

Uniting Across Campuses

...Advisors Networking for Student Success



“Managing Expectations of Tomorrow’s Student”

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

March 2, 2011
8:30 a.m. – 4:00 p.m.

<https://sites.google.com/site/buffalouac/annual-spring-conference>

**Keynote
Speaker
Dr. Mark
Frank**



**Professor and
Director,
Communication
Science Center at
the University of
Buffalo**

Dr. Mark Frank received his Ph.D. in Social Psychology from Cornell University in 1989. Afterward he received a National Research Service Award from the National Institute of Mental Health to do postdoctoral research with Dr. Paul Ekman in the Psychiatry Department at the University of California at San Francisco in the Psychiatry Department. In 1992 he joined the School of Psychology at the University of New South Wales in Sydney, Australia, where he worked for 4 years until he joined the Communication Department at Rutgers University in New Jersey. In 2005 he accepted a position in his hometown at the School of Informatics at the University of Buffalo, where he created and directs the Communication Science Center. He has published research papers on facial expressions, emotion, and interpersonal deception, and has had research funding from The National Science Foundation, US Department of Homeland Security, and the Department of Defense to examine deception and hidden emotion behaviors in checkpoint and other counter-terrorism situations. He is also the co-developer of a patent pending automated computer system to read facial expressions, for which he won a Visionary Innovator Award from the University at Buffalo. He has used these findings to lecture, consult with and train virtually all US Federal Law Enforcement/Intelligence Agencies, as well as local/state and select foreign agencies such as the Canadian Security and Intelligence Service, the Australian Federal Police, Singapore police, Israeli police, and Scotland Yard in the UK. He has also given workshops to US and foreign judges and magistrates. He has presented briefings on deception and counter-terrorism to the US National Academy of Sciences as well as to the US Congress. Finally, he has appeared in over 80 print, radio, and television appearances to talk about his work, including The New Yorker Magazine, Time Magazine, New York Times, Wall Street Journal, CBS Evening News, CNN, Fox News Channel, National Public Radio, The Learning Channel, the Discovery Channel, CNBC, the Oprah Show, the CBC, BBC, London Weekend Television, the Australian Today Show, the Sydney Morning Herald, among others.

Program at a Glance

8:30 – 9:00 a.m.

Registration/Breakfast

BALLROOM

9:00 – 9:15 a.m.

Welcome—Dr. A. Scott Weber, Vice Provost & Dean of Undergraduate Education
University at Buffalo

As the current vice provost and dean of undergraduate education at the University at Buffalo, Dr. Weber leads efforts to ensure that undergraduate students have a transformative educational experience with opportunities to engage in truly distinctive research and creative and public-service activities that are hallmarks of a top-tier university education. Weber provides leadership for centralized undergraduate student support services and transformative extracurricular programs.

As former chair of the Department of Civil, Structural and Environmental Engineering at the University at Buffalo, Weber helped to establish UB's transportation engineering research program and oversaw the department's rise to No. 27 in the nation among all U.S. civil engineering programs, according to U.S. News and World Report.

Weber has been a member of UB faculty since 1983 and twice was named professor of the year by the UB student chapter of Tau Beta Pi, the engineering honor society. He received his BS in civil engineering in 1977 and an MS in sanitary engineering in 1978 from Virginia Tech. In 1983 he earned a PhD in civil engineering from the University of California, Davis.

BALLROOM

9:15 – 10:00 a.m.

Keynote Address

Dr. Mark Frank, Professor, Director, Communication Science Center
University at Buffalo

BALLROOM

10:15 – 11:30 a.m.

Concurrent Sessions (choose one)

- ▶ *“Know Your Rights: Helping Students Be Their Own Advocates”/“Empowering Students Toward Independence”*

Stephanie Cole, Sabrina Fennell, Richanne Mankey

ELLICOTT ROOM—First Floor

- ▶ *“Helping LGBT Students Succeed: The Value of Academic Advising within Diverse Student Populations”*

Danielle Johnson, Elizabeth Smith, Phyllis Floro

UNIVERSITY B/C ROOM—Second Floor

- ▶ *“Supporting Students in the Sophomore Year: The Undergraduate Academies Approach”*

Hadar Borden, Danielle Vegas, Ryan Taughrin

UNIVERSITY D/E ROOM—Second Floor

11:30 – 11:45 a.m.

