

# WNY

Networking

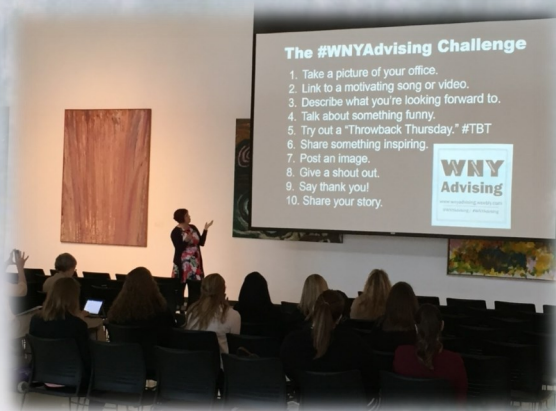
Collaboration

Resources

# Advising Conference

**February 12th, 2020**

**The Conference & Event Center  
Niagara Falls**



[www.wnyadvising.weebly.com](http://www.wnyadvising.weebly.com)

@WNYAdvising

#WNYAdvising

Download a pdf copy of this program on our website.

- 8:15 - 9:00 a.m. Registration Check-In & Breakfast, Grand Foyer**
- 9:00 - 9:15 a.m. Welcome from Conference Chair, Grand Ballroom**  
Heather Martin, SUNY Erie
- 9:15 - 10:15 a.m. Keynote Address, Grand Ballroom**  
Connie Hanel, MSED, Independent Learning Systems

### **10:25 a.m. - 11:15 a.m. Session One (choose one)**

---

- Red Jacket: What are "Triggers"? Am I Effectively Communicating or Am I Shutting Down?
- Porter/Deveaux: Creative Problem Solving and Advising Minortized Students
- Olmstead: Graduate Students of Color: Strategies for Coping with Role Conflict & Engaging in Self-Care
- Governors: What is Academic Advising? Challenges and Opportunities to Define a Profession
- Schoellkopf: A Conversation with Keynote, Connie Hanel

### **10:25 a.m. - 3:05 p.m. Creative Arts Space, Adams Room**

### **11:25 a.m. - 12:15 p.m. Session Two (choose one)**

---

- Red Jacket: Meeting Them Where They Are: Applying a Trauma-Informed Lens to Advising
- Porter/Deveaux: LGBTQ+ Cultural Competency for Higher Education
- Olmstead: Tools For Maximizing Time in Advising
- Governors: Demystifying The Transfer Student
- Schoellkopf: Engaging the Front Lines of Advisement: Backward Design as a Critical & Impactful Practice

### **12:15 - 1:15 p.m. Luncheon & Award Presentation, Cataract Room**

### **1:15 p.m. - 2:05 p.m. Session Three (choose one)**

---

- Red Jacket: Overcoming Barriers to Success: Advising Strategies to Support First-Generation College Students to be Career Ready
- Porter/Deveaux: Advising Across Generations: How to Enable our Students and their Parents
- Olmstead: Academic Advising for International Students: What YOU Can Do to Make the World Smaller
- Governors: QPR: Question, Persuade, Refer
- Schoellkopf: STEPS: Strategies to Eliminate Probationary Status at The Academic Success Center

### **2:15 p.m. - 3:05 p.m. Session Four (choose one)**

---

- Red Jacket: A Mile in My Moccasins
- Porter/Deveaux: Advisor/Advisee: Making a Connection in 30 Minutes Which Shall Last a Lifetime
- Olmstead: Affirming and Inclusive Support for Transgender Students
- Governors: Paying Attention to ADHD
- Schoellkopf: Assessment-Based Advising Using the Focus 2 and CliftonStrengths Assessments

### **3:15 - 4:15 p.m. Pretzel Break / Professional Photos / Networking / Information Tables / Giveaways, Grand Ballroom**

## Follow Us:

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



To access the  
Conference & Event  
Center Wi-Fi, use  
"Free Guest Wi-Fi"



