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Acknowledgement of Treaty 6 territory: Today we meet on the ancestral lands of Treaty 6 peoples. This is the traditional meeting ground for many Indigenous peoples, such as the Cree, Saulteaux, Blackfoot, Métis and the Nakota Sioux: it is a place to welcome peoples from around the world. We wish to acknowledge and thank the many Indigenous peoples whose footsteps have marked this territory for centuries. Their spiritual and practical relationships to this land create a rich heritage for our learning, our life and our aspirations.

Our theme for this year’s Student Advisors’ Conference is “User-Centered Design: Rethinking the way we deliver programs and services in student affairs.” User-Centered Design (UCD) is an iterative design process that focuses on the users and their needs leading to the creation of usable, accessible products and services. With a solutions-focused approach, UCD involves understanding and designing from the perspective of the people you want to reach.”

How can UCD strengthen the connection between our students and the programs and services we offer? How can we best gather the perspectives of those we want to reach with available resources? Are there ways we can expand our available resources by coordinating, cooperating and collaborating?

This conference is focused on meeting new colleagues and re-connecting with those you may have not seen for awhile. This is a meeting of peers - put your titles and positions aside - and meet as equals today. In this way, we can talk openly about important issues in student affairs and share best practices.

Our day begins with our two dynamic keynote speakers who will challenge our thinking about human-centred and user-centred design and how it can shape our programs and services. After the keynote and prior to lunch we have two sets of concurrent sessions. Don’t miss our poster presentations during lunchtime. During the afternoon, there is another set of concurrent sessions followed by a plenary Ignite session and closing.

We have wellness activities planned throughout the day, as well as breaks for you to connect with colleagues.

We hope you enjoy the day - connect, gain insights, reflect, and recharge.

Wendy Doughty (Chair)
on behalf of the Student Advisors’ Conference Planning Committee
Thanks to this group of creative minds!

Chris Avelar .................................................. ACCESS Outreach Team
Sue Beaufoy .................................................. Academic Success Centre
Mykhaylo Bodnar ........................................... Career Centre
Oksana Cheypesh .......................................... Academic Success Centre
Jenna Clarahan ............................................ Office of the Dean of Students
Wendy Doughty ............................................. Office of the Dean of Students
Christine Gertz ............................................. Career Centre
Laura Huxley ................................................ Office of the Dean of Students
Corry Klose .................................................. Office of the Dean of Students
Brandi Kobes ............................................... Office of the Dean of Students
Blaine O'Toole ............................................. Office of the Dean of Students
Karen Unger ................................................ Career Centre

Special thanks to Karen Pirie, Office of the Dean of Students, for her administrative support.
The 2020 Student Advisors’ Conference Planning Committee

If you have any questions about your registration, please inquire at the Registration Desk.

Registration and Check-in

If you have any questions about your registration, please inquire at the Registration Desk.

Meals

Your conference registration includes a light breakfast, lunch, and coffee/tea/water throughout the day. If you indicated the requirement for a special meal on your registration, it will be available for you.

Wellness Activities

Come engage in one of our fun activities to give yourself a break and recharge for the rest of the day. Join one or all activities hosted by the ACCESS Outreach team and ACCESS Open Minds:

Morning Chair Yoga (7:30-8:30 a.m.)
Jane Slessor, from ACCESS Open Minds, will lead people through a pre-conference Chair Yoga session before registration/breakfast. Come engage in some grounding exercise to prepare yourself for a positive day of learning and reflection. Please make sure you bring something you’re comfortable moving around in! Limited space available.

Button-Making (Lunch and 2:20 p.m. break)
Come take a quick break and make a button! Whether it’s something fun, a name tag, a pronoun button etc., distract yourself for a little while and create something. The button-making station will be located at the Registration Desk.

Colouring (Available throughout the day)
We’ll have colouring sheets at the tables in the main room for you to doodle on, to help you focus.
## Schedule