Break

11:45 a.m. – 1:00 p.m.

Concurrent Sessions (choose one)

- ▶ *“Advising the Marginal Applicant to US Medical College: Student Options & Opportunities”*

Elizabeth Morsheimer

UNIVERSITY B/C ROOM—Second Floor

- ▶ *“StrengthsQuest Stories: Understanding Self & Others”*

Ed Brodka, Dr. Susan Ott, Dr. Jennifer Morrison

ELLICOTT ROOM – First Floor

- ▶ *“High Achieving and At-Risk Students: Similarities & Differences”*

Dr. Terri Miklitsch, Danielle Johnson, Heather Welser

UNIVERSITY D/E ROOM – Second Floor

1:15 – 2:15 p.m.

Lunch—Announcements—Raffle

BALLROOM

2:15 – 3:30 p.m.

Concurrent Sessions (choose one)

- ▶ *“Live List Serve: How Integrating Offices Can Foster Student Success”*

Kathryn Marzec, Carolyn Makey

UNIVERSITY B/C ROOM—Second Floor

- ▶ *“Non-Traditional Students Working Together Towards Success”*

Marcelina Rodriguez-Rondon, Tommie Babbs, Roland Garrow, Toni Phillips, James Ramsey

BALLROOM

- ▶ *“Leadership in the WNY Community: Teaching Leadership & Social Justice through Service Learning*

Kirkshinta Turnipseed, Jared Vega

UNIVERSITY D/E ROOM—Second Floor

- ▶ *“Understanding the Impact Family has on Asian & Latino Student’s Choice of Major”*

Betsy Bianco, Xuhua Qin

ELLICOTT ROOM—First Floor

Session I 10:15 – 11:30 a.m.

Know Your Rights: Helping Students Be Their Own Advocates”/”Empowering Students Toward Independence”

Presenters: Richanne C. Mankey, Ed. D., Vice President for Student Affairs and Dean of Students, Daemen College; Sabrina Fennell, M. S., Assistant Director of the Arthur O. Eve HEOP, Daemen College

Can I sign a contract, be discriminated against, or be held accountable for cheating? Do I have the right to challenge my academic record? Can my mother contest my grade? Many times students don't know what is expected of them, let alone have the skills to realize those expectations. From FERPA, to the Civil Rights Act, to the NY State Education Law, students enrolled at an institution of higher education have more rights than ever – and even more responsibilities. The goal of this session is to set out, in plain language, what rights students have under the law, and to develop an understanding of how conveying this information can be the foundation of teaching a student to be their own advocate. Participants should leave with a sense of how to quickly and plainly articulate to students their rights as adults, and tie those rights into the responsibilities their college or university will expect of them.

”Helping LGBT Students Succeed: The Value of Academic Advising within Diverse Student Populations

Presenter: Danielle Johnson, Coordinator/Advisor, Daniel Acker Scholars Program, University at Buffalo; Elizabeth Smith, Graduate Assistant, University at Buffalo’s Intercultural & Diversity Center, Phyllis Floro, Associate Director, University at Buffalo’s Intercultural & Diversity Center.

Within higher education today, college student populations are becoming increasingly diverse, relative to race/ethnicity, gender, religion, and sexual identity. Specifically, understanding lesbian, gay, bisexual, and transgender (LGBT) student populations will help to further increase our understanding of diverse student populations. According to Harding (2008), we as academic advisors must be trained and educated about diverse student populations, and “have the ability and sensitivity to build relationships with diverse student populations. This will allow us to empower students to take ownership of their education.” (pp. 189).