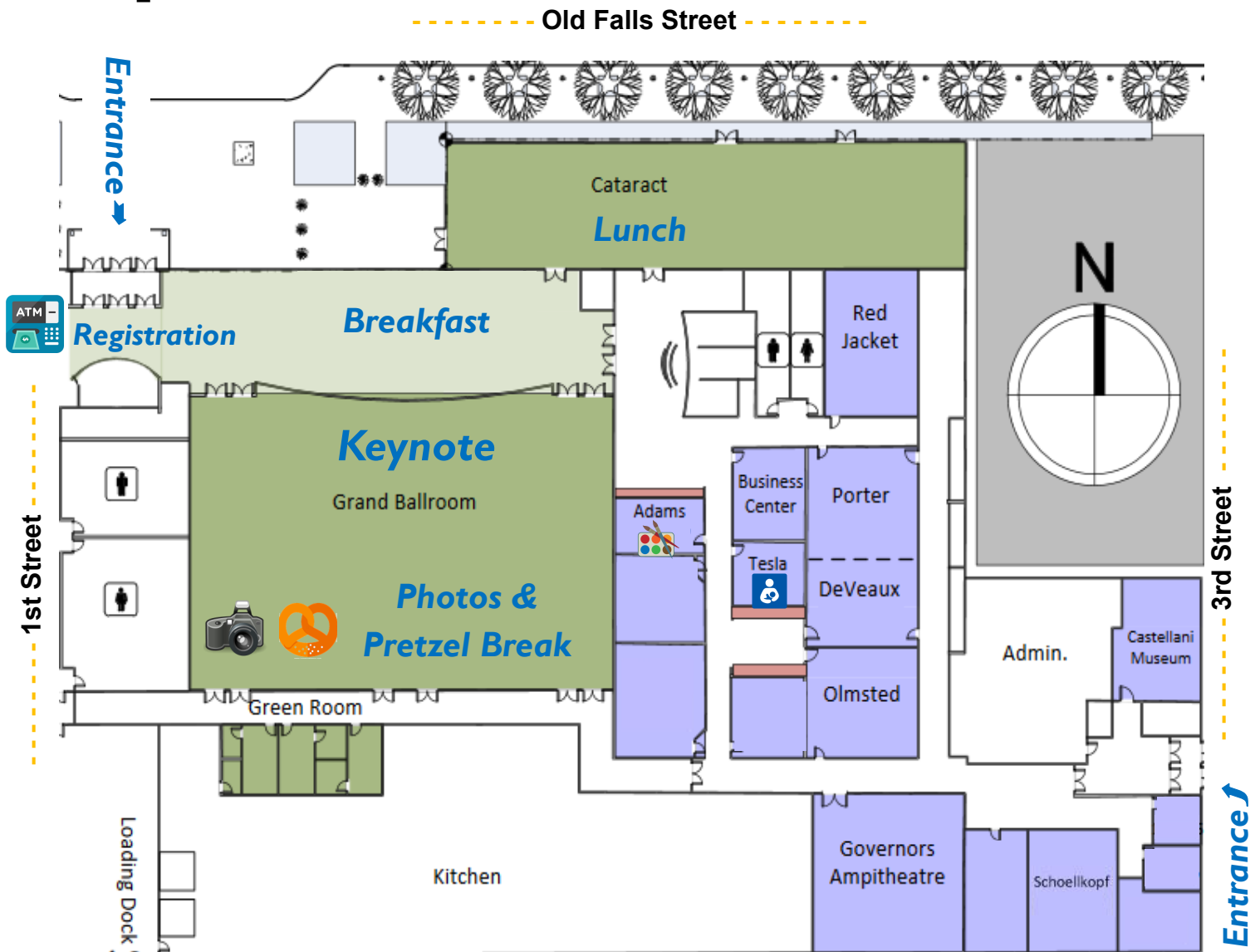
The **Adams Room** will host  
a Creative Arts Space  
from 10:25 am - 3:05 pm.  
Come take a break—  
network and create!



The **Tesla Room** will be available  
to provide a quiet space for  
nursing & pumping mothers.  
*Please call 716-278-2131 to  
speak with a Conference Center  
staff member for assistance.*



## Map



## Welcome – 9:00 a.m. - 9:15 a.m.

**Heather Martin**, *She/Her/Hers*, [martin@ecc.edu](mailto:martin@ecc.edu)

*Chair, WNY Advising Conference / Senior Counselor, SUNY Erie*

## Keynote – 9:15 a.m. - 10:15 a.m.

**Constance (Connie) Hanel, MSED**, *She/Her/Hers*, [info@ilspowerup.org](mailto:info@ilspowerup.org)

*Independent Learning Systems*

*Undergraduate Learning & Community Center, School of Management, University at Buffalo*

*Adjunct Professor, St. Bonaventure University*

Connie will lead a one-hour presentation on managing academic accounts by level setting student exceptions to promote independent learning. We will delve into how making this shift in skills, changing the dialogue and adding props will promote long-term independence and reduce advisement time. Additionally, Connie will help us explore how to provide students with the tools necessary to manage their college career as a prelude to their postgraduate career.