### Thursday, March 5, 2020

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 8:30 a.m.</td>
<td><strong>Morning Chair Yoga</strong></td>
<td>Aurora Room</td>
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<tr>
<td>8:30 - 9:00 a.m.</td>
<td><strong>Registration and Continental Breakfast</strong></td>
<td>Main Lobby</td>
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<tr>
<td>9:00 - 9:15 a.m.</td>
<td><strong>Welcome and Housekeeping</strong></td>
<td>Maple Leaf Room</td>
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<tr>
<td><strong>9:15 - 10:05 a.m.</strong></td>
<td><strong>Keynote</strong></td>
<td><strong>Maple Leaf Room</strong></td>
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<tr>
<td>9:15 - 10:05 a.m.</td>
<td><strong>Megan Strickfaden</strong>&lt;br&gt;Ben King**</td>
<td><strong>Maple Leaf Room</strong></td>
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<tr>
<td>10:05 - 10:15 a.m.</td>
<td><strong>Break/Transition Time</strong></td>
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<tr>
<td>10:15 - 11:05 a.m.</td>
<td><strong>Concurrent Sessions 1</strong></td>
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<tr>
<td>10:15 - 11:05 a.m.</td>
<td><strong>Teamwork makes the dreamwork!</strong>&lt;br&gt;The creation story of the Access Network Wellness Assessment (ANWA)<strong>&lt;br&gt;Access Network</strong>&lt;br&gt;Aurora Room**</td>
<td><strong>Access Network</strong>&lt;br&gt;Aurora Room**</td>
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<tr>
<td>10:15 - 11:05 a.m.</td>
<td><strong>Practical Equity: Strategies for Equity in Action</strong>&lt;br&gt;Remonia Stoddart-Morrison**&lt;br&gt;Prairie Room**</td>
<td><strong>Prairie Room</strong></td>
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<tr>
<td>10:15 - 11:05 a.m.</td>
<td><strong>The Coaching Mindset - An Advisor’s Approach to Co-Creating and Engaging with Students</strong>&lt;br&gt;Laura Kerslake&lt;br&gt;Amber Nicholson**&lt;br&gt;Glacier Room**</td>
<td><strong>Glacier Room</strong></td>
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<tr>
<td>11:05 - 11:15 a.m.</td>
<td><strong>Break/Transition Time</strong></td>
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<tr>
<td>11:15 - 12:05 p.m.</td>
<td><strong>Concurrent Sessions 2</strong></td>
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<tr>
<td>11:15 - 12:05 p.m.</td>
<td><strong>Ending the Conversation Before it’s Begun:</strong>&lt;br&gt;The Role of Microaggressions and Bias in Denied Accommodation Requests**&lt;br&gt;Evelyn Hamdon&lt;br&gt;Wade King**&lt;br&gt;Aurora Room**</td>
<td><strong>Aurora Room</strong></td>
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<tr>
<td>11:15 - 12:05 p.m.</td>
<td><strong>Student Affairs, but Make it Trauma Informed (Yoga)</strong>&lt;br&gt;David Jennings**&lt;br&gt;Prairie Room**</td>
<td><strong>Prairie Room</strong></td>
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<tr>
<td>11:15 - 12:05 p.m.</td>
<td><strong>Assessing Accessibility at the University of Alberta Library</strong>&lt;br&gt;Sharon Murphy&lt;br&gt;Weiwei Shi&lt;br&gt;Natasha Nunn**&lt;br&gt;Glacier Room**</td>
<td><strong>Glacier Room</strong></td>
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<tr>
<td>12:05 - 1:30 p.m.</td>
<td><strong>lunch</strong></td>
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<tr>
<td>12:05 - 1:30 p.m.</td>
<td><strong>Health &amp; Wellness Activities</strong></td>
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<tr>
<td>12:05 - 1:30 p.m.</td>
<td><strong>colouring (available throughout the day)</strong></td>
<td><strong>Maple Leaf Room</strong></td>
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<tr>
<td>12:05 - 1:30 p.m.</td>
<td><strong>button making (continued at 2:20 p.m. break)</strong></td>
<td><strong>Registration Table</strong></td>
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<tr>
<td>12:05 - 1:30 p.m.</td>
<td><strong>Improv Games</strong></td>
<td><strong>Aurora Room</strong></td>
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Also found at: [bit.ly/uofa-sac](http://bit.ly/uofa-sac)
<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>12:30 - 1:30 p.m.</td>
<td><strong>Poster Sessions</strong></td>
<td><strong>Maple Leaf Room</strong></td>
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<td></td>
<td>Improving Academic Outcomes through Care and Outreach</td>
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<td>campusBRIDGE</td>
<td>Charlotte Wray</td>
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<td>Occupational Therapy Student Services within the U of A Career Centre</td>
<td>Alexa Laidlaw, Roxy Diaz, Karen Unger &amp; Christal Ramanauskas</td>
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<td>Orientation at the University of Alberta - Where We Are and Where We Need To Go</td>
<td>Josh Connauton &amp; Laura Huxley</td>
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<td>Student-Centered Design - Putting Students at the Forefront of Service and Program Development</td>
<td>Meagan Eckel</td>
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<td></td>
<td>Addressing University Service Barriers for Students with Mental Health Concerns</td>
<td>Fenya Fitzpatrick</td>
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<td></td>
<td>Advising for Success: Student-Centered Approach</td>
<td>Kayann Peynado Ferguson, Wioletta Polanski, Christine Whelan, Kim Olson, Shelley Rushford, Jeffrey Behrens &amp; Miki Zwarich</td>
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<td></td>
<td>The Role of Cultural Intelligence in Improving Supervisor-Student Relationships</td>
<td>Bhuvaneswary Narayanan</td>
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<tr>
<td>1:30 - 2:20 p.m.</td>
<td><strong>Concurrent Sessions 3</strong></td>
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<td></td>
<td>Meeting the Needs of Graduate Students: The Role of Mentorship</td>
<td>Chantal Labonté, Dylan R. Ashley, Fahed Elian</td>
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<td>What’s In a Name? ... Supporting International Students Through Correct Name Pronunciation</td>
<td>Ying Shan (Doris) Zhang, Nora Lambert, Xiaobing Lin</td>
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<tr>
<td>2:20 - 2:35 p.m.</td>
<td><strong>Break/Transition Time</strong> (button making at registration table continued)**</td>
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<tr>
<td>2:35 - 3:35 p.m.</td>
<td><strong>Ignite Sessions</strong></td>
<td><strong>Maple Leaf Room</strong></td>
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<td>You’re a Designer. Start Here.</td>
<td>Derek Warwick</td>
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<td>The User-Centered Evolution of Transition to Career (T2C)</td>
<td>Jia Jia</td>
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<td></td>
<td>Untangling the Maze of Rape Culture with Person-Centered Care</td>
<td>Paige Cahill, Emily Quon</td>
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<td>The Student in the Library: Partnering on Student Growth, Resilience and Academic Success</td>
<td>Angie Mandeville, Lindsay Johnston</td>
</tr>
<tr>
<td>3:35 - 4:00 p.m.</td>
<td><strong>Closing</strong></td>
<td><strong>Maple Leaf Room</strong></td>
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Our keynote speakers have diverse and rich experience in human-centred and user-centred design. Their experience as designers and researchers intersects with their experience in the classroom and community. Grounded in the theory and practice of human-centred and user-centred design, they will open our minds to how these concepts can inform our work in student affairs.

