

WNY ADVISING CONFERENCE

connect ▣ empower ▣ progress

February 11th, 2021

Virtual Conference



February 12, 2020, Niagara Falls Conference Center

wnyadvising.weebly.com

@WNYAdvising

#WNYAdvising

Download a pdf copy of this program on our website.



9:00 - 9:10 a.m. Welcome from Conference Chair
Elizabeth Kerr, Villa Maria College

9:10 - 9:20 a.m. Sarah Piraino Advising Award Presentation
Tiffany Hamilton, Daemen College

9:20 - 10:20 a.m. Keynote Address
Jonathan Ntheketha, Rochester Institute of Technology

10:20 - 10:30 a.m. ~10 Minute Break~

10:30 a.m. - 11:20 a.m. Session One (choose one)

- A: *A Conversation with Jonathan Ntheketha*
- B: *Connect, Empower, Progress: Advancing Equity & Inclusion During a Pandemic Through an Empowerment Lens*
- C: *Making Virtual Advising Warm, Fuzzy, and Effective*
- D: *Empowering the Higher Education Telecommuter: Making Space for a Healthy Work-Life Balance*

11:20 - 11:30 a.m. ~10 Minute Break~

11:30 a.m. - 12:20 p.m. Session Two (choose one)

- A: *Recruiters Wanted-Calling All Academic Advisors!*
- B: *Students with Disabilities & Covid: Being a Reliable Resource in Uncertain Times*
- C: *Communities of Practice: How They Wither and Die and What to Do About It*
- D: *Changing Students, Changing Services: The Impact of COVID and Delivery of Services*
- E: *Open Networking Room*

11:30 a.m. - 1:20 p.m. Open Networking Zoom Room (drop in)

12:20 p.m. - 1:20 p.m. ~Lunch Break~

1:20 p.m. - 2:10 p.m. Session Three (choose one)

- A: *Is it Better for a Student to be a Generalist or a Specialist?*
- B: *Empowering At-Risk Students Through Self-Advocacy*
- C: *"Mirror, mirror, on the wall, who will pass come this fall?" Using the Course 'EDU 101 - Introduction to College Success' as a Predictor of Student Retention and Success*
- D: *Sketching Your Way to Engagement and Connection: Urban Sketching & Advisement*

2:10 - 2:20 p.m. ~10 Minute Break~

2:20 p.m. - 3:00 p.m. Session Four (choose one)

- A: *Advising Undeclared Students on their Academic and Career Journey*
- B: *"Learn. Inspire. Share": Combating Workshop Fatigue With a Half Day, Bi-Annual Student Resources Conference*
- C: *Reframing Your Skills*

3:00 p.m. Closing Remarks & Open Networking

~

Floating Video Sessions

(pre-recorded sessions – page 11)

- V1: *Joining Forces: How Academic Advisors and Career Advisors Connect*
- V2: *But We Have Always Done It This Way!: Shifting From Faculty to Professional Advising to Promote Student Success*

Welcome

Welcome

9:00 a.m.

Elizabeth Kerr, She/Her/Hers, ekerr@villa.edu
Chair, WNY Advising Conference
Director of Student Success, Villa Maria College

Advising Award Presentation

9:10 a.m.

Tiffany Hamilton, She/Her/Hers, thamilto@daemen.edu
Sarah Piraino Advising Award Presenter
Director, Arthur O. Eve Higher Education Opportunity Program, Daemen College

Keynote Address

Keynote

9:20 a.m. - 10:20 a.m.

Jonathan Ntheketha, He/Him/His, jxnmc@rit.edu
Associate Director of Student Success and Development
Multicultural Center for Academic Success, Diversity, and Inclusion
Rochester Institute of Technology

Join Jonathan Ntheketha, Associate Director in the Division for Diversity and Inclusion’s Multicultural Center for Academic Success at RIT, for a conversation entitled “Doing the Work: Making Space at the Center.” We’ll discuss the challenges our institutions face when endeavoring to engage in meaningful dialogue, reconciliation, and accountability, as well as the important position advisors play in our respective school communities. We’ll explore how understanding the uniqueness of our own diverse stories can better prepare us to honestly acknowledge the realities of underrepresented students, staff, faculty, and alumni, and how we can make space for others and their experiences to exist at the center.





