GRAND OPENING

The Student Success Center was fully operational on the day students returned from mid-term break.

We are very grateful to Rob Hurlburt, Jared Smith and their staffs for the work they did, and continue to do, in creating a space that so positively impacts both the students who use the center and the people who provide the services. We would also like to extend our thanks to Phil Winger, who took our concepts and ideas and created a space to match them.

St. Bonaventure University faculty and staff are invited to an Open House on Friday, Nov. 10, from 2 – 4 p.m., to wander through the Student Success Center and meet, or reconnect with, the individuals working in it.

MEET OUR GRAD ASSISTANTS

The Student Success Center is fortunate to have four bright and hard-working students on staff for our inaugural year. Learn more about them in their mini autobiographies below.

Luis Rodriguez

Hello, my name is Luis Rodriguez and I am from the Bronx, N.Y. I graduated from St. Bonaventure in May 2017 with a degree in English. Currently, I am working towards my MSED in School Counseling. As an undergrad, I was a part of the Men’s Rugby team, The Bona Venture newspaper, The Laurel,
intramural basketball, and I was also a Student Ambassador.

This summer, I had a great experience working with the incoming HEOP students as a Peer Leader for their Summer Challenge. This work solidified my desire to obtain my Master’s in School Counseling. I chose school counseling was because I want to return to the inner-city that I grew up in to help students like myself have the chance to pursue higher education. Had it not been for my school counselor in high school, I would not have attended St. Bonaventure.

An interesting fact about me is that I have traveled to India. As a part of the International Leadership Program, I was able to travel to various parts of Northern India for three weeks to learn what it means to be a leader and ways to promote change in communities. These travels helped me to understand that we all have a purpose in life, and mine is to help inner-city youths expand their horizons and explore opportunities they do not know are in their reach.

I look forward to a great year with the Student Success Center!

Riley Eike

My name is Riley Eike and I am from Irondequoit, N.Y. I graduated from St. Bonaventure University in May with a bachelor’s degree in journalism and mass communication. Currently, I am in the integrated marketing communication (IMC) master’s program.

Along with school, and being a graduate assistant for the Student Success Center, I am the intern for the Friends of Olean Library. I also volunteer for the American Red Cross where I assist with local blood drives.

In my free time, I enjoy playing volleyball and photography. This year marks my fifth year on the women’s club volleyball team, and we hope to host two volleyball tournaments here at Bona’s.

I am excited to be a part of the inaugural year of the Student Success Center, and look forward to a great year!

Julie Curran

My name is Julie Curran and I am from Montpelier, Vt. Besides being a graduate assistant for the Student Success Center, I am working towards a degree in Clinical & Mental Health Counseling. As an undergrad, I studied music and psychology. After my master’s program, I hope to combine these two passions in the field of music therapy.

Although I play piano and guitar, my primary instrument is my voice. Sometimes, I gather with friends to write and record songs. Music is always playing wherever I go: my apartment, my car, the office, you name it!

I am fascinated by the brain, and love learning about all of the complexities of cognition and information processing. I have done research on the effects of meditation music on stress, anxiety and depression in college students and I am always looking to learn more. I love learning in an academic setting, and I am excited to be working in an office that supports students’ growth in various aspects.

Alyssa Honaker

Hi! My name is Alyssa Honaker and I am from Clarence, N.Y., which is about 20 minutes outside the city of Buffalo. In May, I graduated from St. Bonaventure with a dual degree in Accounting and Finance and I am currently pursing my MBA. Last summer I worked for Lincoln Financial Group as an Internal Audit Intern and this past summer I worked for CTBK as a Business Valuation Intern.
I love being outdoors. I enjoy hiking, camping and anything to do with the water, such as swimming, water skiing or kayaking. I also enjoy spending time with my friends and family. I do not enjoy sitting around. I always like having something to do. A fun fact is that I have been to eight different countries.

The most interesting place I have traveled to would have to be Venice, Italy. I traveled there this summer and, I am not sure if many of you know this or not, but Venice is actually sinking. The Mediterranean is rising, which is going to submerge the entire city as early as 2100. While I was in Venice, I was able to see “Support,” a sculpture of two hands emerging from the Grand Canal symbolizing the ability to save and destroy the world. It was incredible learning about the meaning behind the sculpture and seeing the architecture and beauty of Venice. It is unlike any other place.