**Megan Strickfaden**

Megan Strickfaden, PhD, is a design anthropologist and migrant who has lived in seven countries. She currently makes a home in Edmonton’s University of Alberta at the Department of Human Ecology (Canada). As a professor, Megan solves complicated problems through human-centred design for people who live without sight, move around speedily on wheels, and/or process the world differently from others. She has also done extensive research on design education and developed curriculum for 38 courses on three continents. One of these courses, on research methods for human-centred and user-centred design, is taught each year at four different universities in Toronto Canada, Shanghai China, Alabama USA and the University of Alberta. Megan uses ethnographic and has co-created film to explore with and provoke change. Megan has directed/produced 21 films including *Light in the Borderlands* (2013), *Dementia Care by Design* (2015), and *Smoke Break* (2019) and will be releasing two new films in 2020. Her films are used to teach concepts related to caregiving, engineering, nursing, and design in Canada, USA, China and Europe.

**Ben King**

Ben King is a designer and researcher with expertise in the medical sector. He works as a consultant, performing patient-focused research in the design of products, services and systems to improve health care experiences. Additionally, he is an instructor of industrial design, challenging students to problem solve for health and hospital based scenarios. Previously, Ben was the lead Industrial Designer at iRSM (Institute for Reconstructive Sciences in Medicine) where he innovated educational courses for surgical training, advanced methods for surgical design and simulation and designed surgical instruments for reconstructive medicine. He is an alumnus of Avenue Magazine’s Top 40 Under 40 and a Core77 Design Award winner for his work on Mobili-T, a portable therapy system for head and neck cancer patients.
Teamwork makes the dreamwork! The creation story of the Access Network Wellness Assessment (ANWA)

This interactive seminar will explore the collaborative creation of a student wellness assessment tool designed specifically by the Access Network for the University of Alberta campus: the Access Network Wellness Assessment (ANWA). From its inception, ANWA has been moulded and shaped by many hands. ANWA was designed to provide a tool that could be used effectively by anyone, regardless of their training or background. It can even be used by students themselves! ANWA gives us a shared language, a way to refer to one another and a way to assess consistently across units, which translates into seamless referrals and coordinated student care. We are collectively really proud of ANWA and we are very excited to share it with you!

The Access Network is a collaboration of over twenty diverse campus partners that has met regularly over the past two and a half years. The Network works to coordinate work efforts and ultimately provide a more responsive and connected array of services delivered in a manner that is seamless and efficient. The Network prioritizes intentionality, relationship-building, resource-sharing, trend and gap identification, collaborative approaches to coordination of services and the development of best practices for the U of A campus community.

Practical Equity: Strategies for Equity in Action

In higher education student services, equity is a term that is frequently used and it can confidently be said that its definition is known by most if not all. But is this enough? I contend that it isn’t. Being frontline staff, those on the ground interfacing with student clients, student advisors are faced with the challenge of not just knowing what equity is but also how to practice equity as they carry out their duties and responsibilities daily.

The very nature of equity lies on the premise of user-centred design, which is the understanding that student’s circumstances are unique and should, therefore, be treated as such. That is, the foundation of how we operate when advising students should be the continued consideration of their uniqueness. Facilitating practical equity calls for us as student advisors to be innovative and creative in our thinking as well as reflective on our actions. This presentation will explore the important considerations that need to be made in order to ensure that equity is being practised. It will also provide strategies that can be used to facilitate equity in action.

Remonia Stoddart-Morrison is currently the Interim Undergraduate Ombudsperson in the Office of the Student Ombuds (OSO), University of Alberta. She also worked in the roles of Teamwork makes the dreamwork! The creation story of the Access Network Wellness Assessment (ANWA)

Access Network

Aurora Room

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Practical Equity: Strategies for Equity in Action

Remonia Stoddart-Morrison

Prairie Room

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Picture a coach, whether it is a coach of a sports team, a life coach, or maybe even an executive coach. What does effective coaching look like? In a student advising context, advisors with a coaching mindset are student-centered and work together with students to define goals. In advising sessions with our students, many of us already use coaching techniques without even realizing it! Poet Edna St. Vincent Millay said, “please give me some good advice in your next letter, I promise to not follow it.” Effective coaches help students feel invested, motivated and accountable. As a coach, we can build rapport, maintain open communication and co-create goals with our students. Having a coaching mindset in student advising sessions helps students feel empowered and that their needs are understood. David Cooperrider, co-founder of Appreciative Inquiry said, “we live in a world where our questions create.” By incorporating coaching techniques into advising sessions, students are better equipped to create and design solutions. Students feel supported in taking the next steps toward achieving their goals. In this session, you will learn the difference between coaching and advising, tips and strategies for how to best incorporate a coaching mindset into your advising sessions, and you will leave with a better understanding of how to answer the question, “is this a coaching opportunity, or an advising opportunity?”

