

Syracuse University's 2nd Annual Undergraduate Advising Conference
May 14, 2024, Whitman School of Management
Advisors: Key Pieces in the Student Success Puzzle

Presentation Abstracts and Presenter Bios

Keynote: The Power of Questions

Dr. Jenny Bloom



Simply put, the questions that we ask ourselves, our students, and other people in our lives matter. Yet, we often are too busy to reflect on the questions we ask or how the questions we ask influence the quality of the responses we receive. This engaging session will share information about the types of questions, how to craft an engaging appreciative question, and offer sample questions for building trust in relationships.

Dr. Jenny Bloom is a tenured Professor in the Department of Educational Leadership and Research Methodology and the Founder of the Office of Appreciative Education (<https://www.fau.edu/oe/>) at Florida Atlantic University (FAU). She previously served on the faculty at the University of South Carolina and as Associate Dean for Student Affairs & Medical Scholars Program at the University of Illinois College of Medicine at Urbana-Champaign.

Dr. Bloom was the 2007-2008 President of NACADA: The Global Community for Academic Advising and, in 2017, received NACADA's Virginia N. Gordon Award for Excellence in the Field of Advising. She has co-authored six books and numerous articles and has presented at 500+ institutions and conferences.

Concurrent Sessions:

1. Being a Student-Athlete: A Piece of the Puzzle

—*Michelle Giordano, Academic Coordinator, Athletics;*

Katie Scanlon, Director of Student-Athlete Academic Development

College athletics in the United States has shifted dramatically in the last five years and continues to do so. This presentation will give advisors an overview of what to know about the nationwide landscape of college athletics, an understanding of how that shapes the student experience at SU, supports available at Syracuse University, and what a typical day might look like for student-athletes at SU. These components will help advisors understand the key pieces of a student-athlete's experience at Syracuse and how to support their unique needs. Participants should develop an understanding of the challenges student-athletes face, how those challenges impact their daily function, and how to best support them.

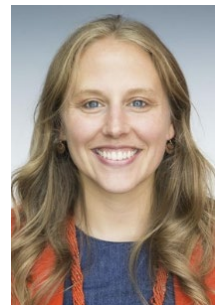


Michelle Giordano was named Academic Coordinator in Student-Athlete Academic Development in August 2016 after working the previous year in the Compliance Office as Compliance Coordinator.

Giordano was a graduate assistant in Student-Athlete Development at Syracuse from 2013-2015. A 2011 graduate of Syracuse University from the College of Visual and Performing Arts (communication and rhetorical studies) and the College of Arts and Sciences (writing), she was part of the Higher Education Master's Program.

Giordano's primary role as GA was providing academic support to men's and women's basketball student-athletes. She has also served as an academic tutor and instructional assistant for the Athletics Department.

Katie Scanlon joined the Orange as an academic coordinator in December of 2011. She became the Director of Student-Athlete Development in November 2017. As a member of the Athletic Department's academic staff, she is responsible for providing academic support and monitoring academic progress for student-athletes in women's soccer, field hockey, and women's volleyball. Her duties include developing, implementing, and evaluating academic support plans, monitoring tutoring, coordinating with campus advisors and faculty, and assisting with career development plans. She is also responsible for collaborating with the Registrar's Office regarding NCAA certifications for the entire department. Prior to coming to Syracuse, Scanlon held similar positions at the University of New Mexico (2008-2011) and the University of Dayton (2006-2008).



2. Supporting Post-Traditional Students at Syracuse University

—Randy Wright, Admissions and Academic Advisor, HEOP, College of Professional Studies;
Cheyenne Chauvin-Pacheco, Admissions and Academic Advisor, HEOP, College of Professional Studies;
Angela Ward, Admissions and Academic Advisor, College of Professional Studies,
Bachelor of Professional Studies Instructor

Enrollment of post-traditional students has risen significantly in the past decade with a projected 4.4 million enrolling in higher education institutions by 2028 (Projections of Education Statistics, n.d.). While post-traditional students are typically associated with individuals between the ages of 25 to 34, the COVID-19 pandemic has created an increase of 18 to 24-year-olds choosing to follow a post-traditional path. This shift in student demographics has provided unique challenges for advisors. This presentation aims to provide best practices for advising post-traditional students at Syracuse University.



