

WNY ADVISING CONFERENCE

HOSTED VIRTUALLY

Wednesday, February 16, 2022



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9:00 - 9:10 a.m. Welcome from Conference Chair

Baylee Richards, University at Buffalo

9:10 - 10:10 a.m. Keynote Address

Catherine Cook-Cottone, PhD, C-IAYT; Licensed Psychologist, Certified Yoga Therapist, Professor at the University at Buffalo, Creator & Director of the Mindful Counseling Advanced Certificate Program, Co-Founder & President of Yogis in Service, Inc.

10:10 - 10:20 a.m. ~10 Minute Break~

10:20 a.m. - 11:10 a.m. Session One (choose one)

- A: Blueprint for Critical 1:1 Conversations with First-Year, First-Generation College Students
- B: Project Advising: The Reality of the Profession and Overcoming #AdvisorBurnout
- C: Exploring Our Basement
- D: Reimagining Institution-Wide Student Success and Retention: Using Data, Assessment, and Conversation to Create an Inclusive and Best-Practices Model

11:10 - 11:20 a.m. ~10 Minute Break~

11:20 a.m. - 12:10 p.m. Session Two (choose one)

- A: Be Well to do Well: How to Improve Academic Outcomes Through Wellness Informed Advising & Coaching
- B: The Disruption & Evolution of Advising Technology: Competence Based Decision Making & Analysis
- C: Equity, Empathy, and Empowerment: What Does Your Physical and/or Digital Space Communicate About You Before You Even Open Your Mouth? (Part 1 of 2)

12:10 - 1:10 p.m. ~Lunch Break~

1:10 p.m. - 2:00 p.m. Session Three (choose one)

- A: Conference Roundtable & Networking
- B: Surviving Promotional "Chutes and Ladders": Redefining Successful Professional Relationships
- C: Equity, Empathy, and Empowerment: What Does Your Physical and/or Digital Space Communicate About You Before You Even Open Your Mouth? (Part 2 of 2)
- D: Activism and Healing: How Fighting for Social Justice and Healing Practices Coincide for Higher Education Professionals

2:00 - 2:15 p.m. Closing Remarks

Learn More about WNY Advising

wnyadvising.weebly.com

WNY Advising's mission is to foster collaboration and networking among advisors and higher education professionals in the greater Western New York (WNY) area and beyond. WNY Advising has evolved beyond its role as a conference provider into a professional development resource and event hub for advising and connecting with each other. It also acts as a repository for advising, career, social justice, technology and professional development resources.

Conference Updates

- Updates, Information, Committees, Summer Coffee Talk

Professional Development Resources

- Professional Development, Partnerships and Events

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- Denise Hurst, SUNY Erie

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- Michelle Semski
- Samantha Smith
- Janeen Wilder

Welcome

Welcome

9:00 a.m.

Baylee Richards, She/Her/Hers, bayleeri@buffalo.edu

Chair, WNY Advising Conference

Academic Advisor, School of Engineering & Applied Sciences, University at Buffalo

Keynote Address

Keynote

9:10 - 10:10 a.m.

Catherine Cook-Cottone, PhD, C-IAYT, She/Her/Hers

Licensed Psychologist, Certified Yoga Therapist, Professor at the University at

Buffalo, Creator & Director of the Mindful Counseling Advanced Certificate

Program, Co-Founder & President of Yogis in Service, Inc.

Stress, Burnout, and Mindful Self-Care for Advisors

It is important to validate the stress that we all have been negotiating since early 2020. Burnout rates are high and students are struggling seemingly more than ever. The keynote will review the current context of stress and burnout among advisors and the role of stress in undermining wellbeing. Symptoms of burnout, vicarious trauma, and complicated burnout will be defined. However, it is important to orient ourselves toward what we can do to protect our wellbeing now and in the future. Accordingly, mindful self-care will be discussed within the context of collective care, activism, and system change. The importance of getting back to purpose, a sense of mission, self-compassion, and the assessment of mindful self-care will also be presented.