### Academic Credentials

MSED, Counselor Education, St. Bonaventure University, 2005

B.A., Industrial Organizational Psychology, Canisius College, 1989

### Professional Profile

Connie is a national speaker and a published author of three books on cyber bullying and cyber safety. She is an adjunct professor for graduate students in counseling for St. Bonaventure and runs the Learning and Community Center for the Undergraduate School of Management at the University at Buffalo. She maintains a private practice and business called Independent Learning Systems. Independent Learning Systems collaborates with school districts on the development of skill enrichment plans.

## Session 1: 10:25 a.m. - 11:15 a.m.

### A Conversation with Connie Hanel

**(LIMITED SEATING)** This roundtable session offers an opportunity for a limited number of WNY Advisors to sit down with our Keynote Speaker, Connie Hanel, to have an open roundtable conversation. It is an opportunity to ask follow-up questions in regard to her keynote address.

Red Jacket

## **What are "Triggers"? Am I Effectively Communicating or Am I Shutting Down?**

Do you ever find yourself having an emotional reaction to something that someone said or did? Have you ever experienced the emotional reaction of a student during one of your advisement sessions based on something you may have said? Or maybe you've been "sparked" by something and kept it to yourself, not saying or doing anything? Maybe your student has felt this by something you said, and kept it to themselves as well. In this presentation we will identify our triggers through a hands-on activity and begin a bit of self-reflection to understand why we may have an adverse reaction to something. Being aware of Emotional Intelligence, what triggers us and what may be triggering our students is incredibly important for using effective communication during our advisement sessions.

**Baylee Richards**, She/Her/Hers, [bayleeri@buffalo.edu](mailto:bayleeri@buffalo.edu)  
*Academic Advisor, University at Buffalo*

Porter / Deveau

## **Creative Problem Solving and Advising Minortized Students**

Creative problem solving (CPS) is defined as a process that helps you re-define the problems and opportunities you face, come up with new innovative responses and solutions and then take action (2019, CEF). Creative problem solving can help re-shape and re-structure not only how people think, but also how they address and approach a problem; creating new and diverse ways of finding solutions. When advising minortized students, it is imperative to assess every situation and problem both critically and creatively to best address their unique needs. This presentation will guide the audience through different CPS activities and best practices that can be used to serve their respective population of students.

**Kara M. Oliver**, She/Her/Hers, [koliver@niagara.edu](mailto:koliver@niagara.edu)  
*Niagara University Opportunity Program (NUOP/HEOP) Assistant Director, Niagara University*

Olmstead

## **Graduate Students of Color: Strategies for Coping with Role Conflict & Engaging in Self-Care**

Graduate students face many challenges that may impact their mental health including role conflict, financial pressures, and lack of support (Oswalt & Riddock, 2007). These challenges may be compounded for graduate students of color who may be balancing their role as graduate student, employee, and parent. This session will briefly examine what we know about graduate students' mental health. The majority of the session will be focused on strategies for self-care from the perspective of two current graduate students of color who are full-time students, employees, and mothers.

**Anna Cooke-Smith**, She/Her/Hers, [cookea@dyc.edu](mailto:cookea@dyc.edu)  
*Career Coach / Employee Relations Manager, D'Youville*

**Erika Mitchell**, She/Her/Hers, [mitchee@buffalostate.edu](mailto:mitchee@buffalostate.edu)  
*EOP Counselor, SUNY Buffalo State College*

**What is Academic Advising? Challenges and Opportunities to Define a Profession**

While academic advising is a growing field in higher education across the country, there are variations in how it is defined, utilized, and perceived. This variation complicates efforts to identify a knowledge base for and demonstrate the effectiveness of academic advising. To help the field overcome these challenges, this panel presentation will review a recent article by Dr. McGill published in the NACADA Journal entitled "The Professionalization of Academic Advising: A Structured Literature Review" followed by a panel discussion on its findings. The panel, all conducting different types of advising work in a private liberal arts college, will offer viewpoints from a first-year advisor, an accessibility advisor, and an academic recovery advisor.

McGill, C., M. (2019). The professionalization of academic advising: A structured literature review. NACADA Journal 39(1), 89-100.