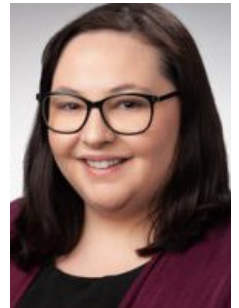
Tekonbla "Randy" Wright was raised in the Syracuse, NY, where he graduated from William Nottingham High School. Randy holds a Bachelor of Arts degree in Sociology from Alfred University ('95) and is currently working on his master's degree in the Cultural Foundations of Education Program here at Syracuse University.

Randy currently works as an admissions and academic advisor for the Part-Time Higher Education Opportunity Program with the College of Professional Studies. Prior to working with HEOP, he worked at Onondaga Community College as an academic counselor with the Student Support Services (SSS) Trio Program. Additionally, Randy serves as the Social Action Chair for the Syracuse Alumni Chapter of Phi Beta Sigma Fraternity, Inc., and is the Director of the I90-Elite girls nationally ranked basketball AAU program.

Cheyenne Chauvin-Pacheco (she/her) is an admissions and academic advisor for the Part-Time Higher Education Opportunity Program at the College of Professional Studies and has been in this role since 2020. She has seven years of professional academic advising experience.

Prior to working at Syracuse University, she worked for Le Moyne College's Higher Education Opportunity Program as an academic advisor and for Bryant & Stratton College as an academic advisor.

Cheyenne has a Bachelor of Arts degree in English Literature from Le Moyne College and a Master of Arts in Higher Education Administration from Stony Brook University.



Angela Ward is an accomplished Higher Education professional with a keen focus on enhancing student engagement and success. Angela has exemplified leadership, mentorship, and counseling roles for over two decades, contributing to the operational excellence of the College of Professional Studies at Syracuse University.

Angela plays a pivotal role guiding both new and returning students on their academic journey as an admissions and academic advisor at the College of Professional Studies. Her responsibilities include academic advising, including for International Year One students, collaborating on recruitment and retention strategies, evaluating transfer credits, and leading the degree completion program for residential students. She has instructed courses such as FYS 101, PST/PAF 270, and Microsoft Office, and is a lead conversationalist for the English Language Institute.

Angela received a Bachelor of Science degree in Business Management and Economics with a concentration in Public Administration from Empire State College, and a Juris Master in American Legal Studies from Liberty University. She is currently pursuing a Doctorate in Educational Law from Liberty University. Angela's expertise lies in organizational leadership, strategic planning, budget management, and student services.

3. Advising Students Impacted by Trauma

—Christopher Weiss, Academic Counselor, Student Support Services

Students often come to advisors for very specific reasons: seeking advice on classes to enroll in; selecting a major; exploring study abroad options; career development; finding academic resources or just developing better academic skills. Sometimes, however, students share rather personal and emotionally charged experiences that academic advisors may feel inadequately prepared to address.

Often, students develop strong bonds with their academic advisors; they feel that their academic advisor is someone whom they trust. For these reasons conversations can go deep and students may reveal experiences that can only be understood as “trauma.” Marginalized students can experience traumas that all students may face AND they often encounter identity specific traumas. It is important that we know when and how to refer students to the appropriate professionals when a serious need is indicated. Nonetheless, we are often the first adult that some students may feel safe sharing these matters with. Students may also be reluctant to speak with anyone else. What can we do, and what should we do, to support them? This presentation will define and discuss “trauma.” Examples of “traumatic experiences” will be shared and discussed. Advising strategies consistent with culturally competent, and humanistic, approaches will be presented.



