

Student Advisors' CONFERENCE

Tuesday, March 1, 2016



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Welcome to the 32nd Annual Student Advisors' Conference!

Before we start our event, we wish to acknowledge that the land on which we will be gathering is Treaty 6 territory. This is a traditional meeting ground for many indigenous peoples, such as the Cree, Saulteaux, Blackfoot, Metis and the Nakota Sioux; it is a welcoming place for peoples from around the world. We therefore acknowledge and thank the diverse Indigenous peoples whose footsteps have marked this territory for centuries. Their spiritual and practical relationships to the land create a rich heritage for our learning and our life as a community.

This conference encourages you to learn about new directions and initiatives at universities and colleges around Alberta and to add to your professional toolkit. The theme, "Coming Together: Integrating Practices and Inspiring Change", emphasizes the integral role we all play in supporting student success.

Starting off the morning, Dr. Helen Vallianatos, the U of A's new Associate Dean of Students will facilitate the keynote discussion with three inspirational leaders, our Dean of Students, present and past: Dr. Bill Connor, Dr. Frank Robinson, and Dr. Robin Overall. The three Deans will share their views on student services and its evolutions, their successes and challenges, and the most memorable moments during their tenure.

As always, the Student Advisors' Conference focusses on the fundamentals of how student service professionals interact daily and work collaboratively. We meet as peers and colleagues to talk about the importance of the work we do and expand our knowledge and skills. Similar to last year, we have a number of concurrent sessions, shorter Ignite sessions, and poster sessions. This year, we pay tribute to our colleague, Mark Chytracsek, from Augustana Campus, who represented the essence of what it truly means to be a caring student services professional. This session is listed in the program schedule.

We would like to share greetings from the Honourable Marlin Schmidt, Minister of Advanced Education:

"Our government is committed to providing access to advanced learning opportunities and increasing Albertans' post-secondary participation. I commend you and the conference attendees in the important work you do providing support for Alberta's post-secondary students as they strive to meet their education and career goals. While my schedule does not permit me to attend, I wish you all the best for a successful event."

We encourage you to meet new colleagues, build new connections, and learn new strategies. Also, we recommend that you have some fun by engaging in the wellness activities during our breaks.

Have a wonderful day!

The 2016 SAC Planning Committee

The Student Advisors' Conference Planning Committee

Natalie Sharpe (Chair)	Office of the Student Ombuds
Kumarie Achaibar-Morrison	University of Alberta International
Cheryl Anderson	Office of the Dean of Students
Suzanne Butler	Aboriginal Student Services Centre
Nadine Desaulniers	Office of the Dean of Students
Wendy Doughty	Student Success Centre
Brent Epperson	Office of the Student Ombuds
Josh Hillaby	Office of the Student Ombuds
Marc Johnson	Office of the Student Ombuds
Keanna Krawiec	Office of the Dean of Students
Veronica Kube	Office of the Student Ombuds
Michaela Mann	Students' Union
Raymond Matthias	Faculty of Engineering
Karen Pinkoski	Office of the Registrar
Tiffany Sampson	Community Social Work Team
Helen Vallianatos	Office of the Dean of Students
Sarah Wolgemuth	Residence Services
Debbie Yee	Office of the Dean of Students

Conference Sponsors

We wish to acknowledge our donors who have generously contributed to the conference. Your support has helped us to continue offering this professional development opportunity for the student advising community.



Registration and Check in

Upon your arrival at Lister Conference Centre, head upstairs to the second level. Check in at the registration table in the main lobby, where you'll receive your name tag. If you've registered but still need to pay by cash or cheque, you can pay at the registration table.

Registration opens at 8:30 a.m. You can store your coat on the rack in the main lobby where continental breakfast will also be available. As you finish getting settled in, make your way to the Maple Leaf Room where we will begin the day together.

Meals

Your conference registration includes continental breakfast, lunch, snacks, and beverages throughout the day. If you've indicated specific dietary needs with your registration, and we were not able to accommodate you through the main menu, please confirm with the catering staff if a separate plate was prepared.

Wellness Activities

Colouring pages

In the center of each table we will have colouring pages and crayons available for your use throughout the day.

Reflection cards

Each table will have reflection cards for jotting down your personal thoughts on the sessions throughout the day. We encourage you to add them to the Reflection Board in the main lobby, or take them with you.

Photo booth

A photo booth will be set up in the main lobby for you to capture experiences of the day with some of the great people you meet.

Yoga

A yoga session with instructor Gillian Kennedy will begin at 12:45 p.m. in the Glacier Room. The session uses chairs and will not require a yoga mat.