Laura Kerslake is currently a Work Experience Coordinator with Arts Work Experience in the Faculty of Arts at the University of Alberta. She enjoys having the opportunity to work with students every day to help them discover their goals and skills through coaching and advising. Laura strives to engage her students in discovering and designing their preferred outcomes in work experience. Laura has previously held positions with the U of A Career Centre, City of Edmonton and Government of Canada. Laura completed her Doctor of Music at the U of A in 2015. Laura is a Certified Coach Practitioner with the Certified Coaches Federation and incorporates both coaching and the Appreciative Advising model when working with students.

Amber Nicholson works as a Career Development Officer for the Faculty of Arts at the University of Alberta. She oversees the development of programs, events and services that meet the career development needs of Arts undergraduate students, and helps connect them with employer communities. Prior to her current role, Amber held positions at the U of A in Advancement and Alumni Relations and with the U of A Career Centre. She has a Master of Arts in Communications and Technology and BA (Hons) in Psychology from the University of Alberta. Amber is a Certified Coach Practitioner and has taken training in Appreciative Advising.
Ending the Conversation Before it’s Begun: The Role of Microaggressions and Bias in Denied Accommodation Requests
Evelyn Hamdon and Wade King

In this session, we explore cases of denied accommodation requests and the role that microaggressions and bias might play in these cases. We consider and host a conversation about how the trajectory of these cases might differ if we were drawing upon the principles of human rights and equity.

Evelyn Hamdon is an advisor in the Office of Safe Disclosure and Human Rights. Evelyn has a Ph.D. in Educational Policy Studies from the University of Alberta. Her doctoral project addressed gendered Orientalism, with a focus on its reproduction in Hollywood films. More broadly Evelyn’s research and practice are grounded in anti-oppression and de-colonial theories. She is the author of Islamophobia and the question of Muslim identity (2010, Fernwood Books) as well as several book chapters and journal articles that examine forms of social exclusion at the nexus of gendered and racialized identities.

Evelyn worked for over two decades as an equity and inclusion educational and strategic consultant, including in post-secondary contexts, before coming to the University of Alberta to work in the Office of Safe Disclosure and Human Rights (OSDHR). In her role at OSDHR, she provides disclosure, education and consulting services to her colleagues relating to equity, diversity, inclusion, and human rights.

Wade King is the Director of Safe Disclosure and Human Rights at the University of Alberta. He has matter expertise in creating systems and cultures that foster human rights and encourage disclosure, particularly in large, public sector organizations.

Currently, Wade is a Director (and past-President) of the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education, Awards Committee Member of the John Humphrey Centre for Peace and Human Rights and a Director of the Edmonton Business Diversity Network. He is also a past-President of the Pride Centre of Edmonton.

Student Affairs, but Make it Trauma Informed (Yoga)
David Jennings

It is often thought that only people in the helping profession (counsellors, social workers, etc.) should learn and operate through a trauma-informed lens, however this is untrue. Trauma is stored in our bodies, and it does not only present itself when we are conveniently in our counsellor’s office. A student can be triggered and traumatized anywhere, including sitting across from you following a conversation about their enrollment, or which student group they want to join. As a trauma-informed yoga teacher, I will provide basic trauma education,
Assessing Accessibility at the University of Alberta Library

Libraries have a proud mission to bring information and services to the communities we serve and in 2018 we asked ourselves: “How accessible are we really?”. We were interested in three areas of accessibility: our spaces, our services, and our online presence (including our electronic resources). We also wanted to better understand staff awareness of accessibility issues. We used a user-centred assessment methodology and the result was scores of recommendations for improving access and experience for people of many differing abilities.

This session will share with you our assessment methods and the progress we have made to date, in both physical and digital accessibility.

Natasha Nunn is Web Developer in the library and is currently working as a sessional Librarian in the Science & Technology Library. Weiwei Shi is the Digital Initiative Applications Librarian and Sharon Murphy is Associate University Librarian. All three are enthusiastic members of the University of Alberta Library’s Accessibility Committee.
Concurrent Sessions - 3

1:30 - 2:20 p.m.

Meeting the Needs of Graduate Students: The Role of Mentorship
Chantal Labonté, Dylan R. Ashley and Fahed Elian  
Aurora Room

Quality advising, supervision and mentorship of graduate students remains one of the most significant and systematic challenges across most graduate programs. Students who have an inadequate supervisory experience often face higher rates of stress and mental health challenges, which are often tied to a sense of inadequacy. Conversely, a positive mentorship relationship is associated with graduate self-efficacy, satisfaction and well-being while in graduate school. This session will explore the significant role mentorship has on the well-being and overall success of graduate students. Additionally, we will examine the characteristics of positive mentorship relationships and discuss ongoing programs aimed at promoting positive mentorship at the University of Alberta and beyond.

Chantal Labonté is the Vice-President Student Services with the Graduate Students’ Association of the University of Alberta. She is also a PhD Candidate in School and Clinical Child Psychology in the Department of Educational Psychology at the University of Alberta.