Christopher Weiss has served Syracuse University students in the Office of Supportive Services since 1997. As an academic counselor with the Student Support Services project, a federally funded TRIO program, Christopher has developed an approach that emphasizes social justice, equity, and cultural competency. His goals are to collaborate with students to support their development as scholars, professionals, and citizens of the world. He holds a Master of Education degree in Educational Psychology from the University of Washington, as well as master’s and bachelor’s degrees in Cultural Anthropology from the Maxwell School of Citizenship and Public Affairs. Christopher has worked as an adjunct faculty member for the School of Education and is an experienced race dialogue facilitator. He has served on the Diversity and Inclusion Committee for the School of Education and contributes in various ways to support Diversity, Equity, Inclusion, and Accessibility efforts across the campus. Christopher is also an amateur singer-songwriter and released an EP on Apple Music in 2020 (“The River That Walks”).

4. A Tool for Equitable Access in Advising Appointments: The Universal Design for Learning

—Sare Voegler, Academic and Professional Advisor, College of Arts and Sciences/Maxwell School

In the traditional K-12 setting, educators meet the diverse needs of learners using a bevy of instructional methods. In university advising offices, how do we ensure that each student we meet with has equitable access to the information we share? This session will explore the foundations of the Universal Design for Learning (UDL) and how this K-12 instructional strategy can be applied to the advising process. UDL was first developed by Dr. David Rose and Dr. Anne Meyer at the Harvard School of Education in 1984, and today, it can be seen in classrooms across the US. The main tenets of this practice revolve around providing learners with equitable access to information and skill development. Specifically, this session will explore how advisors can use the ideas of Dr. Rose and Dr. Meyer to engage with students, present information in ways that reach all learners, and offer purposeful options for students to demonstrate what they have gleaned from their advising appointment. Participants will walk away with practical applications to help them ensure that they are providing all students with equitable access to their academic and professional advising. Rose, David & Meyer, Anne & Gordon, David. (2013). Universal Design for Learning: Theory and practice.

Sare Voegler joined the Syracuse University staff as an academic and professional advisor for the College of Arts and Sciences/Maxwell in 2023. Specifically, they work on the upper division advising team with humanities majors. Prior to advising, they served as a high school teacher in districts around Central New York and hold an NYS teaching certification in Social Studies education, grades 7-12. Sare attended SUNY Binghamton, where they earned a Bachelor of Arts degree in History. Their passion for supporting students led them to obtain a Master of Science in Teaching degree from SUNY Oswego. Sare’s interests revolve around integrating pedagogical practices into their advising. In their free time, Sare can be found doing pottery, hiking, or playing with their family’s pets.



5. Advising with a Life Design Lens

*—Gabriela Bermudez, Student Success Advisor, College of Engineering and Computer Science;
Chelsey Franza, Career Advisor, College of Engineering and Computer Science*

Advisors strive to support a holistic development for their students. This means looking beyond the academic and/or career development capacity to figure out how to design a life (or chapters of a life) that ultimately influences a path to travel. Our goal is to introduce advisors to the design thinking mindset using real-time student stories. Together we will explore the design thinking framework— accept, empathize, define, ideate, prototype, and test. Our focus will be on how we help students ideate lots of possible paths, develop prototype plans and then test out those plans at all levels of their college career. Design Thinking can help create student-centered programming, focus advising meetings, and even tackle “wicked” problems in your own life.



Gabriela Bermudez, a seasoned professional with over a decade of experience in higher education, joined the College of Engineering and Computer Science (ECS) five years ago as a student success advisor. Drawing upon her extensive background, Gabriela is dedicated to assisting students in achieving their academic and life objectives. She facilitates their first-year transition, provides ongoing outreach throughout their time at SU, connects them with campus resources, coaches on critical life skills, and monitors their progress through Orange SUccess.

