



AASK Biennial Conference 2017: TRANSITIONS
www.skadvisors.ca

November 16 & 17, 2017
Radisson Hotel
Saskatoon, SK

VENUE INFORMATION

Radisson Hotel

www.radisson.com

405 20th St E

Saskatoon, SK S7K 6X6

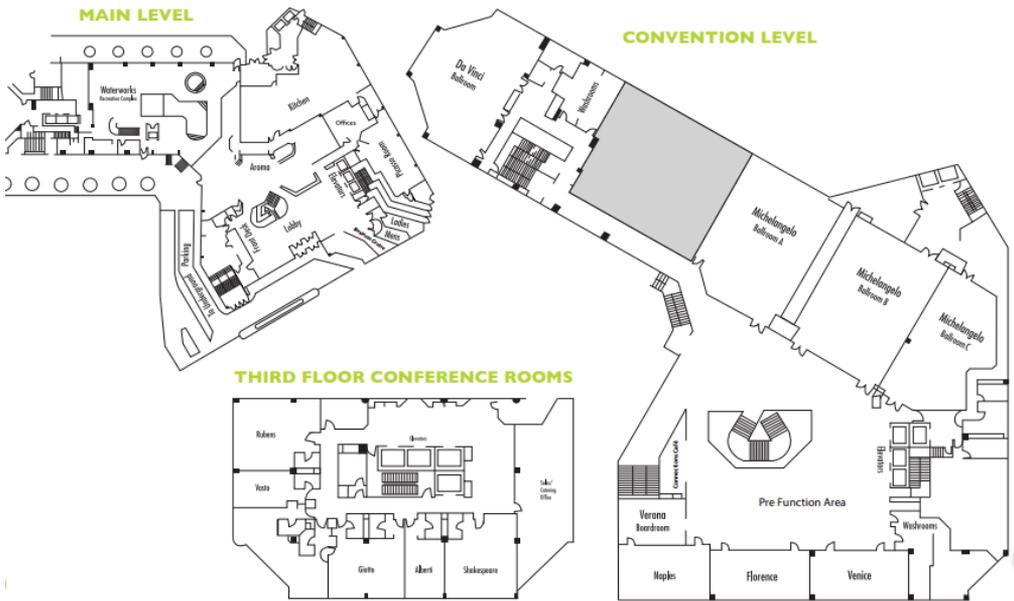
Tel: (306) 665-3322

The Radisson Hotel is located in the heart of downtown Saskatoon. A block of hotel rooms has been reserved for conference attendees. Reserve your room at the special conference rate of \$149/night!

Book a Room Online

<https://www.skadvisors.ca/conferencesevents/conference-hotel/>

Search by date (Nov 16 – 17) to find the AASK block reservation in the results along with the associated rates.



Source: [https://www.radisson.com/rad/images/hotels/SKSASKAT/HotelFactSheet_2017_lowres\[4-2017\].pdf](https://www.radisson.com/rad/images/hotels/SKSASKAT/HotelFactSheet_2017_lowres[4-2017].pdf)

MESSAGE FROM AASK PRESIDENT

On behalf of the Executive and the conference planning committee, I'd like to extend to you all a welcome to Saskatoon and to our 2017 biennial AASK conference. Looking back at the past year, I am excited for everything that the Interim Executive has done to ensure the success of AASK. We have met about six times over the past year with the primary goal of establishing a revitalized AASK with a mandate of connecting advisors across the province and professionalizing our roles. With the continued involvement in AASK of you and your executive, our organization is sure to thrive!



The theme of this year's conference, Transitions, beautifully frames all aspects of the work that we do - supporting and encouraging recent high school grads on their transition to post-secondary, for our regional college partners supporting the transition of students to one of the main university campuses in the province, supporting a transition away from post-secondary or for the ultimate transition, from post-secondary to career. I hope you find each of the sessions beneficial to your practice and that you find time to network with colleagues from across the province. Be sure to thank the conference planning committee of Sarah Marcoux, Arvelle Van Dyck and Michelle Eckhart – it is their hard work that is ensuring that we have an amazing learning opportunity over the next two days.