Dylan Ashley is the current Vice-President Academic of the Graduate Students’ Association at the University of Alberta. He is a South African-born Canadian currently pursuing a thesis-based M.Sc. in Computing Science. Dylan’s M.Sc., works with the Alberta Machine Intelligence Institute where he studies a branch of Artificial Intelligence called Reinforcement Learning under the supervision of Dr. Richard Sutton. Before this, Dylan was a BSc. student in Computing Science at the University of Alberta, and before that, a High School student in South Africa. Between deadlines, you can often find him working to become a better amateur photographer.

Fahed Elian is the current president of the Graduate Students’ Association. He is a PhD candidate in the Department of Medical Genetics. His research focuses on genes associated with breast cancer.

The Support Response Following a Campus Death
Adam Conway  
Prairie Room

The Supports Following a Campus Death Committee was established by the Dean of Students in 2019 as part of a broad strategy to enhance institutional response to a death on, or that affects, any of our campuses or communities. A cross-departmental working group has been evaluating, considering, and proposing supports and how and when to access these supports after a death that affects the University and our community. Come and hear what has been done and participate in discussions to build on the work so far and to shape the future state of supports following a campus death.
Adam Conway started at the U of A as an employee in July 2010. He came to the University from the Alberta Emergency Management Agency, where he oversaw the Agency Response and Readiness Centre. Prior to that, he spent 7 years working for the Canadian Red Cross Society’s Disaster Management service. Adam is a graduate of the Faculty of Arts at the University of Alberta, but he actually comes from a University of Alberta family, and has been on-campus in a variety of roles since childhood, from ‘Instructor’s Child’ to ‘Beer-drinking Undergraduate Student’ to ‘Grateful Alumnus’.

Now, as Team Lead for Emergency Management & for Implementation & Collaboration, Adam is responsible for the University’s readiness for a major emergency and for Units’ abilities to implement the Safety Management System. This work takes him to every corner of the University, and means working with every kind of stakeholder.

After work is done, Adam moonlights as a humourist, musician, and actor.

What’s In a Name? ... Supporting International Students Through Correct Name Pronunciation

Ying Shan (Doris) Zhang, Nora Lambert, Xiaobing Lin

Have you ever struggled to pronounce the names of international students that you are advising? Have you ever wondered about what impact, if any, that name pronunciation might have on students? In the session, the presenters will discuss the findings of research and the important implications that concrete efforts to correctly pronounce heritage names can have. You will also learn about how UAlberta International and the Faculty of Arts are partnering to help staff and faculty address the issue of heritage name pronunciation with our largest international population, Mandarin language speakers.

A study by Ying Shan (Doris) Zhang, PhD candidate, from the University of Alberta’s Intercultural Communication Lab reveals that heritage names are important to international students at personal, familial, and ethno-cultural levels, and that any distortion to their names, such as mispronunciation, may be perceived as a violation of their self-image. From an institutional perspective, the international student experience should be two-directional: while students must make efforts to integrate into their new environment, the host institution and its staff also hold a responsibility to adapt the delivery of programs and services in a way that is accessible and welcoming. By making active efforts to correctly pronounce the heritage names of international students, advisors can take a step to make students feel more welcomed and valued at their institution.
This session will also include an interactive segment led by Xiaobing Lin and Nora Lambrecht, International Student Specialists with UAlberta International, during which they will introduce the basics of Mandarin Chinese name pronunciation. Additionally, a name pronunciation chart will be provided to each participant, which can be used in their daily work.

Ying Shan (Doris) Zhang is a PhD Candidate in Social and Cultural Psychology at the University of Alberta. Doris is interested in language, acculturation, and multiculturalism research. Specifically, she studies the impact of language and other social and cultural factors on the well-being and cross-cultural adjustment of international students and immigrants.

Nora Lambrecht joined University of Alberta International, as an International Student Specialist in 2012 and became a Regulated Canadian Immigration Consultant in 2014. Most of her career has been in Student Services in post-secondary institutions in China. Nora is fluent in English, Farsi and Mandarin. Nora is not only active in providing immigration support to international students at the U of A, but also involved in program management, student support and advocacy, intercultural training and development, and involved in various cross campus collaboration networks in raising awareness to many student health and wellness issues.

Xiaobing Lin is an International Student Specialist and Regulated International Student Immigration Advisor at UAlberta International. She worked in two Chinese universities for 12 years before coming to study and work at UAlberta in 2012. She has a background in higher education and second language education. She brings rich experience into her current work on international student services and programs. She is fluent in English and Mandarin Chinese.
**Improving Academic Outcomes through Care and Outreach**
Stephanie Dickie and Denise Li

See how the Faculty of ALES has decreased their marginal and required to withdraw student numbers, fostered student well-being, and developed relationships built on mutual trust.

**Stephanie Dickie** is an undergraduate student advisor in the Faculty of ALES. She has a particular interest in working with at-risk students and those facing multiple barriers to personal and academic success.

**Denise Li** is a student advisor at the U of A in the Faculty of Agricultural, Life and Environmental Sciences. She is an accomplished advisor who is passionate about supporting students and connecting them to resources on campus to enrich their university experience. She encourages students to follow their passions, challenge themselves and lets them know it’s okay to ask for help in any part of their life. When she isn’t assisting students with their academic goals, you can find her spending time with her family and working on her shutterbug skills.

campusBRIDGE
Charlotte Wray

campusBRIDGE is a database managed collaboratively across multiple University units. Currently it serves as a job posting board for the Career Centre and other work experience programs, but also serves to support students through FGSR event registrations, KSR co-op placements, CSL course assignments, and job shadow week registration. The poster presentation would go over the different areas it supports students and how our collaborative work has brought in multiple student perspectives under one system.