Academic Credentials:

BA, Speech and Theatre, St. Lawrence University, MS, Professional Studies (Higher Ed Administration), Rochester Institute of Technology (in progress)

Professional Profile:

Jonathan Ntheketha is committed in his work to develop, oversee, and coordinate the Multicultural Center for Academic Success's (MCAS) commitment to providing opportunities for and holistically developing historically underrepresented students at RIT. As Associate Director, Jonathan provides leadership, oversight, and support of Center initiatives and operations, including the MCAS Advocates Program, DDI Summer Experience, and creating the MCAS Coaching Curriculum. He began his 15 year tenure at RIT as an academic advisor in the College of Liberal Arts and has continued to empower and inform all students throughout their collegiate experience.

Jonathan has enjoyed a career developing, mentoring, and teaching students in higher education for nearly 20 years. In addition to his work in MCAS, he is a Title IX conduct advocate, and a company member of RIT Diversity Theatre, a part of the Division for Diversity and Inclusion. Jonathan also serves as an adjunct professor, having taught RIT's first year seminar RIT 365, as well as Motivation & Wellness. Additionally, he has taught Script Analysis for Geva Theater Center's Summer Academy and The New Hip Hop: Our Stories and Truths on Stage at the University of Rochester. He is also a Performance Educator and Facilitator with Impact Interactive, a theatre-based training company that specializes in one of a kind dynamic presentations that help companies and communities address sensitive topics such as unconscious bias and sexual harassment in the workplace. Most recently he has facilitated several iterations of Uncomfortable Conversations: A Theatre-Based Virtual Workshop Confronting Privilege, Bias and Racism. Jonathan has also participated in a number of WNY Advising events in the past, including as a panelist last July for Unpacking Racism in Advising.

Hailing from Rochester, NY Jonathan has spent a lifetime telling stories, exploring truths, and sharing in the richness of cultures around him. As an actor and performer he has appeared in numerous productions locally and regionally, and has a resume that includes small screen, stage, commercial, and voice work. Jonathan serves on the Board of Directors for Blackfriars Theatre, the Alumni Board at Allendale Columbia School, and is a former member of the William Warfield Scholarship Board of Directors. Additionally, he serves on the Education Committee of the Seneca Park Zoo Society board as well as the Marketing Committee of the Leadership Rochester board.

WESTERN NEW YORK TEACHER RESIDENCY



Become a **teacher** and shape a brighter future.

The need for passionate educators to teach in our urban schools has never been greater. As the first program of its kind in our region, the **Western New York Teacher Residency** is designed for college graduates of all ages with no prior education training. The program provides the right balance between graduate coursework and teaching experience so you can learn how to be effective in diverse classroom settings.

Benefits:

- Earn initial New York State teacher certifications in Childhood and Special Education (Gr. 1-6) and a master's degree in just 24 months
- Complete a one-year paid residency in a multicultural, high-needs classroom under the guidance of a mentor-teacher
- Receive a \$24,000 teacher assistant salary during your residency year
- Be first in line for job openings with Canisius partner schools

The application deadline is May 1, 2021.

canisius.edu/TEACH





Live Session 1:

10:30 a.m. - 11:20 a.m.

A) *A Conversation with Jonathan Ntheketha*

This roundtable session offers an opportunity for WNY Advisors to sit down with our Keynote Speaker, Jonathan Ntheketha, to have an open roundtable conversation. It is an opportunity to ask follow-up questions in regard to his keynote address.

