point of View, which implored that higher education institutions assist the whole student—intellectually, emotionally, physically, spiritually, and socially.

In an effort to further this objective, this presentation will help academic advisors discuss and further understand the unique academic and developmental needs of students of color. Additionally, attendees will discuss and learn about some of the intervention strategies that assist students of color to excel academically, and understand why catering to the overall health and development of students of color is so imperative in higher education.

Session II

12:45 p.m. – 2:00 p.m.

BUFFALO ROOM – First Floor

“Welcome Home: Helping Students Transition from Education Abroad”

Presenter: Jodi Andersen Brown, Residence Director, Alfred State College

How can student affairs professionals and faculty members effectively advise their students returning from study abroad? Study abroad is undoubtedly a holistic educational experience, but returning to campus is often disorienting, depressing, and confusing. This presentation introduces the challenges returning students face when adapting to life on campus after living abroad, as well as the principal concepts and best practices of re-entry advising. These strategies will aid in ensuring students' personal and professional success and give them tools to capably apply the lessons they have learned abroad to their current college experience and future goals.

Participants will have the opportunity to:

- Understand the critical need for re-entry advising when students return from abroad;
- Recognize the unique challenges this student population faces;
- Learn about successful ways to advise a student who is experiencing re-entry; and
- Learn how to apply re-entry advising techniques in various advising roles, as well as strategies for implementing a re-entry program or workshop on their own campus.

UNIVERSITY D/E ROOM—Second Floor

“Digital Narcissism: Reaching Out to the “Other Side” of the Student Experience”

Presenter: Teresa McCarthy, Graduate Assistant, Office of Admissions, SUNY Fredonia

This presentation will introduce the audience to the concept of Digital Narcissism within Student Affairs. For the purposes of our discussion, Digital Narcissism is the idea many of us have a different online identity than that in which we have during our real, person-to-person interactions. This concept will spearhead a conversation around social media initiatives within student affairs, with a focus on the admissions, orientation and first year experiences.

The presentation will outline the barriers to success for social media programs and aims to answer the question, is social media a good use of time, resources and energy for student affairs offices and students?

UNIVERSITY B/C ROOM—Second Floor

“Jump at the Chance: Advising Undecided Students with Planned Happenstance”

Presenters: David Youhess, Career Counselor, Career Services, University at Buffalo; Holly Justice, Career Counselor, Career Services, University at Buffalo

The presentation will focus on introducing attendees to the Social Learning theory of Planned Happenstance and its role in constructing career opportunities and fostering career development. The theoretical framework of Planned Happenstance rests on the premise of teaching students how to create chance events for themselves while recognizing and approaching such events as opportunities for growth and learning. By focusing specifically on the “undecided student,” the presentation will help integrate career development into advisement sessions by providing strategies to reframe indecision as open-mindedness and orient students toward “risk-taking” by exploring activities and classes to discover academic interests. Finally, the presentation will discuss strategies for talking about barriers to decision-making and overcoming blocks to action and goal attainment. By integrating a group discussion of various case-studies, attendees will practice applying the theory of Planned Happenstance when advising students and leave with specific methods to begin applying the theory in their practice.

ELLICOTT ROOM—First Floor

“Writing Your Own Ballad: Creating a Professional Development Plan”

Presenters: Kirkshinta Turnipseed, Coordinator/Advisor, Daniel Acker Scholars Program, University at Buffalo; Danielle Johnson, Coordinator/Advisor, Daniel Acker Scholars Program, University at Buffalo; Sarah Paraino, Academic Advisor, ACE Program, University at Buffalo; Ramelli Choates, Senior Academic Advisor, ACE Program, University at Buffalo

How does an advisor get from where they are to where they’d like to be? How can satisfaction with career and job performance be improved? In a competitive advising marketplace, advisors must have a sound plan for professional growth. Linear career trajectories are limited, and advisors must often make lateral moves to position themselves to leverage current skills, broaden experiences, and remain current.

Planning for professional growth helps to ensure advisors reach their full potential as individuals and members of an academic community. Moreover, a well written plan helps advisors to articulate professional goals and identify the most effective opportunities available to reach such goals.

Drawing upon Marcia Baxter-Magolda’s theory of Self-Authorship (2007), this session advisors will learn how to create a comprehensive professional development plan that is clear and actionable. By discussing the professional development of academic advisors, we are caring for their holistic development, which directly relates to the holistic development of our undergraduate student populations.

Session III

2:15 p.m. – 3:30 p.m.