I challenge you to make the most out of these two days by being an active and present learner in each of your breakout sessions. Enjoy your time spent in Saskatoon and with your colleagues. This conference is sure to be an amazing learning opportunity for us all.

I look forward to welcoming you all to Saskatoon with the planning committee and the executive!

A handwritten signature in black ink, appearing to read 'Blair JP Pizio'.

Blair JP Pizio
Interim President, AASK
Student Academic Services Specialist
College of Arts and Science
University of Saskatchewan

KEYNOTE SPEAKER

Dr. Vicki Squires

College of Education

University of Saskatchewan



Vicki Squires is an Assistant Professor in the Department of Educational Administration in the College of Education, University of Saskatchewan. Her first career was as an elementary teacher and vice-principal, followed by a role as Manager of Planning, Program Development and Assessment for the Student and Enrolment Services Division at the University of Saskatchewan.

Her area of research is post-secondary education and student well-being, including an examination of the various roles of students, staff and faculty on campus, and how these groups can achieve their goals while working together to support the mission of the university. Dr. Squires led the development and launch of a Leadership in Post-secondary Education certificate and Master's Degree area of specialization offered through her department. Central to these courses is the theme of the interaction among these multiple stakeholders and the necessity of using a multi-theory approach when trying to explain the complex and unique environment of post-secondary education.

Dr. Squires has presented at provincial, national and international conferences, and published articles on post-secondary topics such as planning processes and achieving innovation on campuses, the role of academic advisors in student success, faculty use of e-learning technologies, adaptive leadership, and violent threat risk assessment in educational institutions. She is engaged in conducting research for several funded studies including two focused on students' perceptions of needs and challenges in post-secondary education, and one using learning analytics to explore student success in post-secondary courses.

SCHEDULE AT A GLANCE

Thursday, November 16, 2017

11:00 a.m. – 1:00 p.m.	Registration	Convention Level
1:00 – 1:15 p.m.	Welcome & Opening Address	Da Vinci Ballroom
1:15 – 2:15 p.m.	Keynote Address	Da Vinci Ballroom
2:15 – 2:45 p.m.	Round Table Discussions	Da Vinci Ballroom
2:45 – 3:15 p.m.	Coffee Break & Movement to Breakout Session #1	Pre-function Area
3:15 – 4:15 p.m.	Breakout Session #1	Da Vinci Ballroom Florence Room Naples Room
4:15 – 5:30 p.m.	Free time	
5:30 – 6:00 p.m.	Cocktails	Da Vinci Ballroom
6:00 – 9:00 p.m.	Reception & Entertainment <i>(included in your registration fee)</i>	Da Vinci Ballroom

Friday, November 17, 2017

7:30 – 9:00 a.m.	Breakfast	Pre-function Area
9:00 – 9:15 a.m.	Day 2 Kick Off	Da Vinci Ballroom
9:15 – 10:30 a.m.	Panel Discussion (Breakout Session #2)	Da Vinci Ballroom
10:30 – 11:00 a.m.	Coffee Break & Movement to Breakout Session #3	Pre-function Area
11:00 a.m. – 12:00 p.m.	Breakout Session #3	Da Vinci Ballroom Florence Room Naples Room
12:00 – 1:00 p.m.	Lunch	Da Vinci Ballroom
1:00 – 2:00 p.m.	AASK Annual General Meeting (AGM)	Da Vinci Ballroom
2:00 – 2:15 p.m.	Movement to Breakout Session #4	
2:15 – 3:15 p.m.	Breakout Session #4	Da Vinci Ballroom Florence Room Naples Room

This workshop will:

- *Discuss key concepts related to Transformative Learning Theories and Solution Focused Talk*
- *Develop an understanding of the roles professionals and institutions represent within the construct of transition hurdles*
- *Investigate basic concepts related to student development, institutional support and transition hurdles*
- *Apply a Transformative Advising framework to transition issues*
- *Develop solutions to transition hurdles*

The Whole Picture

*Presenter: Cherise Chrispen
Northlands College*

Through real world examples that include initiatives, activities, and workshops offered at Northlands College for students and potential students, the importance of viewing and treating students (and staff) as whole beings will be discussed. By considering the entire self (i.e., mental, physical, emotional and spiritual quadrants) and viewing individuals as more than just vessels for program curriculum knowledge, we have the opportunity to ensure success in traditional education definitions of the term (e.g., completion, graduation), and to branch the definition of success out to meet and applaud individual growth in many areas (e.g., gaining confidence, dealing with stress through healthy means).