**Dr. Agnieszka Zak-Moskal**, She/Her/Hers, zakmosad@buffalostate.edu

*Title III Activity Director / Director of First-Year Student Success, SUNY Buffalo State College*

**Elizabeth Kerr**, She/Her/Hers, ekerr@villa.edu

*Director of Student Success, Villa Maria College*

**Jessica Siegel**, She/Her/Hers, jsiegel@villa.edu

*Care Center Director, Villa Maria College*

**Jonathan Rivera Perez**, He/Him/His, jrperez@villa.edu

*Academic Coach & Student Success Coordinator, Villa Maria College*

**Mollie Ward-Crescente**, She/Her/Hers, mcrescente@villa.edu

*Assistant Professor in Business Administration, Villa Maria College*

**Session 2: 11:25 a.m. - 12:15 p.m.****Meeting Them Where They Are: Applying a Trauma-Informed Lens to Advising**

Psychological trauma among young adults is all too common, and such trauma has its ways of interfering with relationships, educational attainment, and mental health. Recognizing the prevalence of trauma, signs and symptoms of trauma, and common triggers of past trauma can be helpful in forging relationships with students and allow opportunity to co-create safe spaces. Together, we will examine trauma, its prevalence & potential consequences, and we will explore the tenets of a Trauma-Informed approach and how such an approach may be applied in the advising relationship.

**Whitney E. Mendel**, She/Her/Hers, wmendel@daemen.edu

*Assistant Professor & Practicum Coordinator for MPH Program, Daemen College*

**LGBTQ+ Cultural Competency for Higher Education**

LGBTQ+ Cultural Competency training is for participants interested in being trained on how to be sensitive to the thoughts, feelings, and experiences of their LGBTQ+ students and co-workers. Cultural Competency benefits participants by providing concrete information and real-world examples to enlighten participants in ways that lead to a more equal, affirming, and productive environment. This type of training helps to address considerations such as improving communication, creating safer space, developing tolerance, and enhancing learning and work environments.

**Rachel Parrino**, She/Her/Hers, rparrino@pridecenterwny.org

*Engagement & Education Specialist, Pride Center of WNY*

Olmstead

## ***Tools for Maximizing Time in Advising***

The presentation will focus on tools that are either free or already exist at institutions of higher education (e.g. Course Management Systems) that allow for advisors to maximize their time in their day-to-day work. By using communication tools like Slack, WebEx, Google Drive/Box, Todoist, and your institution's course management system, this will provide attendees with a chance to test and try out what will help them maximize their time and be more efficient in their work.

**Carl Lam, He/Him/His, [carllam@buffalo.edu](mailto:carllam@buffalo.edu)**

*Prehealth Advisor, University at Buffalo*

Governors

## ***Demystifying the Transfer Student***

With transfer enrollment becoming more competitive, learn how three institutions work with transfer students from the application process through enrollment. Learn about what transfer students experience during this process, particularly transitioning to the four-year institution and the most efficient application of their transfer credits. Topics will include recruitment, transcript evaluations, course articulations, course placement, scheduling, and graduation planning.

**Noelle Matthews, She/Her/Hers, [noellehi@buffalo.edu](mailto:noellehi@buffalo.edu)**

*Academic Advisor, University at Buffalo*

**Carly Duszynski, She/Her/Hers, [duszynsc@dyc.edu](mailto:duszynsc@dyc.edu)**

*Academic Advisor, D'Youville*

**Amy Runfola, She/Her/Hers, [runfolar@buffalostate.edu](mailto:runfolar@buffalostate.edu)**

*Assistant Director of Transfer Admissions, SUNY Buffalo State College*

Schoellkopf

## ***Engaging the Front Lines of Advisement: Backward Design as a Critical and Impactful Practice***

In advising, the people on the front lines can have an incredible impact on students and campuses. Whether called administrative assistants, office managers, or miracle workers, they are often underpaid and undervalued employees in higher education. In this session we will discuss and apply concepts of backward design and professional competence to better understand, support, train, and value our front line staff to improve advising practices across our institutions. We will explore the unique challenges facing front-line staff and the potential benefits and risk to advising when such staff are left out of important conversations or not engaged in professional development. Lessons learned from the application of these models will be explored and attendees will be encouraged to share their perspectives.