Wellness Walk

The Wellness Walk with staff from Counselling and Clinical Services will begin at 12:45 p.m. Weather-permitting, the Wellness Walk will take place either outdoors or inside through the Lister Conference Centre, so dress appropriately. All delegates interested in participating should meet at the registration table by 12:45 p.m..

Share online

We encourage all delegates to share their experiences at the Student Advisors' Conference with photos, tweets, and posts! Use the hashtags #SAC2016 and #WhyIAdvise to share your thoughts throughout the day.

Schedule

8:30 a.m. - 8:45 a.m.	Coffee and registration		main lobby
8:45 a.m. - 8:50 a.m.	Welcome and Traditional Welcome		Maple Leaf Room
8:50 - 10:20 a.m.	Keynote Discussion		Maple Leaf Room
10:20 - 10:30 a.m.	Coffee and Networking		main lobby
10:30 - 11:20 a.m.	Concurrent Session 1		
	Appreciative Advising Using International Student Narratives	Lubna Ahmad, Nora Lambrecht, & Xiaobing Lin	Prairie Room
	Keeping up with Generation Z - Adapting to the Ever-Evolving Needs of Students	Norma Rodenburg & Nicole Kiffiak	Aurora Room
	Mediation in Student Advising	Marc Johnson & Brent Epperson	Glacier Room
11:20 - 11:30 a.m.	Coffee and Networking		main lobby
11:30 a.m. - 12:20 p.m.	Concurrent Session 2		
	Am I Being Fair?	Veronica Kube	Aurora Room
	Inside Scoop: Student Panel on Student Advising	Michaela Mann & Student Panel	Prairie Room
	The Dark Side of Social Media: Would you know what to do?	Deb Eerkes, Wade King, & Adam Conway	Glacier Room
12:20 - 1:30 p.m.	Lunch		Maple Leaf Room
12:30 - 2:30 p.m.	Poster Sessions		Maple Leaf Room
	Giving more than sample syllabi: PhD student mentorship & transformational learning in a language teacher preparation program	Trudie Aberdeen & Dr. Olenka Bilash	
	Office of the Student Ombuds Internships: A New and Inspiring Program	Natalie Sharpe	
	Transition to Career: Helping Students Succeed During and After University	Jia Jia	
	Serving the Whole Student	Karen Pinkoski & Student Connect Advisors	
	From Student to Student: the Value of the Student-staff Perspective in Advising and Services	Josh Hillaby	
12:45 - 1:15 p.m.	Yoga	Gillian Kennedy	Glacier Room
12:45 - 1:15 p.m.	Wellness Walk	Counselling & Clinical Services	meet at registration desk

1:30 - 2:20 p.m.

Concurrent Session 3

Be a Factor: Honouring Mark Chytrcek	Sarah Wolgemuth, Rob Ford, & Angela Chytrcek	Prairie Room
Beyond the List: Making Effective Referrals	Parker Leflar & Kris Fowler	Aurora Room
Self Care: Taking Care of Your Students and Yourself	Nicole McLeod & Jessica Wyllie	Glacier Room

2:20 - 2:35 p.m.

Coffee and Networking

main lobby

2:35 - 3:45 p.m.

Ignite Sessions with question period

Maple Leaf Room

Crowdfunding for Student Initiatives	Sam Singh
The Changing Face of Libraries	Tatiana Usova
Fall Reading Week: Where it came from and what impact it had	Brock Richardson & Katie Allan
New Initiatives in Designating Breastfeeding Spaces on Campus	Allison Norris & Georgia Dewart
Institutional Allyship: The Importance of Safer Spaces and the Necessity of Creating Them Within Ourselves	Daniella Marchand & Colleen Pirie

Starting off the morning, Dr. Helen Vallianatos, the U of A's new Associate Dean of Students will facilitate the keynote discussion with three inspirational leaders, our Dean of Students, present and past: Dr. Bill Connor, Dr. Frank Robinson, and Dr. Robin Everall. The three Deans will share their views on student services and its evolutions, their successes and challenges, and issues to consider for student advisors working at any post-secondary institution.

Our Speakers

Bill Connor, PhD

After teaching at the University of New Brunswick and the University of British Columbia, Bill Connor joined the University of Alberta's department of English and Film Studies in 1982. Since joining the U of A, he has served in a variety of administrative roles, including Associate Dean of Arts (Student Programs and Planning), Dean of Students, Interim Dean of the Faculty of Extension, Associate Vice-President (Academic), and Vice-Provost. Research interests include American and Canadian literature and composition and rhetoric.