Northlands College has the privilege of working with students on their journey through multiple levels of schooling including basic education, secondary, and post-secondary programs and working with students of all adult ages and stages in life, Students Services staff at Northlands College play a vital role in creating a healthy environment that helps to ensure that students are supported and encouraged to achieve growth and individual success in many forms. This healthy environment provided for students has the added benefit of creating a positive, fulfilling working environment for staff.

Naples Room

	<p><i>Learning outcomes for this workshop include:</i></p> <ol style="list-style-type: none"> 1) <i>Evaluating the definition of student success by considering well-being (i.e., mental, physical, emotional, spiritual) within an educational institution;</i> 2) <i>Reducing barriers to learning and growth by addressing overall student well-being; and</i> 3) <i>Providing practical tools that can be used in even small population environments (e.g., single off-campus classroom).</i> 	
4:15 – 5:30 p.m.	Free Time	
5:30 p.m.	Cocktails	Da Vinci Ballroom
6:00 p.m.	Reception & Entertainment <i>(included in your registration fee)</i>	Da Vinci Ballroom

Friday, November 17, 2017

7:30 – 9:00 a.m.	Breakfast	Pre-function Area
9:00 – 9:15 a.m.	Day 2 Kick Off	Da Vinci Ballroom
9:15 – 9:30 a.m.	Introduction of Panel Guests for Panel Discussion	Da Vinci Ballroom
9:30 – 10:30 a.m.	<p>Panel Discussion (Breakout Session #2)</p> <p>Student Transition into Post-Secondary Education: Perspectives from High School Counsellors, Advisors, and Students</p> <p><i>Panel Participants: Geri Stolar, High School Counsellor; Susan Bayne, Career Guidance and Work Experience Teacher; Megan Vandendriessche, Academic Coach and Student Advisor; and, Joahanna Dugal, 4th year honours student in Health Studies.</i></p>	Da Vinci Ballroom
10:30 – 11:00 a.m.	Coffee Break & Movement to Breakout Session #3	Pre-function Area
11:00 a.m. – 12:00 p.m.	<p>Breakout Session #3</p> <p>Advising like a Jedi: Using The(ory) "Force!" <i>Presenter: Blair Pisiso University of Saskatchewan</i></p> <p><i>In a galaxy far, far away...this session will take advisors on a journey to understand important advising theories from Drake, Jordan and Miller's 'Academic Advising Approaches' and their connection to Student Advising by applying the theories to situations from the galaxy far, far away. May the force be with you in your advising practice!</i></p> <p><i>Participants will leave with a working knowledge of advising theory, unwrap advising theory, and learn how to apply the theories to their advising practice. Some of the theories to be discussed include: developmental advising, proactive advising, Socratic advising, motivational interviewing, and more.</i></p>	Da Vinci Ballroom

Feedback Triggers: What is Preventing your Students' from Receiving your Advising Message?

*Presenter: Shannon Floer
University of Saskatchewan*

Navigating through holistic advising is complex and requires an understanding of academic requirements, campus resources, transition issues and human behaviour. In this session, you will learn about the barriers to receiving feedback and what that means for the students you are advising. Being aware of "feedback triggers" can contribute to your understanding of why some students leave their advising appointment not hearing your entire message. Using the strategies for managing feedback triggers will give you a method to engage these students so you can better assist them as they transition in, through and out of their academic career. This is an interactive session; be prepared to talk, share and discuss.