B) *Connect, Empower, Progress: Advancing Equity & Inclusion During a Pandemic Through an Empowerment Lens*

In an educational world that struggles to provide effective and provocative programming during a pandemic, this workshop aims to provide innovative approaches. These vehicles promote academic excellence, positively impact student motivation, increase performance and improve retention rates accompanied by student connectivity with perceived efficacy as a consequence.

Dr. Mark Montgomery, He/Him/His, mmontgomerytme@gmail.com
Chief Diversity Officer, SUNY Polytechnic Institute

C) *Making Virtual Advising Warm, Fuzzy, and Effective*

The pandemic has made the virtual experience the “new normal.” Except it’s anything but normal. Higher Education scrambled to ramp up existing virtual resources to meet the need. What was discovered is that even with everyone’s effort to meet students “where they are,” our new digital reality was missing something essential: warmth. Students want, need, and expect to build relationships, especially with their staff supports who help them navigate an overwhelming system. Suddenly, the in-person interactions that previously made relationship-building easy were gone. But the void created by a cyberspace of boxes with talking-heads made everyone start thinking out-of-the-box. Although still in development, Buffalo State College is cultivating a system of improved protocols, coordination, and communication making relationship-building not only possible, but warmer, fuzzier, and more effective for student success.

Dr. Faherty L. Nielsen, She/Her/Hers, nielsefl@buffalostate.edu
Academic Adviser, SUNY Buffalo State College

Andrea Gustafson, She/Her/Hers, gustafag@buffalostate.edu
Learning and Accommodations Specialist, SUNY Buffalo State College

>>>Session One Options Continued

D) Empowering the Higher Education Telecommuter: Making Space for a Healthy Work-Life Balance

The COVID-19 pandemic has transitioned the labor-intensive work of higher education professionals from in-person experiences to nearly fully remote models. As faculty and staff explore new modes of student engagement from their at-home offices, the impact of the economic shutdown has left few options for an organic separation between workplace responsibilities and family obligations. A recent study reports that nearly 7 out of 10 Americans working from home during COVID-19 pandemic are struggling to maintain a healthy work-life balance. With stories of burnout and fatigue among higher education professionals rampant in postsecondary news platforms, this session strives to direct attention toward the root causes for the feeling of burnout and seeks to alter behaviors that contribute to the state of fatigue.

Aimee Spahn, She/Her/Hers, spahn@ecc.edu
Department Chair & Principal Counselor, Erie Community College

Julia Braun, She/Her/Hers, juliab@buffalo.edu
Associate Director of Student Services, SUNY Buffalo

Live Session 2:

11:30 a.m. - 12:20 p.m.

A) Recruiters Wanted - Calling All Academic Advisors!

As professionals in higher education, we play a critical role in admissions and recruitment for our schools. Learn some tips and strategies on how to be an effective recruiter for your institution, and share some ways that your office supports admissions efforts at your college. Additionally, we will talk about how recruitment has changed amidst the pandemic and how to connect with your target student population virtually.

Tim Matthews, He/Him/His, trm7@buffalo.edu
Assistant Director, Honors College, SUNY Buffalo

B) Students with Disabilities & Covid: Being a Reliable Resource in Uncertain Times

2020 has been filled with change, and Covid continues to keep us guessing. It has temporarily and permanently impacted the field of higher education. Times are uncertain and constantly changing for faculty, staff, and students. This uncertainty is heightened even more so for our students with disabilities. Students have less options regarding methods of learning, and in person supports. With every student having unique strengths and weaknesses, some find these changes beneficial, and others find them to be detrimental to their success. In this session we will explore the impact of these changes on our students with learning differences and on the autism spectrum. We will discuss ways that we can help support these students (and all students), leaving you with the tools to be a reliable resource in unstable times.