**John Sauter, Ph.D., He/Him/His, [jps@niagara.edu](mailto:jps@niagara.edu)**

*Assistant Dean for Academic Affairs, Niagara University*

**Aimee Woznick, Ph.D., She/Her/Hers, [woznicam@buffalostate.edu](mailto:woznicam@buffalostate.edu)**

*Director; Academic Commons, SUNY Buffalo State College*

**Jacqueline DiFonzo, She/Her/Hers, [jdifonzo@niagara.edu](mailto:jdifonzo@niagara.edu)**

*Academic Assistant, Niagara University*

## **Lunch & Awards: 12:15 p.m. - 1:15 p.m.**

*Join us in the Cataract Room for lunch and an opportunity to network with your colleagues from around the region. The 2020 Sarah Piraino Scholarship and Advising Award winners will also be presented during lunch.*



## **Take a Break & Get Creative!**

**The Creative Arts Space is open  
until 3:05 p.m. in the Adams Room.**

## **Learn More about WNY Advising**

[wnyadvising.weebly.com](http://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 connect 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](http://wnyadvising.weebly.com/committee.html)

### **2020 Conference Committee**

#### **CONFERENCE CHAIR:**

- Heather Martin, SUNY Erie

#### **CHAIR ELECT:**

- Elizabeth Kerr, Villa Maria College

#### **COMMITTEE MEMBERS:**

- |                      |                     |
|----------------------|---------------------|
| • Dalene Aylward     | • Michelle Semski   |
| • Julia Braun        | • Samantha Smith    |
| • Jessica DiPasquale | • Caitlin Wetherwax |
| • Carly Duszynski    | • Janeen Wilder     |
| • Ashley Fries       | • Aimee Woznick     |
| • Tiffany Hamilton   | • Xiao Yuan         |
| • Emma Hawke         |                     |
| • Denise Hurst       |                     |
| • Stacey Komendat    |                     |
| • Tim Matthews       |                     |
| • Virginia Pasceri   |                     |
| • Amie Pistrin-Faust |                     |
| • Baylee Richards    |                     |
| • John Sauter        |                     |



# THE power of niagara

CONFIDENCE • CLARITY • PURPOSE



## GRADUATE STUDIES

### Earn a Graduate Degree from Niagara University

Niagara has everything you are looking for: prestigious academic programs; small classes that accentuate individualized learning with highly credentialed faculty; evening, weekend, and online options; and the hands-on, practical knowledge needed to succeed in today's fast-paced world.

<b>EDUCATION:</b>	Master's and Professional Certification programs including initial teacher certification, TESOL, Literacy
<b>PSYCHOLOGY/COUNSELING:</b>	Clinical Mental Health Counseling, School Counseling, and School Psychology
<b>EDUCATION ONLINE:</b>	Early Childhood and Special Education (B-2), Educational Leadership, Special Education, and Applied Behavioral Analysis Advanced Certificate (ABA)
<b>BUSINESS/MBA:</b>	MBA – (Nine concentrations including Global Business and Supply Chain Management, Strategic Marketing, and Healthcare Administration), MBA Online – Strategic Management, Professional Accountancy, and M.S. in Finance
<b>MASTER'S PROGRAMS:</b>	Criminal Justice, Interdisciplinary Studies, Sport Management, Information Security and Digital Forensics
<b>PH.D.</b>	Leadership and Policy

With graduate classes starting year-round, now is the perfect time to learn more about a graduate degree from Niagara University.



NIAGARA  
UNIVERSITY

[www.niagara.edu/graduate](http://www.niagara.edu/graduate) • 716.286.7360

**Session 3: 1:15 p.m. - 2:05 p.m.**

Red Jacket

**Overcoming Barriers to Success: Advising Strategies to Support First-Generation College Students to be Career Ready**

Are you interested in advising strategies to support first-generation college students to be career ready in the future? Do you know what employers are looking for in terms of career competencies? In this session, I will discuss first-generation college student characteristics and barriers to career readiness. I will also explain what competencies employers are looking for and how to facilitate better career readiness for students. My session will provide details regarding demographics of first-generation students, characteristics of first-generation students and barriers to career readiness. I will discuss what work ready competencies employers are looking for in students. I will then discuss strategies for advisors to assist students with being career ready. Advisors can use this information to assist students with success in the classroom and beyond.