Catherine Cook-Cottone, PhD, C-IAYT is a Licensed Psychologist, Certified Yoga Therapist, and Professor at University at Buffalo, SUNY. She is creator and director of the Mindful Counseling Advanced Certificate program and co-founder and president of Yogis in Service, Inc. a not-for-profit organization that creates access to yoga. Catherine's research specializes in embodied self-regulation (i.e., yoga, mindfulness, and mindful self-care) and psychosocial disorders (e.g., eating disorders, substance use, and trauma). Catherine has written ten books and over 85 peer reviewed articles and book chapters. She was awarded the American Psychological Association's Citizen Psychologist Presidential Citation. She is co-editor in chief of Eating Disorder: Journal of Treatment and Prevention and author of Embodiment and the treatment of eating disorders: The body as a resource in recovery (W.W. Norton) and Mindfulness and yoga for self-regulation (Springer), and Mindfulness and yoga for schools (Springer).

Catherine Cook-Cottone, PhD, C-IAYT Links

Catherine's Webpage - <https://www.catherinecookcottone.com/>

Tik Tok @catherinecookcottone

Mindful Self-Care Scale:

- Information and three versions of the scale open access

<https://www.catherinecookcottone.com/research-and-teaching/mindful-self-care-scale/>

- Original Article

<https://link.springer.com/article/10.1007/s12671-017-0759-1>

-Link to online assessment with email feedback and resources for enhancing self-care

<http://ed.buffalo.edu/mindful-assessment.html>

Links to Catherine's Webpage and resources are also available on the WNY Advising website:

<https://wnyadvising.weebly.com/wny-advising-conference.html>

Session One Options

Live Session I :

10:20 - 11:10 a.m.

A) *Blueprint for Critical 1:1 Conversations with First-Year, First-Generation College Students*

With so many topics to cover over the course of a semester, including helping first-year, first-generation students with their transitions from high school to college, it may be difficult for academic coaches to know where to begin the conversation. No comprehensive coaching model exists to support effective engagement with first-year, first-generation students during one-on-one appointments. To better assist this student population in taking ownership of their college experience, participants in this session will discuss critical student lifecycle benchmarks, identify students’ individual holistic needs, and examine high-impact practices that can be used to address those needs.

Dyron J. Corley, He/Him/His, dyron.corley@rutgers.edu
Assistant Director TRiO SSS, Rutgers University-Camden

Carrie Delgado, She/Her/Hers, carriema@camden.rutgers.edu
Student Counselor, Rutgers University-Camden

B) *Project Advising: The Reality of the Profession and Overcoming #AdvisorBurnout*

The role of an academic advisor transforms daily. They balance two worlds on campus - (1) serving as student advocates and (2) being the gatekeepers of academic practices and protocols. There are moments that practitioners want to “Sashay Away” due to the difficult challenges they face in their roles. Advising practitioners want to “Make it Work” with their advisees, but sometimes due to the institutional rules it might be impossible. Causing the advisor to channel their inner Heidi Klum and say, “And that means you’re out, Auf Wiedersehen.” The struggle is felt globally for academic guides, and with the pandemic #AdvisorBurnout is real and becoming a problem affecting the well-being and retention of our industry. Join the conversation because you “Wanna Be On Top!”

Gavin Farber, He/Him/His, gavin.farber@temple.edu
Academic Advisor II, Fox School of Business, Temple University

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- **Twitter:** @WNYAdvising
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- **Tip:** Use #Acadv for the global tag.





Session One Options

C) Exploring Our Basement

As advisors, coaches, and student success professionals we have best practices we share with students. When was the last time you wondered why we share these? Or maybe you wonder why these practices seem to work. They're like the creepy, spider-filled basement we tend to ignore. Together we'll explore the dark and murky foundation of student success theories and practices. With our flashlights out, we will spend some time looking at student engagement, motivation theory, curiosity, self-determination theory, and cognitive development.

Chelsea O'Brien, She/Her/Hers, chelseastar@gmail.com

Coordinator of Tutoring and Academic Support, SUNY Genesee Community College

D) Reimagining Institution-Wide Student Success and Retention: Using Data, Assessment, and Conversation to Create an Inclusive and Best-Practices Model

The emerging field of student success relies on an integrative partnership between academic affairs and student affairs. In this session, attendees will see how an institution assessed its system of academic and student support and implemented high-impact and inclusive research-based best practices to better serve the student community.