I have participated in BonaResponds work through Enactus’ service trip to the Bahamas, which I found to be extremely rewarding. I have also worked as a peer coach, peer mentor, orientation leader and resident assistant at SBU. All have taught me how to create personal relationships and connect with others quickly. I love being able to make a difference and help others.

HEOP Students of the Month

Each month HEOP highlights two Students of the Month, selected by HEOP staff. Selection criteria consists of their academic performance, involvement in activities outside of class, and dedication to HEOP and their community.

Our September Students of the Month are:

DAVID LATORRE-MARTINEZ

David Latorre-Martinez has been named HEOP’s September Student of the Month. David is a sophomore Finance major and has gone above and beyond by volunteering his time to help other HEOP students with their course work, participating in clubs and organizations, and maintaining an exceptional GPA. David was also inducted into Chi Alpha Epsilon’s National Honor’s Society on Sept 5, 2017.

CRISANN BAILEY

Crisann is a senior Accounting major and has been named HEOP’s September Student of the Month. She has been selected because of her dedication and passion for helping others. Crisann volunteers her time mentoring and tutoring underclassmen. This past summer, she had an internship with PWC
where she gained valuable work experience in her field of study. Crisann is currently a Student Ambassador and Treasurer for the Class of 2018.

**SERVICE AND EMOTIONAL SUPPORT ANIMALS**

The Americans with Disabilities Act (ADA) defines a service animal as “a dog, or in some cases a miniature horse that is trained to do a specific task for a person with a disability.” Tasks include turning on lights, guiding a person who is blind, alerting a deaf person, alerting and protecting a person who is having a seizure, among others. A service animal is a working animal, not a pet; they are generally with their person 24 hours a day, 7 days a week. Service animals are allowed in many public places where other animals are not allowed.

Emotional support animals are not service animals. They provide comfort, relieve loneliness, help relieve the symptoms of depression, but they are not specifically trained to perform a task. Emotional support animals are usually part of a treatment plan to help people with their social and emotional well-being. Emotional support animals can be considered a housing accommodation under the Fair Housing Act. These animals (not limited to dogs or miniature horses) are only allowed in the student’s residence hall. They are not allowed in other public areas of the university like a service animal is.

If a student requests an emotional support animal, they must complete the Housing Accommodation request, submit documentation of a disability, vaccine records for the animal as well as a current dog license (where applicable). Students who have a service animal are asked to register with Disability Support Services and provide vaccination records. Under law, we are not able to ask for training certificates for a service animal. If you see a person with a dog and want to know if it is a service animal, you can ask two questions: 1.) is the animal required because of a disability and 2.) what work or task is the dog trained to perform? You may not inquire about details of the person’s disability.

**TUTOR TRAINING**

Among the hallmarks of the Student Success Center merger is its unified tutoring operation and tutor preparation. Last spring, we explored tutor training options then selected TutorLingo – a division of InnovativeEducators.org. All tutors complete nine on-demand tutor training video modules that engage them on topics such as the tutor’s role, learning theory, self-regulatory behavior, and tutee study skills. TutorLingo creators partnered with College Reading & Learning Association members to produce these modules. Tutors, both new and seasoned, have remarked how instrumental these TutorLingo modules have been as they plan and conduct their tutoring sessions.

All tutors also attend in-person Tutor Training created and delivered by SSC graduate assistants. Training exercises involve tutees interacting with each other to discuss and model tutoring pedagogy and learning strategies designed to enhance tutoring session education.

Tutors also complete – in the company of each of their tutees – a Tutor Assessment of Tutee Learning Objectives. It is a rubric designed so the tutor assesses the effort.
demonstrated by the tutee both prior to and during tutoring sessions. Four learning objectives – Preparation, Application, Content Mastery, and Independent Learning – are rated as 1) Beginning, 2) Developing, 3) Mastering, or 4) Accomplished. Discussion topics for each Learning Object are circled during the tutor-tutee discussion then scored; the tutee leaves the discussion knowing specific techniques he or she needs to improve to enhance subsequent tutoring sessions and – likewise – his or her areas of strength.