**Robin Day**, She/Her/Hers, [csv.robinday@vpsa.buffalo.edu](mailto:csv.robinday@vpsa.buffalo.edu)  
Graduate Assistant; Career Services, University at Buffalo

Porter / Deveau

**Advising Across Generations: How to Enable our Students and their Parents**

Working in higher education, as advisors we work with students that may not always fit a “traditional student” mold. Not only that, we are experiencing more and more parents being a part of their student’s advisement session at both the undergraduate and graduate levels. In this presentation, learn a few techniques that will help you to literally “advise across generations” and use effective advisement skill to provide both audiences with information they need to hear. We want to effectively enable and support our students to make sure they have the information that they need to succeed, but also provide their parents with information to place them at ease. We will use examples and lessons learned from adjusting my own advisement style, I hope for you to walk away with some tips and tricks to improve your own advisement technique.

**Baylee Richards**, She/Her/Hers, [bayleeri@buffalo.edu](mailto:bayleeri@buffalo.edu)  
Academic Advisor, University at Buffalo

Olmstead

**Academic Advising for International Students: What YOU Can Do to Make the World Smaller**

Providing quality academic advising for international students can be challenging due to a variety of potential barriers: language, academic preparedness, cultural issues, etc. This session will provide insights regarding international students' mindsets (why do they do what they do?), and will offer simple tips which any advisor can do to make international students feel more welcome. Most importantly, strategies learned will convey the crucial message of mattering, belonging, and will open the door to a more effective advising relationship.

**Eric Comins**, He/Him/His, [eecomins@buffalo.edu](mailto:eecomins@buffalo.edu)  
Academic Advisor, University at Buffalo

### Governors

#### **QPR: Question, Persuade, Refer**

Ask a question, save a life. QPR is an easy-to-learn process that helps you recognize the early warning signs of suicide, and get professional help for people who need it. QPR training teaches you to follow three key steps: 1. Question a person about suicidal thoughts. 2. Persuade them to get help. 3. Refer the person for help. Through your training, you will learn how to recognize the warning signs of suicide, including verbal, behavioral and situational clues. By detecting mental health issues early — and making sure that people get the help they need — you can help ensure that no student is left to struggle alone.

**Carissa Uschold-Klepfer, LCSW-R, She/Her/Hers, [uschold@buffalo.edu](mailto:uschold@buffalo.edu)**

*Licensed Clinical Social Worker, Assistant Director for Outreach, Suicide Prevention Coordinator;  
Counseling Services, University at Buffalo*

**Amberly Panepinto, Ph.D., She/Her/Hers, [ap89@buffalo.edu](mailto:ap89@buffalo.edu)**

*Licensed Clinical Social Worker, Practicum Coordinator; Counseling Services, University at Buffalo*

### Schoellkopf

#### **STEPS: Strategies to Eliminate Probationary Status at The Academic Success Center**

Strategies to Eliminate Probationary Status (STEPS) is a mandatory program for students in academic distress. STEPS is a guided process through learning development. In 6 STEPS, advisors at The Academic Success Center meet with these students throughout the semester to help navigate academic challenges and manage obstacles to make them more successful. Students who take their "STEPS," avoid academic dismissal and financial aid non-compliance at a much higher rate.

**Zaula Kennedy, She/Her/Hers, [zkennedy@brockport.edu](mailto:zkennedy@brockport.edu)**

*Academic Advisor, SUNY the College at Brockport*



**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

**Session 4: 2:15 p.m. - 3:05 p.m.**

Red Jacket

***A Mile in My Moccasins***

Students enter college with aspirations of receiving a degree from their college of choice. They believe they will do well and graduate in four or five years. However, many begin the first year unprepared and with a false sense of their abilities to navigate the academic world of higher education. For many first-year college students, particularly Native American students, success in K-12 came with very little investment on their part and they often believe those same behaviors will produce similar results in college, only to find out they are wrong. Many colleges and universities have first year advisers to assist students in their transition from high school to college. The Native American College Student Transition Theory examines stages viewed as important for college success (i.e. Remembering History, Learning to Navigate, Moving Towards Independence, Building Trust and Relationships, Re-establishing Identity & Reaching Out, Developing a Vision for the Future). Adjustment to college can be difficult and many students lack the knowledge of the importance of these stages and the role they play in one's success. The Native American College Student Transition Theory is a theory that gives all advisers the opportunity to identify and explore these stages, and in turn develop the skills that lead to greater professional-awareness and success of Native American students. An adviser's awareness of one's professional ability to achieve an effective advisement plan may, in fact, play a much larger role in a Native American student's decision to remain in, and complete, a college degree.