**Charlotte Wray** is the Recruitment Coordinator at the University of Alberta Career Centre. Her work at the Career Centre is largely centered around supporting campusBRIDGE and its many collaborative partners.

**Occupational Therapy Student Services within the University of Alberta Career Centre**
Alexa Laidlaw, Roxy Diaz, Karen Unger and Christal Ramanauskas

Occupational therapists work with individuals to help them to perform the activities that they want or need to do. Occupational therapy (OT) services focus on the unique life situation of an individual, taking a person-centered approach to help individuals take action to reach their goals and engage in life in a way that matters to them. In this poster presentation, the role of occupational therapy services in the Career Centre at the University of Alberta will be shared to demonstrate how this service supports a user-centered design to service provision.
Within the Career Centre, OT students offer inclusive services to promote the health and wellbeing of students and alumni. OT student services address needs across any life domain that may impact an individual’s participation in their role as a student or worker. Current services offered through OT students include one-on-one sessions and workshops that use Acceptance and Commitment Therapy as a primary framework. The OT role within the Career Centre is continuing to grow and develop to fit the broad needs of clientele within the Career Centre.

Alexa Laidlaw is a second year student in the Occupational Therapy program at the University of Alberta. She is currently completing a fieldwork placement at the U of A Career Centre and providing occupational therapy services to students and alumni in conjunction with the AWEP and T2C programs.

Roxy Diaz is a second year occupational therapy student at the UofA currently on placement at the U of A Career Centre within AWEP.

Karen Unger is the Accessibility Work Experience Program (AWEP) Coordinator at the University of Alberta Career Centre, supporting UofA students and recent graduates who have a permanent disability that is impacting their search for employment. Karen oversees MScOT students who are completing their fieldwork placements at the Career Centre and secretly wishes she was an Occupational Therapist.

Christal Ramanauskas is a clinical lecturer in the University of Alberta Department of Occupational Therapy, where she teaches in mental health, physical health, with a focused interest in interviewing skills and therapeutic relationship building. Christal supervises role-emerging fieldwork placements at the UofA Career Centre, where MScOT students collaborate with clients on goals related to employment, academics, and other life domains, drawing on Recovery Philosophy and Acceptance & Commitment Therapy. Christal enjoys spending time outdoors, bird watching with her kids.

Orientation at the University of Alberta - Where We Are and Where We Need To Go
Josh Connauton and Laura Huxley

Orientation for new students, undergraduate and graduate students alike, is one of the most important programs any university can have. At the U of A, over a dozen departments and units come together each year for three weeks in August and September to welcome the almost 10,000 new incoming students to the U of A. In this presentation, you will hear not only the results of the first ever campus wide Orientation survey, but see how these results are helping to inform our future planning on how orientation across the U of A will move to become more equitable using EDI and UD principles based on the feedback received from students.
Josh Connauton is the Strategy Manager, Student Events & Orientation for the University of Alberta Students’ Union (UASU). Josh’s professional career spans 8 years at the U of A, working in orientation, student recruitment, student leadership, and student group administration. Beyond this, Josh holds his BA from the University of Alberta, and is currently completing his Masters in Educational Policy Studies at the U of A.

Laura Huxley is the Acting Manager, Student Affairs in the Office of the Dean of Students at the University of Alberta. Laura’s career in supporting students at the U of A began in 2012 with her work in Residence Services, most recently working at the Manager of Residence Life and Education. Over her various roles on campus, Laura’s work has focused on student leadership development, orientation and transition programs, student group programming, student conduct, crisis response and case management, and policy development. Laura recently completed her MA at Royal Roads University.

Student-Centered Design - Putting Students at the Forefront of Service and Program Development
Meagan Eckel

University students are a subset of the population with specific and constantly evolving needs. University campuses often offer several student services to ensure students can succeed regardless of the challenges that may arise during their studies. Students have individual circumstances impacting their ability to learn thus they will vary in the degree of support they require. It is important that the services at the university are dynamic and can accommodate the needs of students for the current year, but also be able to support the new needs that may arise for new cohorts. Without consulting with students it can be difficult to cater services to the current challenges plaguing students. As student advisors we interface with students on a regular basis, therefore, we have the ability to empower students to be involved in the development of services for students.

My poster presentation will see to explore the following questions:
How can we put students at the forefront of developing services to meet their needs?
How can we engage students in developing effective student services?

Meagan Eckel, is a third year Honours Psychology student in the Faculty of Science. Currently, she is completing her Science Internship Program placement at the Office of the Student Ombuds at the University of Alberta. In the Ombuds office she works with students to help them navigate the policies of the University.
Addressing University Service Barriers for Students with Mental Health Concerns
Fenya Fitzpatrick

Students experiencing mental health concerns may not access services on campus for a number of reasons, such as location, confidentiality concerns, or fear of judgment. While not all student services exist to directly address these students’ mental health concerns, it is important for student advisors to be aware of these barriers and to have the ability to implement steps to minimize them. This ensures that when students need to access university services, they are able to do so in an equitable manner according to what accommodation they may need. This poster presentation aims to discuss some challenges that could be keeping students with mental health issues from accessing student services on campus, and to discuss some approaches that student advisors can take to ensure that those barriers are minimized.