BUFFALO ROOM – First Floor

“Advising Students Through the Graduate School Application Process”

Presenters: Heather Welser Hagenbuch, Senior Research Support Specialist, Ronald E. McNair Program, University at Buffalo; Cathleen Morreale, Ph.D., Public Service Internship and CADS Peer Mentor Programs Coordinator, Cora P. Maloney College, University at Buffalo

The graduate school decision-making, search, and application processes are challenging for students, especially with the conflicting messages they receive. Advisors are often depended on as experts on the subject and trusted to navigate students from beginning to end. The goal of this presentation is to provide participants an in-depth road-map of the graduate school decision-making, search, and application processes, focusing on implications for the advising relationship. Resources will be provided that include time lines and required activities students should actively follow to successfully prepare for, search for, and apply to graduate school. This presentation will be guided by four main objectives. First, this presentation will present resources, methods, and techniques for understanding and advising students about graduate school; including challenges, such as debt aversion, doubt, and impostor syndrome.

Second, participants will be provided with information regarding gap year and alternative paths students might consider following graduation from undergraduate institutions. Lastly, an aim of this presentation and discussion is to promote active participant involvement, whereas participants will be encouraged to share their own experiences and concerns regarding advising undergraduate students about graduate school. The presentation will encourage discussion of best practices for advising students about graduate school, as well as specific resources and techniques for sub-populations of undergraduates. At the conclusion of the presentation, a question and answer period will be included to promote future inquiries into the topic and to allow audience members to discuss additional areas of needed information.

UNIVERSITY B/C ROOM—Second Floor

“Academic Affairs and Student Affairs: Crossing Institutional Boundaries”

Presenters: Jennifer Morrison, Ph.D., Director of Student Support Services, University at Buffalo; Phyllis Floro, Associate Director, Intercultural & Diversity Center – Student Life, University at Buffalo

The goal of this presentation is to instruct and encourage participants to increase relationships and collaborations between Student Affairs (SA) and Academic Affairs (AA). It is a truism that student retention depends on meeting students' need for engagement. When students assess their need for engagement, they do not distinguish between their social and academic needs. However, the institutional divisions of SA and AA create boundaries between shared programming that need not exist. The two presenters each hold positions in SA and AA. This presentation will cover what we do to collaborate, what works and how we know it works, and what challenges we face in this collaboration. We will examine institutional boundaries that prevent collaborations between Student Affairs (SA) and Academic Affairs (AA), and we will illustrate how much overlap exists in our respective programming and work activities by describing the fruitful relationships and collaborations that we've created between SA and AA. We will then ask audience members to work in small groups to think about how they could build relationships and collaborative programming at their own institutions to meet the needs of their students.

ELLICOTT ROOM—First Floor **“Freshman Transition”**

Presenters: Virginia Pasceri, Academic Skills Specialist, Niagara University; Diane Stoelting, Coordinator, Disability Services, Niagara University

At Niagara University students that do not meet regular admission guidelines are enrolled into the Divisional Support Program (DSP) by their dean and are provided a coordinated approach to academic success. The students enrolled in the program typically are first semester freshman who have high school average below 85 and combined SAT scores below 1000. DSP advisors provide weekly one-on-one progress conferencing and the focus of these meetings is the development of academic skills and to explore a variety of strategies for fulfilling their personal goals and academic potential.

Our goals for the students are:

- To understand the role of the course syllabus in the college environment and to learn to utilize the syllabus to maximize student success at Niagara.
- To learn to monitor their academic progress and make adjustments to their academic behaviors as needed.
- To learn and utilize academic policies, procedures and available support to maximize their success at Niagara.

The DSP advisors accomplish this by supporting students in their successful transition to college and providing students with a roadmap and strategies to help them negotiate their semester at Niagara. Participants will learn how students are selected for the program, what the specific components of the program are, and what the outcomes have been over the past 5 years. In addition participants will be provided with samples of materials including communication with program students, weekly schedules, study strategies, monitoring materials and assessments.

UNIVERSITY D/E ROOM—Second Floor **“Political Skill: Gaining Clarity About Politics in the Workplace”**

Presenter: Otilie M. Woodruff, Professional Staff Development Director/EOP Counselor, Buffalo State College

There are many different perspectives about the role of politics in organizations. Some people think politics is a necessary evil in organizations. Others believe organizational politics hinders them from promotions, pay raises, and other benefits. Still others think politics is a natural, normal, occurrence in the workplace. With constantly changing dynamics of the workplace, leaders need to learn the skills to be able to successfully maneuver in organizations that are inherently political in nature. This workshop will explore if “political skill can be taught”, and “how important is interacting within an organizations”. In a globally transforming society understanding politics and its benefits in the workplace can assist an individual in how to deal with others in the organization vertically and horizontally.