Prior to her current role, Gabriela served as an academic advisor for seven years at Miami University in Ohio. She holds a Master of Science degree in Public Policy and Management from Carnegie Mellon University and Bachelor of Arts degrees in International Relations and Spanish Language, Literature, and Culture from Syracuse University. Additionally, Gabriela is certified in diversity and inclusion coaching skills from Miami University and is working towards her second master’s degree in applied data science.

Chelsey Franza is a career advisor in the College of Engineering and Computer Science, a student-facing role that provides guidance and coaching to students throughout their academic and career journey. The purpose of the role is to facilitate the design of a strong foundation rooted in knowledge and rich with experience, through individualized personalized support, 1:1 learning, group sessions, and strategically placed programming.



Chelsey started her academic journey with a degree from SUNY Potsdam in Business Administration, followed by a master’s degree at Binghamton University, the next step in the unknowingly single-lane pathway she paved, contributing to a comprehensive endeavor toward the discovery of purpose. When failed efforts toward a career that lacked purpose led to a flash of reform, a spark of hope filtered through a shift in mindset that would later incorporate the design of a life beyond the subconscious. Chelsey was exposed to the design thinking mindset at a conference in 2019. Feeling energized by the ideas, she planned and facilitated a summer book group in 2023 with the text *Designing Your Life* by Bill Burnett and Dave Evans, in an effort to create a well-lived and joyful life for her team. Now, following participation in the Life Design Studio through Stanford University in December 2023, she aims to infiltrate advising meetings using the Life Design framework, supporting students in the holistic discovery of who they want to become.

6. If Advising is Teaching, Where’s the Lesson Plan? How to Help Plan, Assess and Assist Student Discovery

—*Ryan Howlett, Lead Advisor, College of Arts and Sciences/Maxwell School;*

Molly Clock, Academic and Professional Advisor, College of Arts and Sciences/Maxwell School

“The art of teaching is the art of assisting discovery.”—Mark Van Doren. Advising as teaching is a concept that has been around for over 50 years (Crookston, 1972). Many of the advising as teaching articles that have been written over the years talk about characteristics that good teachers exhibit that can serve as a model for advisors, but what are some concrete ways for advisors to put pedagogical theory into practice? How can advisors effectively employ pedagogical techniques without explicit teaching backgrounds? In what ways can advisors see themselves as more confident educators? And how do advisors ensure they are honoring inclusivity, accessibility, and equity for all students? This presentation, co-facilitated by two former classroom teacher-turned advisors, aims to provide a roadmap to advising practitioners for how to bring more learning-outcome structure to student appointments. Attendees will come away from this session with practical tools for facilitation and formative assessment.



Ryan Howlett is a lead advisor in the College of Arts and Sciences/Maxwell School of Citizenship and Public Affairs. Originally from Canada, he holds a B.A. from Concordia University in Montreal (Specialization Broadcast Journalism, minor in Western Civilization) and graduate degrees from the School of Education and Newhouse School in Public Communications at Syracuse University. Ryan is a faculty member for the Epstein School for Jewish Studies. He serves as the Region I Liaison to the Membership, Recruitment and Retention Committee for NACADA and as a staff member on the Senate Committee for Services to Faculty and Staff. Prior to joining the advising team, Ryan worked as a facilitator/teacher at an all project-based learning school in Syracuse.

Molly Clock is an academic and professional advisor for the College of Arts and Sciences and Maxwell School of Citizenship and Public Affairs. She graduated with a B.S. in Meteorology from SUNY Oswego in 2015 before working as a meteorologist and live reporter for NBC3 and CBS5 in Syracuse. She discovered a passion for helping students and pursued a career in mathematics education in 2019, teaching for OCM BOCES and the Liverpool Central School District. She received her M.A.T. degree from Empire State College in 2021. Her own career path brought her to advising, starting her current role at Syracuse University in 2023 helping others find fulfillment in their academic and career explorations.