Dr. Mark Harrington, He/Him/His, harring4@canisius.edu

AVP for Student Development & Academic Success/HESAA Program Director/

Assistant Professor of Education & Leadership, Canisius College

Live Session 2:

11:20 - 12:10 p.m.

Session Two Options

A) Be Well to do Well: How to Improve Academic Outcomes Through Wellness-Informed Advising & Coaching

Would you like to leverage the latest science on how health-promoting behaviors - sleep, nutrition and physical activity – affect academic success? Would you like to help your students study less but learn more and in the process also be happier and healthier? If you answered yes, then this session is for you. We will be discussing practical ways to support our students' success through wellness-informed one-on-one appointments, workshops, first-year seminar classes, orientation sessions, email, etc.

Anna Traykova, She/Her/Hers, anna.v.traykova@gmail.com

Academic Advisor III, Kennesaw State University

>>> *Live Session 2 Options continued*

Session Two Options

B) The Disruption & Evolution of Advising Technology: Competence Based Decision Making & Analysis

The pandemic greatly accelerated the adoption and evolution of technology use in advising and higher education. While institutions grappled with technology to meet the needs of remote learning and advisement, quick decisions led to both innovations and roadblocks. How can advisors boost technological competence to adapt to the future of advising and embrace these new changes? The Blended Model of Competency & Action (2017), a tool for analysis and decision making, contemplates the unique interplay of the ACPA/NASPA Competency Stages, the NACADA/ Multicultural competence models, and the concept of reflective practice. Participants will purposefully reflect and share examples from their campuses to explore strategic ways of enhancing technology development at personal, departmental, or institutional levels.

John Sauter , He/Him/His, jps@niagara.edu

Assistant Dean for Academic Affairs, College of Arts & Sciences, Niagara University

Sarah Howard , She/Her/Hers, howard.933@osu.edu

Academic Advisor, The Ohio State University



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While registration for the WNY Advising conference this year is free, we are accepting donations of any amount to help cover conference technology and accessibility costs.

You can donate online at <http://giving.buffalo.edu/giveto/01-3-0-04816> or you can mail a donation to UB Foundation, Inc., PO Box 900, Buffalo, NY 14226-0900 with a notation “to Undergraduate Advisement Council fund” in the memo line.

Thank you!



C) *Equity, Empathy, and Empowerment: What Does Your Physical and/or Digital Space Communicate About You Before You Even Open Your Mouth? (Part 1 of 2)*

Do you ever stop to consider what your office or online presence say about you? 90% of the impression you leave with students is not based on what you write or say! Join me for a brief overview on how students might be (mis)interpreting your intentions and then reconvene after lunch to learn some strategies you can employ right away to make them feel included, so they can reach their greatest potential.

Student support staff are navigating a "new normal" due to the upheaval of the pandemic and the subsequent disruption to the college-preparedness levels of entering freshmen. Faculty look to us to triple our efforts to keep them retained, yet our experience and best student development theories combined didn't prepare us for this! If we take this unprecedented challenge as an opportunity to examine why we continue to attempt outdated, ineffective methods to connect with students, it will inform our best practices moving forward. Being inclusive is not synonymous with coddling and viewing each student holistically will result in mutually beneficial interactions.

PART ONE:

In order to effectively connect with students and encourage them to meet their potential, we need to relate with them - explicitly, consistently, and in the ways THEY seek connection even if they seem trivial to us. If a student doesn't perceive that you are being equitable or empathetic, they are not likely to be empowered to achieve success despite your best intentions. Part one of this presentation will outline some commonly missed consideration areas that need to be taken into account when creating a welcoming space in a physical office or in an online atmosphere. Specific strategies will be provided for the racially minoritized population, gender non-conforming community, and the neurodiverse. At the end, participants will be polled to determine the areas they want to delve further into based on their own professional experiences during the second session. While attendance at the second session isn't required to find this one beneficial, it would certainly enhance your takeaways!