As academic advisors, one of the best means of connecting with students is learning and understanding about who they are. Very often, students’ academic success is directly linked to the experiences they have outside the classroom, and are linked to positive working relationships with campus advisors and administrators. Within this presentation, academic advisors and administrators will learn more about LGBT student populations, discuss ways of building positive working relationships, and review advising philosophies and techniques that will assist advisors to help LGBT student populations most effectively.

Supporting Students in the Sophomore Year: The Undergraduate Academies Approach”

Presenters: Danielle Vegas, Program Coordinator, Undergraduate Academies Living & Learning Community, University at Buffalo; Hadar Borden, Administrative Director, Undergraduate Academies Living & Learning Community, University at Buffalo; Ryan Taughrin, Graduate Assistant University at Buffalo

For the past decade, there has been significant dialogue concerning how best to support students in the sophomore year. More recently, campuses across the country have been experimenting with a variety of efforts to combat the obstacles students in the second year often face. In our session, we plan to share with you some of the needs this population of students may request assistance with, as well as the program we have developed to assist our students during this frequently perplexing year.

Session II

11:45 – 1:00 p.m.

“Advising the Marginal Applicant to US Medical College: Student Options & Opportunities”

Presenters: Elizabeth Morsheimer, Ed.M, Coordinator of Preprofessional Advising Services, University at Buffalo

The educational pathway to becoming a physician is often not a direct or linear route. As applications to US allopathic (MD) training programs continue to climb, applicants need to present in a highly competitive manner for a relatively limited number of seats, even in the light of the number of new schools opening. Those applicants falling just below competitive current averages in terms of GPA and standard test scores (i.e., MCAT) are facing unprecedented difficulty gaining admission. This session will explore at least three other major options/opportunities students have if they feel strongly committed to pursuing a medical career. The goals of the session are to acquaint advisors with these options and; thereby, encourage their students to investigate other pathways to achieve their aspirations. Advisors, in general, can then more knowledgeably refer their students to prehealth advisors at their institution. The session will also identify sources of information for advisors who may not have access to prehealth advising resources at their institution. The desired outcome of the session is to equip general advisors with the knowledge to make tangible suggestions for students and possess some background to direct their students to further appropriate assistance pertaining to pursuing a career in medicine.

“StrengthsQuest Stories: Understanding Self & Others”

Presenters: Ed Brodka, Career Counselor, Career Services, University at Buffalo; Jennifer Morrison, Director of Student Support Services, University at Buffalo; Susan Ott, Principle Education Specialist, Adjunct Assistant Professor, University at Buffalo

This presentation will be informative, motivational and fun for both professionals who are familiar with the StrengthsQuest (i.e., StrengthsFinder 2.0) assessment as well as those who are new to it. Attendees will hear stories and specific examples of how three University at Buffalo advising professionals use StrengthsQuest in areas such as appreciative advising, preparing students for graduate school, career development, staff supervision and professional development. This presentation will focus on sharing stories because the presenters have found that short narratives about using strengths are most instructive and inspirational to students and colleagues.

During the interactive component of this presentation, participants will be asked to self-select their top 5 of the 34 Signature Themes measured by StrengthsQuest and, in small groups or pairs, participants will be invited to share their stories of how they use their strengths. The three facilitators will then guide a whole-group discussion of how we use our strengths in our professional lives. The presentation format will be a combination of lecture, small group discussion and sharing of StrengthsQuest best practices with the whole group. Participants will gain an understanding of the benefits, challenges and additional resources available for using StrengthsQuest on their campus.

“High Achieving and At-Risk Students: Similarities and Differences”

Presenters: Presenters: Dr. Terri Miklitsch, Senior Academic Advisor (Adjunct Professor, GSE), University at Buffalo; Danielle Johnson, Coordinator/Academic Advisor, Acker Scholars Program, University at Buffalo; Heather Welser, Senior Research Support Specialist, Ronald E. McNair Program, University at Buffalo

College students come to our campuses today with many gifts and challenges. As academic advisors and administrators we are co-responsible in helping students create academic plans that are appropriate and meet the students’ short-term and long-term career goals (NACADA, 2011). High achieving and at-risk students present similar and different challenges to us.