Jenel Meier, She/Her/Hers, jenelmeier@gmail.com
Founder/Director, MyPotentia, LLC



Session Two Options (con't)

C) *Communities of Practice: How They Wither and Die and What to Do About It*

Established by the work of cognitive anthropologist Jean Lave and educational theorist Etienne Wenger in their 1991 book *Situated Learning*, communities of practice offer many benefits to both practitioners and their home organizations. You're participating in one now! However, as scholars consider not only the evolution of the concept of communities of practice but also their viability, certain conditions have been identified that can limit the effectiveness and lifespan of communities of practice. But what if I told you that those conditions not only work against communities of practice, they also largely define academic advising work?! Join us as we explore these realities and work to find solutions!

Ryan Scheckel, He/Him/His, ryan.scheckel@ttu.edu

Assistant Director, Pre-Professional Health Careers, Texas Tech University

D) *Changing Students, Changing Services: The Impact of COVID and Delivery of Services*

Education is upside down with the uncertain times from COVID. Incoming freshmen are more under-prepared to meet the social and emotional shift of higher education and previously successful students are struggling to adjust to the new learning environment. Explore how we can come together as an educational community to identify and meet these new demands while acknowledging our own self care.

Connie Hanel, She/Her/Hers, cchanel@buffalo.edu

Manager, Undergraduate Learning and Community Center, SUNY Buffalo

Craig Mathis, He/Him/His, cmathis2@buffalo.edu

Senior Academic Advisor, SUNY Buffalo

Social Media

Follow Us:

- **Twitter:** @WNYAdvising
- **Facebook:** WNY Advising
- **LinkedIn:** WNY Advising
- **Tip:** Use #Acadv for the global tag.



Lunch Break & Networking

Open Networking Room 11:30 a.m. - 1:20 p.m.

Join us in the Open Networking Zoom Room for an opportunity to network with your colleagues from around the region.

Lunch Break

12:20 p.m. - 1:20 p.m.

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

Follow Us on Social Media

- Twitter: @WNYAdvising
- Facebook: WNY Advising | LinkedIn: WNY Advising



Join the Committee

wnyadvising.weebly.com/committee.html



2021 Conference Committee

CONFERENCE CHAIR:

- Elizabeth Kerr, Villa Maria College

CHAIR ELECT:

- Baylee Richards, SUNY Buffalo

COMMITTEE MEMBERS:

- Dalene Aylward
- Julia Braun
- Jessica DiPasquale
- Carly Duszynski
- Ashley Fries
- Tiffany Hamilton
- Denise Hurst
- Stacey Komendat
- Heather Martin
- Tim Matthews
- Virginia Pasceri
- Amie Pistrin-Faust
- John Sauter
- Michelle Semski
- Samantha Smith
- Caitlin Wetherwax
- Janeen Wilder



Become an assessment leader and a change agent on your campus.

Assessment in Student Affairs Advanced Certificate

Fully online • Flexible • Convenient • Affordable



HIGHER EDUCATION
and STUDENT AFFAIRS
ADMINISTRATION

BUFFALO STATE • The State University of New York

Floating Video Sessions: Pre-Recorded Sessions

V1) Joining Forces: How Academic Advisors and Career Advisors Connect

This program will identify the similarities and differences between both professional roles of advising from an academic and career lens. NACE (National Association of Colleges and Employers) and NACADA competencies for both professional roles will be identified. Creating a collaborative environment will better aid a student in his or her development. Furthermore, it will create a cohesive experience for the student from both functional areas.

Nathan Nitzynski, He/Him/His, nnitzynski@mercyhurst.edu
Academic Counselor, Mercyhurst University

Emma Kovacs, She/Her/Hers, ekovacs@mercyhurst.edu
Career Counselor, Mercyhurst University

V2) But We Have Always Done It This Way!: Shifting From Faculty to Professional Advising to Promote Student Success

Change can be necessary, but that doesn't mean change is easy. For an institution entrenched in the same academic advising mindset for 40+ years, it can be downright scary. Join two advising administrators from a public 4 year university as they take you through the journey, challenges, failures and successes, of transitioning from a long-standing faculty-driven undergraduate academic advising model to a professional academic advisor-driven model. With an eye on keeping faculty valued and engaged in the process of change, get a view of two different academic colleges that took separate paths to the same common goals: developing a consistent, excellent standard of care and positively impacting student success.