Participants at any experience level or from any higher education area (advising, academic support, admissions, EOP, even faculty) will take away at least one useful piece of information with them!

*Lindsay R. Masters, She/Her/Hers, lmasters@daemen.edu
Director of the Learning Center, Daemen College*

Lunch Break

12:10 - 1:10 p.m.

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Stay tuned post conference for some exciting
WNY Advising events and updates!

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Live Session 3:**1:10 - 2:00 p.m.****Session Three Options****A) Conference Roundtable and Networking**

Join us for a roundtable discussion regarding self-care and empowerment. What are some best practices that you have heard and currently employ in your life? What has motivated you in today's conference? What do you feel will be the most helpful thing you learned today? How will you continue to ensure you have the self-care you need?

Baylee Richards, She/Her/Hers, bayleeri@buffalo.edu

WNY Advising 2022 Conference Chair; Academic Advisor, University at Buffalo

Amie Pistrin-Faust, She/Her/Hers, pistrina@ecc.edu

Counselor, SUNY Erie

B) Surviving Promotional "Chutes and Ladders": Redefining Successful Professional Relationships

The higher education profession is competitive and climbing the career ladder can seem like a never-ending battle through "The Advisor Games". When promotions are few and far between, it is easy for colleagues to battle for the top prize, while losing focus and professional altitude. Practitioners face challenges of trying to understand the future of their trajectory while working through their personal struggles with their superior's decision. Gain new self-awareness of how to professionally channel emotional energies while navigating your vertical and horizontal career mobility. Join two former contenders as they discuss their struggle to find peace in their advising center after a challenging scramble for acceptance, balance, respect, and transformation.

Gavin Farber, He/Him/His, gavin.farber@temple.edu

Academic Advisor II, Fox School of Business, Temple University

Joy Stroman, She/Her/Hers, joy.stroman@temple.edu

Senior Academic Advisor, Fox School of Business, Temple University

C) Equity, Empathy, and Empowerment: What Does Your Physical and/or Digital Space Communicate About You Before You Even Open Your Mouth? (Part 2 of 2)

Do you ever stop to consider what your office or online presence say about you? 90% of the impression you leave with students is not based on what you write or say! Join me for a brief overview on how students might be (mis)interpreting your intentions and then reconvene after lunch to learn some strategies you can employ right away to make them feel included, so they can reach their greatest potential.

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PART TWO:

In order to effectively connect with students and encourage them to meet their potential, we need to relate with them - explicitly, consistently, and in the ways THEY seek connection even if they seem trivial to us. If a student doesn't perceive that you are being equitable or empathetic, they are not likely to be empowered to achieve success despite your best intentions. Although it is recommended that participants attend part one of this presentation as well, it isn't required to be able to follow along. The audience poll results from the first session will be used to tailor the discussion toward customized strategies to assist participants in implementing change in a judgment-free atmosphere. Attendees will learn to identify some areas for improvement in their own spaces, and things they can proactively do to avoid low engagement.

Participants at any experience level or from any higher education area (advising, academic support, admissions, EOP, even faculty) will take away at least one useful piece of information with them!

*Lindsay R. Masters, She/Her/Hers, lmasters@daemen.edu
Director of the Learning Center, Daemen College*

D) Activism and Healing: How Fighting for Social Justice and Healing Practices Coincide for Higher Education Professionals

Within higher education, scholar-activists and professionals have joined social justice movements to help create systemic change. While empowering, fighting for equity and justice can be can be exhausting and potentially lead to burn-out, especially among Black, Latino/a, Indigenous, and Asian professionals. To prevent this burn-out, it is essential for scholars-activists and professionals fighting for systemic change to be encouraged and supported to engage in healing practices for the benefit of themselves, their work, and their students.

*Dr. Danielle Johnson, She/Her/Hers, dmj23@buffalo.edu
Senior Advisor/Coordinator, University at Buffalo*

*Jacqui Hollins, She/Her/Hers, jhollins@buffalo.edu
Assistant Vice Provost and Senior Executive Director for Student Success and Academic Support, University at Buffalo*



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