By the end of the session, participants will be able to:

- 1. Identify the three feedback triggers*
- 2. Describe how to assist students when you suspect they are experiencing a feedback trigger*
- 3. Examine their own preferences for receiving feedback well and how that applies to delivering feedback to advisees*

Theoretical Foundations: Psychology, Psychosocial and Identity Development Theory, Neuroscience, Organizational Behaviour, and Leadership Development.

Understanding ESL Students

*Presenter: Lynn Bytyqi
University of Saskatchewan Language Centre*

As an ESL (English as a Second Language) teacher and student advisor at the U of S Language Centre for 15 years, Lynn a wealth of experience and knowledge. This presentation is a cross-cultural look at ESL and international students, the challenges they face and strategies for supporting them as they transition to their new educational context. Participants will gain an appreciation of the cultural and academic adjustment of their ESL/international students, as well as general communication and supporting strategies.

Florence Room

Naples Room

12:00 – 1:00 p.m.	Lunch	Da Vinci Ballroom
1:00 – 2:00 p.m.	AASK Annual General Meeting (AGM)	Da Vinci Ballroom
2:00 – 2:15 p.m.	Movement to Breakout Session #4	
2:15 – 3:15 p.m.	<p>Breakout Session #4</p> <p>Study Abroad as Transformative Education - The Role Advising Plays <i>Presenter: Alexandria Werenka University of Saskatchewan</i></p> <p><i>Study Abroad is one of the most transformative educational experiences a student can participate in during their academic career. It is an experience that allows students to learn in different environments, challenge themselves, interact with people who are unlike them, and broaden their horizons.</i></p> <p><i>This session will walk you through how your role as an advisor can help connect students to the full value of an international educational experience.</i></p> <p><i>Learning outcomes and theoretical foundation include:</i></p> <ol style="list-style-type: none"> 1. Intercultural Competencies; 2. Transformative Advising Practices; 3. Holistic Advising; and, 4. Internationalization. <p>From Appreciative Inquiry to Appreciative Advising: Putting Theory to Practice <i>Presenter: Erin DeLathouwer University of Saskatchewan</i></p> <p><i>In this presentation, attendees will explore the ways in which critical, creative, and caring thinking informs our practice as advisors, and how that work relates to an Appreciate Advising methodology. In the first part, the presenter will explore the continuity between Appreciate Inquiry as theorized by Cooperrider and Srivastva (1987) and Bushe (2012), and Appreciate Advising as articulated by Bloom and Martin (2002). Examples from the presenter's experiences will be offered as a way of connecting the five theoretical stages of Appreciate Inquiry to the practice of Appreciate Advising. In groups, such that each will be tasked to focus on one of the five stages of</i></p>	<p>Da Vinci Ballroom</p> <p>Florence Room</p>

	<p><i>Appreciative Inquiry, participants will note how, in their practice as advisors, they elicit responses from students, which comprise each phase of the Appreciate Inquiry model. Participants will share with the larger group some key insights about the five stages of Appreciative Advising.</i></p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • <i>become more familiar with the theoretical underpinnings of Appreciative Advising</i> • <i>identify how their own thinking skills can strengthen relationship-based practices</i> • <i>co-construct new ways to implement Appreciative Inquiry</i> • <i>reflect on some of the ways in which they have delivered support through student advising</i> <p>Building Student Engagement: Retention Initiatives <i>Presenter: Brandi Bell</i> <i>Northlands College</i></p> <p><i>Northlands College has taken a very close look at the student experience and evaluated ways to be more student-centered. As a result, a retention strategy was created to examine why we were losing students, and how we could meet more student needs from the student services perspective.</i></p> <p><i>Participants will learn about:</i></p> <ol style="list-style-type: none"> 1. <i>The importance of student engagement.</i> 2. <i>The consistent 'checking in' or retention reporting that has allowed students an opportunity to share when they are in trouble without having to make the first move.</i> 3. <i>The retention reporting that has led to a better understanding of the student experience.</i> 	<p>Naples Room</p>
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**This schedule is subject to change.*