**Patricia L. Jones, She/Her/Hers, [jonespl@buffalostate.edu](mailto:jonespl@buffalostate.edu)**

*Senior Academic Adviser, SUNY Buffalo State College*

**Josephine Adamo, Ph.D., She/Her/Hers, [adamojp@buffalostate.edu](mailto:adamojp@buffalostate.edu)**

*Senior Academic Adviser, SUNY Buffalo State College*

Porter / Deveau

***Advisor/Advisee: Making a Connection in 30 Minutes Which Shall Last a Lifetime***

Connections are everywhere and everything especially in our field, it makes the difference in if a consumer buys into our product or go running for the door. This workshop will teach you how to make a 30 minute connection with a student that will last a lifetime. Most Administrators over the year have attempted to move with the signs of time to guaranteed a buy in from the student. We will examine various models used (Humanistic, Consumer, and Computerize) to draw students and increase retention rates. In each instances what we failed to recognized is that technology may help us identify the students, and consumer sales may give us the pitch line, but the human touch can't be replaced and is needed to maximize retention and to educate the students about all the bells and whistles this particular model has to offer.

**Viola B. Quay, She/Her/Hers, [quayev@ecc.edu](mailto:quayev@ecc.edu)**

*Principal Counselor, SUNY Erie*

Olmstead

***Affirming and Inclusive Support for Transgender Students***

Have you ever had a student come to you with a preferred name change due to their gender identity and you weren't sure how to proceed? Been confused about "gender neutral pronoun" usage (they vs. he or she)? Genuinely want to support the gender-variant student population, but aren't sure how to go about it? Aren't entirely positive what transgender means in the first place and are a bit uncomfortable? Come find out more information and what you can do to help in a safe and judgment-free zone!

**Lindsay R. Masters, She/Her/Hers, [lmasters@daemen.edu](mailto:lmasters@daemen.edu)**

*Learning Center Coordinator, Daemen College*

### Governors

#### ***Paying Attention to ADHD***

ADHD is the leading majority of disclosed disabilities among college level students. Students with ADHD struggle with emotional regulation, executive functioning skills, and poor self-esteem. Because of this, this student population is more likely to be on academic probation- and less likely to graduate. However, many college campuses do not have the accurate resources and support systems to assist these students. The purpose of this presentation is to shed light on what it means to be a college student with ADHD, and address the best practices to serve this population.

**Lisa Cannavale**, She/Her/Hers, [lisacann@buffalo.edu](mailto:lisacann@buffalo.edu)  
*Graduate Assistant; Career Services, University at Buffalo*

### Schoellkopf

#### ***Assessment-Based Advising Using the Focus 2 and CliftonStrengths Assessments***

Participants attending this session will be introduced to the Focus 2 and CliftonStrengths Assessments (formally known as StrengthsQuest) and explore how both can be used in advisement sessions. Participants will learn how each tool can be used for different purposes. Questions will be explored such as: How can a student's work interests and strengths influence their decision-making when choosing a major? How can an advisor better recommend classes that will utilize a student's strengths? How can the strengths of the advisor influence their own advising style? It is recommended that attendees have taken the CliftonStrengths assessment and bring their Top 5 Signature Theme results with them to the conference. Instructions for accessing their past results or taking the CliftonStrengths assessment for the first time will be available to conference participants.

**Ed Brodka**, He/Him/His, [Brodka@buffalo.edu](mailto:Brodka@buffalo.edu)  
*Career Counselor & Group Learning Coordinator, University at Buffalo*

### Grand Ballroom

## **Pretzel Break / Photos / Networking / Information Tables / Giveaways: 3:15 - 4:15 p.m.**

Join us in the Grand Ballroom at the end of the day for professional headshots, information tables, networking, giveaways and a snack!

***A special thank you to everyone who planned, supported, donated and volunteered to make the WNY Advising Conference a success.***



## **Help us keep conference costs down!**

**Should you have to leave early, please be sure to recycle your nametag in the bin provided at the Registration Desk at the end of the conference.**



 University at Buffalo  
School of Management

## TRANSFORM YOUR LIFE HERE IS HOW

Full-time MBA | Professional MBA | Executive MBA

Masters of Science in Accounting, Finance,  
Management Information Systems, Operations and  
Supply Chain Management.

Apply today | [mgt.buffalo.edu](http://mgt.buffalo.edu) | 716-645-3204

