

CREATING CONSISTENCY IN DECENTRALIZED ADVISING MODELS

July 22 - 23, 2019 | San Diego, CA



Learn how to establish consistency in your decentralized advising model.

In many decentralized advising models, individual advisors and units can look and feel very different as they operate independently of one another. As such, there is a degree of inconsistency that develops over time when it comes to advising requirements, approaches, efficiency, and quality, which can create discrepancies in students' experiences across the institution.

Many universities are now taking steps to create more standardization and uniformity among advising across campus. Join us in San Diego for a practical and interactive learning experience to consider common models, communication protocols, and other means of collaboration that create consistency among disparate areas of campus.

You will have ample working time to address the higher-level goals or objectives of your institution and to define a training program to implement when you get back to your campus.

WHO SHOULD ATTEND

The content of this conference is geared towards those who are looking to establish a model for creating more consistency across their advising departments on campus. Directors of Advising, VPs of Student Affairs, and advising teams are encouraged to attend.

BRING YOUR TEAM AND SAVE!

Save over 15% when you register three or more colleagues.

AGENDA

Day 1 | July 22, 2019

Continental Breakfast (included in registration fee) and Registration

8:30 – 9:00 a.m.

Welcome and Introductions

9:00 – 9:30 a.m.

Understanding Approaches of Decentralized Advising

9:30 – 10:45 a.m.

In this opening session, you will hear case studies of how different institutions addressed decentralized advising. You will learn how the teams are organized, reporting structures, how they collaborate, and the pros and cons of each. This will give you an idea of the many variations that might work well at your institution.

Break

10:45 – 11:00 a.m.

Identifying Challenges and Inconsistencies

11:00 a.m. – 12:15 p.m.

This session will explore how to use various data sources to “tell the story” of the impact of your current advising model. You will get ideas for using qualitative and quantitative means, how to gather it, and what trends to look for as you compile this information. You will look for ways to answer questions such as: Where does advising live at my institution? What evidence do I have that change is needed?

Lunch (included in registration fee)

12:15 – 1:15 p.m.

Working Session: Refining Your Challenges and Consistencies and Considering Approaches

1:15 – 1:45 p.m.

In this working session, you will have an opportunity to address the higher-level goals or objectives and the evidence you currently have behind this effort (e.g. Why do you want to create more consistency in advising across your institution? What data or questions are driving this effort? What evidence/data have you collected to suggest that the student experience is being impacted by inconsistency of advising across the institution?) You will have an opportunity to discuss the disparate places and people where advising currently exists at your institution so that you begin to create a roadmap to creating more cohesion.

Defining Your Framework for Consistency

1:45 – 3:00 p.m.

Once you have determined where the inconsistencies lie in your advising models, you can begin determining guidelines to help articulate desired quality, processes, and outcomes of your campus’ advising program. In this session, you will begin to define what high quality advising looks like at your institution. You will start considering the advising philosophy or model you would like to use as a contributing factor to creating consistency in advising across decentralized models, how to get input from various stakeholders, and how to get buy-in across campus.

AGENDA

Day 1 | July 22, 2019 (CONTINUED)

Break

3:00 – 3:15 p.m.

Designing and Planning a Training Program

3:15 – 4:15 p.m.

Once you have identified a framework, developing training around that model will be a next natural step. During this hour, you will gain ideas for how to develop in-house training. You will explore options for how it's structured, who participates and how frequently, and what to consider as you build the curriculum.

Working Session: Defining Your Framework/Developing a Training Program

4:15 – 4:45 p.m.

This working session will give you an opportunity to begin considering ideas you have heard on day one and identifying action steps once you get back to your campus.

Day 1 Wrap Up

4:45 – 5:00 p.m.

Networking Reception (included in registration fee)

5:00 – 6:00 p.m.

Day 2 | July 23, 2019

Continental Breakfast (included in registration fee)

8:30 – 9:00 a.m.

Assessing your Advising Effectiveness

9:00 – 10:15 a.m.

Once your new advising model is in place, it will be important to have ongoing assessments to ensure that the model is being implemented effectively and that it is ultimately having an impact on student success and retention at your institution. In this session, you will see how other institutions utilized data to maintain momentum and identify needs as the model was implemented. We will explore individual advisor performance assessment, assessment of student satisfaction, and assessment of the program on student success.

Maintaining Momentum

10:15 – 11:30 a.m.

Maintaining momentum and consistency of your program will rely on retaining and growing your advising team. One way to do this is to elevate role of advising leader so that she or he has a voice in decisions that impact advising. Similarly, you will get ideas for creating a career ladder for your front-line advisors in order to minimize turnover. Finally, you will learn mechanisms for sharing data on regular basis and professional development considerations for advisors.

Final Working Time and Conference Close

11:30 a.m. – 12:00 p.m.