Robin Everall, PhD

Robin Everall is the interim Vice Provost and Dean of Students. She holds a BA, MEd, and PhD, each completed at the University of Alberta. She began her U of A career in 1996 as the Director of Student Affairs in the Faculty of Education, Undergraduate Student Services. Joining the faculty as an assistant professor in 1998, Robin moved through the academic ranks and into administration. Prior to her current position, she was a professor in counselling psychology, Chair of the Department of Educational Psychology and then was seconded as a Provost Fellow, Student Mental Health to investigate current and best practices to address student mental health issues and services at post-secondary institutions. Following the completion of a report that included recommendations to strengthen mental health and wellness initiatives, she was tasked with facilitating the delivery of relevant, responsive and accessible mental health and wellness services for students. Robin joined the Office of the Dean of Students in 2012. In addition to her academic career, Robin is a registered psychologist who has engaged in private practice.

Frank Robinson, PhD

Frank Robinson was the Vice-Provost and Dean of Students from July 2008 to December 2014. Frank joined the University of Alberta in 1986 as an Assistant Professor in poultry science. He holds a BS in Agriculture from the University of Saskatchewan, a MSc from Virginia Tech and a PhD from the University of Guelph. Frank's primary research focus involves the reproductive fitness of chickens and turkeys and he has made over 300 presentations to poultry communities and the public. He has served the Department of Agricultural, Food and Nutritional Science as Associate Chair (Academic), and as Associate Dean (Academic) of the Faculty of Agricultural, Life and Environmental. Frank is an avid champion of inquiry-based learning and has been particularly interested in improving the freshman experience for students.

Helen Vallianatos, PhD

Helen Vallianatos is currently the new Associate Dean of Students as well as Associate Professor in the Department of Anthropology. Her research and teaching focus on the topics of food, gender, body and health, and the majority of her research involves collaborative, interdisciplinary work. She is very interested in embodied learning and bridging the classroom with everyday experiences, incorporating community service learning into many of her courses, and was awarded the Faculty of Arts Undergraduate Teaching Award in 2012. She has served as the Associate Chair (Undergraduate Programs) in the Department of Anthropology for the past 3 years, and taught the Anthropology Honours students how to design and carry out research projects across the subdisciplines of Anthropology. She hopes her past research, teaching and service experiences will translate well into her new position working with and for students.

Appreciative Advising Using International Student Narratives

Lubna Ahmad, Nora Lambrecht and Xiaobing Lin - International Student Services (UAI)

Prairie Room

After sharing several personal stories of international students, the audience will be prompted to reflect on these narratives and think about the deeper underlying challenges and how best to help. We will be using Appreciative Advising, a student-centred model, which has proven its effectiveness in helping students achieve their academic success. We will look at how to further enhance this model when advising international students. We will examine the various phases and discuss ways to better understand and address the relevant cultural nuances, using the presented narratives.

Keeping up with Generation Z - Adapting to the Ever-Evolving Needs of Students

Norma Rodenburg and Nicole Kiffiak -
Office of the Registrar and Department of Psychology

Aurora Room

As advisors and student affairs professionals, understanding our student population is critical. What makes them tick? What are their priorities? Why do they do what they do? Who are their influencers? This presentation will explore the context of Gen Z and provide participants with an opportunity to share and discuss best practices when working with our current demographic of students. How can we as Advisors/University Professionals better adapt to students' constantly changing needs and demands? What changes do we need to make to our advising practices and procedures?

Mediation in Student Advising

Marc Johnson and Brent Epperson - Office of the Student Ombuds

Glacier Room

Ombudspersons frequently work with angry and positional clients. It can be challenging to help distressed people move beyond their respective positions. This presentation discusses some key concepts in conflict resolution and identifies strategies to enable clients to become more effective communicators. We will begin with a brief discussion on the nature of conflict, followed by an exploration of the differences between positions and interests. We will outline some particularly useful communication skills from ombuds practice, which may empower student advisers to uncover clients' motivations and to diffuse potentially difficult situations. Participants will engage in scenarios to gain experience and practice in their communication skills.

Inside Scoop: Student Panel on Student Advising

Michaela Mann and Student Panel - Leadership and Recognition (Students' Union)

Prairie Room

This panel of students from various backgrounds will speak about their experiences with advising on campus. They will discuss what works, what is challenging and will provide suggestions on what students most appreciate from advisors.

Am I Being Fair?