Fenya Fitzpatrick is an Undergraduate Ombuds Intern at the Office of the Student Ombuds, where she helps guide undergraduate students through processes and policies at the University of Alberta. Fenya is an undergraduate student in her third year of her Bachelor of Arts degree, majoring in psychology.

Advising for Success: Student-Centered Approach
Kayann Peynado Ferguson, Wioletta Polanski, Christine Whelan, Kim Olson, Shelley Rushford, Jeffrey Behrens and Miki Zwarich

The Undergraduate Student Services team in the Faculty of Arts has been (re)thinking and re (framing) its approach to student service as we seek to strengthen the relationship and partnership with our students toward holistic academic growth and resiliency. Advising has indeed shifted from mere course selection to a more personal, social in-depth conversation about the real life challenges that often affect student academic performance.

21% of our population are international students, which has its own unique strengths and challenges. International students bring with them not only the experiences of their cultural norms but also the reality of settling in a new home and academic environment. Negotiating these complexities requires resilience, however, not in the traditional sense; which makes the role of a student advisor even more dynamic and a bit more difficult to navigate. We are fully aware that each student (domestic and international) is unique, and comes prepared with different experiences, skill sets, social capital and with varying levels of risk and resiliency. Thus we recognize that advising needs to be multifaceted in its design to meet the demands of all students.
The poster will focus on some of the key initiatives currently being undertaken:

- Implementation of strategies from the Appreciative Advising Frame
- Some of the practical/cost effective measures taken towards strengthening relationships and improving customer satisfaction
- Implementation of sit-down advising
- The soft-launch of our stay on track program for our students who are academically at-risk.

**Kayann Peynado Ferguson, MEd:** Kayann’s career in Student Services started in her birth country, Jamaica, in 2007. Her previous roles include Student Advisor, Northern Caribbean University, Career Development Officer and Head of Training, HEART Trust National Training Agency. She joined the U of A family in 2017 working in the Department of Philosophy and Linguistics as the Undergraduate Administrator/Advisor and later moved to the Faculty Office in 2018 as Team Lead: Advising. Kayann has a degree in Guidance and Counselling from Northern Caribbean University, and an MEd in Educational Policy Studies, Administration & Leadership from the U of A. Kayann’s strongly believes that every student has the capacity to excel; some may just need a little extra care and support.

**Wioletta Polanski, MA:** Wioletta Polanski is an International Student Advisor for the Faculty of Arts, Undergraduate Student Services. She holds two Master’s degrees, in Translation Studies and in Art & Design/Humanities Computing, both from the University of Alberta. Wioletta’s student-focused experience includes years working at the Office of the Registrar, as well as teaching Beginners’ Polish courses at the Department of Modern Languages and Cultural Studies. She is also a professional translator with a track record of published texts.

**Christine Whelan, BA:** Christine is a bonafide word nerd who is always up for a discussion of the wonder of language. She has been with the University of Alberta for thirteen years and prior to that spent many years in the book business. Christine currently serves as the Student and Discipline Advisor and is very passionate about her role. Christine has a BA, in Linguistics, with a minor in English.

**Kimberly Olson** has been a Student Advisor in the Faculty of Arts for over 15 years. In addition to advising, Kim has had roles in recruitment, training, and Academic Advisement (degree audit) programming. After almost 20 years at the University of Alberta, seeing the students succeed is the best part of the job. Kim won the 2016/2017 Outstanding Staff Award in the Faculty of Arts.

**Shelley Rushford** started her student service career at Grant MacEwan University as Student Services Assistant, then moved to North Idaho College in the USA, where she served as Assistant to the President, with special responsibilities to the honors society students. Upon Shelley’s return to Canada she started working with the U of A; Faculty of Arts in 2009, where she currently serves as a student advisor.
Jeffrey Behrens, MA: Jeff is a graduate of the Augustana Faculty and Queens’ University. He has worked at the University of Alberta for just over four years. He currently works as a student advisor, Faculty of Arts, where he enjoys working with students face-to-face and getting to be part of their academic journey. He is the exhausted father of three small children and loves baseball.

Miki Zwarich, BA: Miki was born and raised in Jasper, Alberta. After graduating with a BA in Sociology from the University of Alberta, she occupied several different post-secondary positions from student life to administration. Currently, she is both a Student Advisor in the Faculty of Arts at the University of Alberta and a part-time student, working on a BA after degree in Film Studies. When she is not watching snooty art films, she is building her collection of glasses and indulging her karaoke addiction.

The Role of Cultural Intelligence in Improving Supervisor-Student Relationships
Bhuvaneswary Narayanan

Many international students face cross-cultural challenges to establishing a rapport with their Canadian supervisors. The four-dimensional Cultural Intelligence (CQ) model developed by Soon Ang and Linn Van Dyne (2008), which measures individuals’ ability to adapt and perform in culturally diverse work settings, can be a useful framework to help international students navigate cultural differences and build better relationships with their supervisors. Although several studies in the last decade have demonstrated that self-evaluation and focused cultural education based on this model can contribute to successful international work and study experiences, there is little research on how this model may be applied to supervisor-student relationships. This poster explores the factors affecting student-supervisor relationships through the CQ framework and develops a guide for international graduate students that might mediate these challenges.