Jason Barkemeyer, He/Him/His, barkemeyer@uhcl.edu
Director of Academic Advising, University of Houston-Clear Lake

Kialyn Yendell, She/Her/Hers, yendell@uhcl.edu
Director of Academic Advising, University of Houston-Clear Lake

Live Session 3:

1:20 p.m. - 2:10 p.m.

A) *Is it Better for a Student to be a Generalist or a Specialist?*

This presentation will help advisors engage with students as they choose the types of classes they take or decide what to major in. Today, many experts argue that people should start early to acquire a skill, talent, or knowledge searching for leadership in a particular field. The concept is if individuals delay developing abilities, it would be impossible to catch up. This session highlights important research from David Epstein book *Range: Why Generalists Triumph in a Specialized World*. Mr. Epstein makes a compelling argument for why students should wait to become specialized, and his research shows that most of the world's top performers did not specialize early, and that it is a generalist that will be in the best position to excel in the future.

Mollie Ward-Crescente, She/Her/Hers, MCrescente@villa.edu
Associate Professor, Villa Maria College

B) *Empowering At-Risk Students Through Self-Advocacy*

This presentation is centered around the premise that students do well if they can. We will be exploring the issues surrounding student diversity and the impact this can have on student disengagement vs. self-advocacy, and providing advisors with a mini toolkit to empower students. Advisors will receive PDFs of sample communication email templates, communication checklist, and Self-Advocacy Plan of Action. This will be an interactive presentation. We hope that participants will empower students to take control of their learning, by being able to communicate effectively as issues arise.

Anne Showers, She/Her/Hers, ashowers@accessibleacademics.org
CEO, Accessible Academics

Barbara Boese, She/Her/Hers, bboese@accessibleacademics.org
Transition Coordinator, Accessible Academics



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) "Mirror, mirror, on the wall, who will pass come this fall?" Using the Course 'EDU 101 - Introduction to College Success' as a Predictor of Student Retention and Success.

Over the years, the Educational Opportunity Program at SUNY Oswego has required the incoming first year students to take a mandatory course entitled "EDU 101: Introduction to College Success" in their first fall semester at SUNY Oswego. In alignment with the CAS standards, the course was designed to "assist individuals in acquiring the necessary skills, knowledge and attributes to enter and complete a post-secondary education." Over the years we have been able to use the outcomes of student success in the course to help predict their success in their first year at SUNY Oswego. The presentation will discuss how as advisors, we use this course to connect with our students, empower them through growth mindset work and track their progress after the course. We will review changes the course outline and methods have gone through over the last 5 years and feedback from students regarding their experience in the course. Participants will be encouraged to share what is done at their institution to share effective and/or new best practices.

Grace Maxon-Clarke, She/Her/Hers, grace.maxon@oswego.edu
Senior Academic Planning Counselor, SUNY College at Oswego

D) Sketching Your Way to Engagement and Connection: Urban Sketching & Advisement

How often do advisors slow down and look deeply at our students, policies, and institutions? This session challenges attendees to explore advising practices through the concepts and artistic process of urban sketching, or drawing on location. Urban sketching is a creative activity based on observation and community that fosters mindfulness, self-care, and engagement with students and colleagues. It requires focus, perspective, flexibility to overcome perfection when facing "happy little accidents," and adaptability in light of Covid-19 with virtual and sketch-at-home variations. Presenters will share their perspectives as artists and advisors. Attendees will be encouraged to consider their artistic thought processes and the application of these concepts to their roles as advising professionals through takeaways and tips for sketching their own campuses.