INSTRUCTORS

Paul Sileika

Coordinator of University Academic Advising, Ryerson University

Paul is the coordinator of academic advising at Ryerson University. Over the past three years he has taken on projects to support high-impact advising on a decentralized campus including creating and facilitating multiple training programs, developing a strong community of practice for advising, and organizing on-campus advising events. He previously taught student affairs and academic advising courses at George Brown College.

Paul completed his Masters of Higher Education at the University of Toronto with a focus on vocational education and professionalization of occupations. He is currently taking a part-time psychology program to deepen his knowledge on supporting students transitioning into higher education.

Paul regularly presents at conferences including CACUSS (Canadian Association of College and University Student Services), OURA (Ontario University Registrars' Association), OAAP (Ontario Academic Advising Professionals) among others. Paul is also on the Canadian steering committee of NACADA and supported the development of an advising administrator's community of practice in his province. He is delighted to share his passion of advising at this event.

Karen Thurmond

Consultant, Former Director of Academic Advising and Degree Planning Resources, The University of Memphis

Karen Thurmond's responsibilities include advocacy for academic advising initiatives and for academic advisors serving in a faculty, peer, or professional role. She also coordinates the day-to-day operations of the general education program (core curriculum), degree audit system (DegreeWorks), and an 24/7 system for academic advising appointments (AppointmentPlus) at the University of Memphis, and is a staff member of the Center for Academic Transition, where transfer students are advised in their first semester.

Ms. Thurmond has written for the NACADA monograph on advising transfer students (on four year to four year transfer), and for the NACADA New Advisor Guidebook (on the environment of higher education). She chaired the NACADA Webinar Advisory Board, served on the Administrator's Institute Advisory Board, and served as a member of NACADA's Emerging Leaders Development team, and served as NACADA Region 3 (TN, KY, WV, NC, SC) Chair. Ms. Thurmond most recently completed work with a team to automate the graduation process at The University of Memphis. Ms. Thurmond manages the six-year graduation proje

INSTRUCTORS

Sinda Vanderpool

Associate Vice Provost for Academic Enrollment Management, Office of the Provost, Baylor University

Dr. Sinda Vanderpool is the associate vice provost for academic enrollment management at Baylor University where she works collaboratively with academic leaders across campus to leverage the people, processes, and systems to enhance student success. As an enrollment management and academic affairs professional, Sinda Vanderpool advocates and executes systemic change with measurable results to help the institution flourish. Under her tenure, first-year retention rates have increased by eight percentage points and four-year graduation rates by nine percentage points. A large part of these increases resulted from a major change initiative that Vanderpool led on campus to substantially overhaul academic advising campus-wide. This effort included the development of a campus-wide philosophy and outcomes document as well as considerable improvements to the quality and consistency of the student experience. Vanderpool's portfolio includes oversight of the success center with comprehensive services such as University Advisement, disabilities services, first gen, transfer, and veterans services as well as academic support initiatives. Vanderpool holds a Ph.D. from Princeton University and a B.A. from Davidson College in French Literature.

Vanderpool's student success philosophy: "I am tirelessly passionate about standing for what is possible, especially when it comes to education. When people start talking about why something cannot be done, I like to ask them to reframe the conversation and think about how it can be done. By studying underrepresented students coming to college and working to enhance services to help them be successful, I have become more convinced that any student can find a path to success."

ACADEMIC IMPRESSIONS STAFF

Elizabeth Ross Hubbell

Senior Program Manager

Elizabeth Ross Hubbell is an educator, author, and speaker with more than 20 years' experience across many levels of education. She serves as Program Manager for Student Affairs where she conducts market research on current trends and issues impacting Higher Education, collaborates with subject matter experts, and designs professional learning experiences. Her primary topics of interest include women in higher ed leadership and new innovations in advising and career services. Prior to joining Academic Impressions, Elizabeth served as a K12 consultant, focusing on instructional strategies and technologies. She has presented at ASCD, ISTE, Colorado TIE, Learning Forward, SREB, NSBA's T+L, and EARCOS conferences. Elizabeth is a former Montessori teacher.

LOCATION

July 22 - 23, 2019 | San Diego, CA

Hotel:

San Diego Marriott
8757 Rio San Diego Drive
San Diego, CA 92108
619.692.3800

Room rate:

\$199 + tax

Room block dates:

The nights of July 21 and 22, 2019 .

Room block cutoff date:

June 30, 2019.

Reserve Your Room: Please call 619.692.3800 and indicate that you are with the Academic Impressions group to receive the group rate. Please book early - rooms are limited and subject to availability.

The Academic Impressions Experience



Intimate, workshop-style trainings with personalized attention



Trainings are practical and action oriented so you can hit the ground running



Carefully-vetted expert instructors who are also practitioners in the field



Learner-centric and designed for interaction and collaboration



Highly recommended:
9 out of 10 participants recommend our trainings to colleagues