ONLINE AND INTERNATIONAL STUDENT SERVICES

We are settling in to our new space, and are enjoying the accessibility the Student Success Center offers to our international students. SBU currently has international students from 23 different countries: Italy, China, Brazil, the United Kingdom, Saudi Arabia, Poland, Ghana, Canada, Tanzania, Senegal, Argentina, Vietnam, Hong Kong, India, the Dominican Republic, Nigeria, Sweden, Spain, Hungary, Germany, Georgia, Albania, and the Bahamas. In the coming months, we plan to highlight each country in some forum – perhaps displays or posters to share some interesting cultural or factual information with the campus population.

In addition, one of our international students will be providing an artistic touch to the Student Success Center. David Andoh, who is from Montreal, Canada, is an accomplished photographer who has been commissioned to create a photographic montage that will adorn the Learning Center’s entrance. David, a 2017 graduate, is currently in the Integrated Marketing Communications master’s program. A former SBU basketball player, David developed a passion for photography when an injury sidelined him. He especially enjoys photographing people, and his photo project for the Learning Center will capture the energy and essence of our students and campus.

MARC LAMONT HILL ADDRESSES ST. BONAVENTURE COMMUNITY

On Monday, Sept. 25, Dr. Marc Lamont Hill, author of the 2017 All Bonaventure Reads (ABR) selection, “Nobody: Casualties of America’s War on the Vulnerable, from Ferguson to Flint and Beyond,” delivered the twelfth annual keynote for the ABR program.

Over 600 people attended Hill’s keynote address, which highlighted the impact of State action on marginalized and vulnerable communities. Beginning his lecture by focusing on Ferguson, Mo., and the murder of Michael Brown, Hill outlined decisions made in educational, socioeconomic, and criminal justice systems to create a class of “nobodies” throughout American society. Hill drew on the parable of the good Samaritan...
to challenge the audience to consider what will happen to marginalized people if we do not challenge systems of oppression that contribute to the treatment of poor, black, brown, and queer bodies as disposable. The question-and-answer session after the talk was lively. Hill engaged numerous students in discussions related to their comments, questions, and critiques of his book.

Prior to the keynote, Hill dined with a select group of first-year students. These students were winners of the Provost’s Essay Contest; their reflections on “Nobody” and the university’s values statement were selected as the ten best essays from the Class of 2021. The group engaged in an intimate conversation about Hill’s book, his writing process, prison reform, and current controversies like the #TakeAKnee protests in the NFL.

New students will continue to study “Nobody” in their SBU 101 course. Their research and discussions will culminate in a community conference to be held Nov. 16. At the conference, students will present their research exploring the purpose and function of community in relation to the All Bona Reads text.

In the meantime, the All Bonaventure Reads committee is gearing up for the selection process to identify next year’s text.

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**PEER COACHES ASSIST NEW STUDENTS**

This fall, nearly 80 student leaders returned to campus early for training as Peer Coaches. Peer Coaches are sophomores, juniors, and seniors who volunteer to support new students throughout the school year. On freshmen move-in day, you could not miss the Peer Coaches, wearing bright tie-dye T-shirts. They joined volunteers from the men’s and women’s rugby teams and ROTC program to assist with moving students into their rooms in the residence halls.

Entering the tenth year of the program, Peer Coaching is built on four pillars: individual worth, academics, social networks, and university resources. Every new student is assigned a Peer Coach and each Peer Coach has a group of six to eight new students. Intended majors, planned involvement, and current hometown are taken into consideration when matching students with their Peer Coach. During the summer, soon after orientation, Peer Coaches reach out to their assigned students to introduce themselves. They meet their students face-to-face during Welcome Days. Throughout the year, Peer Coaches reach out to their students by text and email. They help connect new students to academic and social resources, assist with transition issues, and serve as a source of advice and support.

While the interactions of each Peer Coach with their students will vary, these student leaders have already had a marked impact on the Class of 2021. Peer Coaches have met one-on-one with homesick students, helped students create intramural teams, hosted...
study groups and dinner parties, helped students get involved with clubs, assisted with roommate conflicts and lent a compassionate ear for students struggling with personal challenges. With course registration approaching, they will be assisting new students with the mechanics of MySBU and reminding students of the importance of meeting with their academic advisers. They also refer students to campus resources, whether the Center for Student Wellness or new Student Success Center.

While new students can take advantage of their Peer Coaches as much or as little as they like, the Peer Coaches consistently live up to the program’s motto: “We’ve got your back.”