Both groups have special needs that often require additional interventions, programs and services. Each group may also have similar identities such as socioeconomic class or gender or race that present another set of challenges. However, initial academic assessments differ based on academic performance and measures given their secondary education. High achieving students come to our campuses with transfer credit from college course work and advanced placement. Meeting their needs with courses that “best fit” their capabilities and academic plans is challenging. Equally challenging is meeting the needs of students who come to our campus underprepared or with issues/abilities that affect academic performance and placement in courses.

For the purposes of this presentation, high-achieving students are defined as those students who are designated by the college as having the academic preparation and/or cultural capital that will increase the likelihood of them attaining academic success at the collegiate level. At-risk students are defined as those students whose personal characteristics and/or lack of academic preparation predispose them to potentially stopping out, dropping out, or performing poorly academically at the collegiate level. This presentation will address the similarities and differences, define what is meant by high-achieving and at-risk, and discuss current research on at-risk students and best practices within the advising profession.

Session III **2:15 – 3:30 p.m.**

“Live List Serve: How Integrating Offices Can Foster Student Success”

Presenters: Presenters: Kathryn Marzec, Advisor, Niagara University; Carolyn Makey, Advisor, Niagara University

An opportunity to share ideas about how a merger of institutional offices into one department can create a seamless transition from entrance to career for tomorrow’s higher education student.

“Non-Traditional Students Working Together Towards Success”

- 1) Presenters: Marcelina Rodriguez-Rondon, Sr. Counselor/Academic Advisor, University at Buffalo; Roland Garrow, Senior Counselor/Academic Advisor, University at Buffalo; Tommie Babbs, Senior Academic Advisor, University at Buffalo; James Ramsey, Senior Counselor/ Academic Advisor, University at Buffalo and Toni Phillips, Residential Social Services Coordinator, Buffalo State College.***

“Leadership in the WNY Community: Teaching Leadership & Social Justice through Service Learning”

Presenters: Jared Vega, Adjunct Instructor, University at Buffalo; Kirkshinta Turnipseed, Co-Coordinator/Advisor Daniel Acker Scholars Program, University at Buffalo

Through a lecture/workshop format the presenters will use exemplars from the syllabus of the course CPM 110: Leadership for Scholars: Social Justice to explore different aspects of the creation and execution of this new service learning course at the University at Buffalo. Some issues that will be examined include self-reflection activities, securing service learning sites, methods for teaching leadership skills such as delegation, time management, and public speaking. Additionally, we will discuss connecting classroom topics about ideas of social justice with community service learning sites and experiences, creating and evaluating group work using student self and group evaluations, and working with campus organizations to augment student learning experiences.

Participants in this session will benefit from a hands-on approach and will work on an education guide about homelessness, a task that a student group in the course will be required to complete. Time at the beginning and end of the workshop will be designated for discussion about referring students to service learning courses and will include a question and answer period.

“Understanding the Impact Family has on Asian & Latino Student’s Choice of Major”

Presenters: Betsy Bianco, LMSW, Social Worker, Counseling Services, University at Buffalo; Xuhua Qin, Ph.D., Psychologist, Counseling Services, University at Buffalo

The goal of this presentation is to help academic advisors understand the impact family has on Asian and Latino students’ choice of major. The presentation will help participants examine the diversity and history of each immigrant group to the US; understand family structural norms, cultural values, and societal factors which may impact the individual’s career choices. Participants will be able to identify main cultural considerations of individuals from these two cultural groups on choosing majors. In addition, concrete suggestions for working with these students and their families will be discussed.

Wrap-Up/Raffle/Networking

3:30 – 4:00 p.m.

Conference Planning Committee

Sarah Piraino (Chair)
Allison Armusewicz
Stephanie Atti
Hadar Borden
Sabrina Fennell
Kelli Hickey
Jude Jayatilleke
Danielle Johnson

Cindy Konovitz
Verlaine Quinney
Jillian Reading
John Sauter
Alisha Taggert-Powell
Kirkshinta Turnipseed
Janeen Wilder