John Sauter, He/Him/His, jps@niagara.edu
Assistant Dean for Academic Affairs, Niagara University

Richelle Brown, She/Her/Hers, richellebrown@gmail.com
Advisor / Freelancing, Job Searching

Joel Parker, He/Him/His, jlpark@eng.ufl.edu

Assistant Director, Student Development & First Year Advising, University of Florida



Instagram #saproart

Live Session 4:**2:20 p.m. - 3:00 p.m.****A) *Advising Undeclared Students on their Academic and Career Journey***

An estimated 75% of college students will change their major at least once before graduation. Helping undeclared students connect to majors and eventually careers is pivotal for the success and retention of our students. Academic Advisors are in the ideal position to help students understand the relationships between their academic and career decisions and the impact these decisions have on their futures. This session will share some advisement tips and tricks for helping the undeclared students.

Heather DiFino, She/Her/Hers, hdifino@brockport.edu
 SYE Coordinator, SUNY Brockport

B) *"Learn. Inspire. Share": Combating Workshop Fatigue with a 1/2 Day, Bi-annual Student Resources Conference*

Over the years, the SUNY Oswego EOP Program had worked hard at developing weekly workshops to help students navigate college skills, professional development and life skills. Over time the attendance did not match the effort and time that went into preparing quality programs with partners across campus. The SUNY Oswego EOP Program replaced these struggling efforts with the 1/2 day, bi-annual, EOP Conference Day. This presentation will review what was learned over the last 2 years as well as the transition to an online option for the Fall 2020 semester. Participants will be encouraged to share their similar initiatives and/or begin planning their own version of this student resource.

Grace Maxon-Clarke, She/Her/Hers, grace.maxon@oswego.edu
 Senior Academic Planning Counselor, EOP, SUNY Oswego
Joey Tse, He/Him/His, joey.tse@oswego.edu
 Director, EOP, SUNY Oswego

C) *Reframing Your Skills*

As an academic advisor, your institution might not have a career ladder for you - so how do you move up? You have transferable skills! This session will help you reframe what you do into skills for your resume.

Chelsea O'Brien, She/Her/Hers, dobson.chelsea@gmail.com
 Coordinator of Tutoring & Academic Support, SUNY Genesee Community College

Closing Remarks & Networking**3:00 p.m.**



**SUNY
BROCKPORT**

Higher Education Administration MSEd Program

RELEVANT

for your career advancement
in Higher Education

CONVENIENT

for your access, success, and completion
of your Master's Degree

90% ONLINE

10% face-to-face format



Brockport Downtown

161 Chestnut Street, Rochester, NY 14604

heaadmin@brockport.edu | www.brockport.edu/go/hea



GRADUATE STUDIES

NIAGARA UNIVERSITY GRADUATE DEGREE PROGRAMS

CRIMINAL JUSTICE ADMINISTRATION

FINANCE

INFORMATION SECURITY AND DIGITAL FORENSICS

INTERDISCIPLINARY STUDIES**

- Social Justice

MBA

- Accounting
- Corporate Finance
- Global Business and Supply Chain Management
- Healthcare Administration
- Human Resources Management
- International Business
- Professional Accountancy
- Strategic Management**
- Strategic Marketing

PSYCHOLOGY/COUNSELING

- Applied Behavioral Analysis*
- Clinical Mental Health Counseling
- School Counseling
- School Psychology

SPORT MANAGEMENT

TEACHER EDUCATION

- Early Childhood and Special Education*
- Early Childhood/Childhood Education
- Educational Leadership*
- Educational Leadership-International*
- International Teaching and Learning
- Literacy
- Literacy and English Language Learners
- Middle Childhood/Adolescence Education
- Special Education*
- TESOL

PH.D. IN LEADERSHIP AND POLICY

*Offered online

**Offered on campus and online



NIAGARA UNIVERSITY

CONTACT US

graduate@niagara.edu • 716.286.7360 • niagara.edu/graduate