Bhuva is a PhD Candidate in the English and Film Studies Department.
You’re a Designer. Start Here.
Derek Warwick

Forget about expertise. With a fine-tuned practice of empathy, each of us is able to develop effective solutions to student needs. In this Ignite session, participants will be given tools to begin applying human centred design to find innovative approaches to complex problems.

Derek Warwick (he/him) designs solutions to improve student, staff, and faculty member wellness within the University of Alberta’s Faculty of Engineering. Over the last decade he has worked in violence prevention as an educator and consultant in not-for-profit organisations and government. Through delivering a 16-week healthy relationships program to teen boys across Edmonton, Derek was moved to improve overall student wellness, and worked as a success coach in elementary/junior high schools.

Whatever the role, Derek aims to deliver impactful work with a guiding tenet: empathy.

The User-Centered Evolution of Transition to Career (T2C)
Jia Jia

Transition to Career (T2C) is a user-centred career education program that aims to help individual participants become self-directed in managing their own careers and successfully transition into the next chapter of their career. This presentation will be focused on the iterative design process that T2C went through, specifically in its development, delivery and revisions. We hope to connect with the audience who may have similar experience and build a community of practice to support and learn from each other.

Jia Jia has over 10 years of experience in various career services roles such as career advising, employer relations, career coaching, as well as program development and administration. Advanced training in Educational Psychology and Business Administration has enhanced her ability in managing teams and projects, and building successful collaborations with community partners and stakeholders, making T2C a uniquely effective learning opportunity for all career explorers. As the Team Lead of Transition to Career (T2C) and a Career Coach at the UofA Career Centre, Jia is dedicated to the success of our program participants and coaching clients. She is a Certified Coach Practitioner through the Certified Coaches Federation.
Sexual violence stems from power and control -- at its core, it is someone choosing to violate someone else’s boundaries and a survivor’s choice being ignored. This loss of choice and control often continues throughout recovery, as society has created a maze of myths and expectations on the “correct” way to heal. Sexual violence is also pervasive, it impacts the lives of many, including those on our campus. So how do we escape the maze? How can we challenge rape culture and foster healing? In five minutes, we will examine how person-centered care helps survivors heal in their own way and how that supports their growth. By debunking myths, and providing information and unconditional support in their choices, it provides a safe space where survivors can feel heard, believed, and validated. Regaining the control that was taken away can lead to empowerment and healing. Survivors are resilient, and person-centered care can help them navigate the maze.

**Paige Cahill** has been involved in anti-sexual violence advocacy since volunteering with the University of Alberta Sexual Assault Centre as a Volunteer Intake Support Worker in 2014. After completing her undergraduate degree in 2016, Paige was fortunate enough to obtain a staff position at the same Centre that she believes was so transformative during her academic career, and now oversees its Crisis Intervention Program. Her work involves training and supervising a team of incredibly dedicated and talented Crisis Intervention Volunteers who facilitate education workshops and provide support, advocacy, and accompaniment to survivors of sexual violence and their supporters. Paige is passionate about survivor-led advocacy, person-centred support, and the tremendous impact a positive first response can have. When not at work, Paige engages in other interests including her cat, board games, and fantasy novels.

**Emily Quon** is in her third year of volunteering with the Sexual Assault Centre. During her time at the Centre, she has been involved with the Crisis Intervention Team where she provides person-centered support though supportive listening, providing information, and connecting clients to resources. Emily is also currently the Outreach Coordinator at the Peer Support Centre, where she facilitates workshops and supportive listening training for volunteers and the campus community.
The Student in the Library: Partnering on Student Growth, Resilience and Academic Success

Angie Mandeville and Lindsay Johnston

The University of Alberta Library seeks to facilitate student academic success, growth, and resilience by providing collections, information resources, innovative tools, and services to support scholarly inquiry and information and digital literacy competencies. Recent studies of library front line services indicate an increasing need to partner with campus service providers to offer a seamless experience, and to help students to navigate the full range of university services. Studies also highlight the problematic nature of our service model, which requires students to identify that they have a problem and approach us for help. Informal feedback from our Student Library Advisory Committee tells us that students who are engaged with the library value our services, but they learn about them too late in their academic careers.

While user-centered service is a fundamental principle in libraries, we are in the early stages of using more formal user centered design (UCD) strategies to reconceptualize existing services and develop new ones. One of the University of Alberta Library’s strategic priorities is enriching student learning. We care about students and our libraries are an important part of their campus life, contributing to both academic and personal growth. We aim to work with students and campus partners such as academic advisors to continually adapt and ensure student needs are met.

Angie Mandeville is the Interim Head & Public Services Manager of the Cameron Science & Technology Library and Winspear Business Library at the University of Alberta as well as the subject librarian for the department of Human Ecology (ALES). She has worked in various public service librarian roles on three University of Alberta campuses since 2003. Her professional interests include reference and information service, especially as tied to the interdisciplinary information-seeking of undergraduate and graduate students, the lifelong research and learning behaviours of alumni and the staff learning and development that underpins excellent service.

Lindsay Johnston (BA, MA, MLIS) has held various positions at the University of Alberta Libraries since 1999. She is currently the public services manager for the Rutherford Humanities & Social Sciences Library and Weir Law Library, and is the subject librarian for Philosophy. Her areas of focus include reference, discovery, instruction, and staff training and she values the importance of the continuum of public service which connects all four.