Veronica Kube - Office of the Student Ombuds

Aurora Room

As student advisors, we operate within a set institutional framework comprised of structured policy and process. Our daily work, however, is far from standard black and white; two students with the same issue on paper often present with distinctive concerns, unique needs, and different personalities. The dynamic nature of our work with students prompts us to think about how – with so many variables – we can work to maintain a standard of fairness in our treatment of students. What does “fairness” even mean? This presentation explores perceptions and feelings around fairness, and the importance of fairness in institutions. Using a relational/communication perspective, participants will engage in table topics, group discussions, and self-reflections. Topics include fairness, the impact of myth conceptions and assumptions about fairness, and strategies to test for fairness. My goal is for attendees to leave with an increased sense of self-awareness, and practical tools they can implement in their everyday work.

The Dark Side of Social Media: Would you know what to do?

Deb Eerkes, Wade King, and Adam Conway - Student Conduct and Accountability, Office of Safe Disclosure and Human Rights, and Emergency Management

Glacier Room

As a student advisor, you may come across negative social media postings that worry you. Misogynistic, racist or homophobic rhetoric undermines diversity and inclusion. Tasteless or damaging humour may have a wide impact on the University community. The now-infamous Dalhousie dentistry “Gentlemen’s Club” Facebook scandal provided a perfect example of what could go wrong, including confusion about policy, constant media coverage, and strong public opinion about what should be done. Sadly, postings like this could crop up anywhere. If it were to happen here, it could be an isolated post or just the tip of the iceberg. How would you know? What is your role? Who should you call? What should you do in this situation? This panel will provide information on the range and coordination of possible responses to deal appropriately with the situation, and prevent harm to individuals and the institution.

Be a Factor: Honouring Mark Chytracek

Sarah Wolgemuth, Angela Chytracek, and Rob Ford -
Residence Services (Edmonton and Augustana)

Prairie Room

Mark Chytracek was the Director of Student and Residence Services at the Augustana Campus, University of Alberta for 33 years before passing away October 9, 2015 from a heart attack. In the days since his passing, colleagues continue to reflect on the tremendous impact that he had on our professional practice and our lives. We will cover the biggest lessons we can learn from Mark's legacy: never losing a passion for students, being a factor; the importance of balance; and being thankful for the opportunities that our work provides. Whether you knew Mark or not, this session will provide an opportunity to re-focus and reflect on your own leadership style, the impact of your actions, and your sense of balance.

Beyond the List: Making Effective Referrals

Parker Leflar and Kris Fowler - Helping Individuals at Risk (HIAR)

Aurora Room

Making a good referral is more than just compiling a list of resources. We also have to think about immediacy, potential barriers, safety concerns, follow up, and our own limitations. In this session we will discuss factors to consider when determining which resources to give, and strategies/practical suggestions for making effective referrals. You will learn how to make referrals that students are more likely to pursue. At the end of the session, participants will draft an email to a student using the skills they have learned.

Self Care: Taking Care of Your Students and Yourself

Nicole McLeod and Jessica Wyllie - Healthy Campus Unit and Faculty of Nursing

Glacier Room

According to the National College Health Assessment (2013) the number one academic impediment for students is stress. Developing a self-care plan is often recommended to improve self-awareness and coping skills to build resilient young adults. Self-care is exactly what it sounds like, taking care of you. However, it's often easier said than done, and is a very important part of student and staff wellness. We will discuss how self-care can be integrated into learning and working environments. This session will be directed to student advisors, faculty members, and staff as they are the first point of contact for students experiencing stress. Participants will hear first-hand accounts from students and staff in the Healthy Campus Unit and the Faculty of Nursing using a self-care plan as part of their training and curriculum. Participants will have the opportunity to build their own self-care plan.

Giving more than sample syllabi: PhD student mentorship and transformational learning in a language teacher preparation program

Trudie Aberdeen and Dr. Olenka Bilash - Secondary Education

Despite having experienced countless syllabi throughout their years of university study, PhD students can be left ill-prepared to design and implement courses on their own. To foster a graduate student's understanding of how a course can be designed with multiple layers of complexity, a scaffolding of key concepts through modeling, and a balance of inductive and deductive instruction in a teacher practicum course, a 3M National Teaching Award Winning professor created a transformational learning environment. This poster presentation demonstrates how the PhD student, an experienced language teacher and published author, is scaffolded into academic teaching through a transformational learning experience (Kolb & Fry, 1974) The poster data is from multiple sources: personal daily reflections of the undergraduate course by the PhD student, on-going discussions between the supervisor and the PhD student, readings on the importance of personal reflection, and an analysis of classroom activities and artifacts. Key findings were that the PhD student became more aware of the capabilities and expectations of preservice teachers, cognizant of factors which influence the dynamics in undergraduate practicum classes, and aware of effective adult instructional practices.

Office of the Student Ombuds Internships: A New and Inspiring Program

Natalie Sharpe - Office of the Student Ombuds

Flexibility, creativity and improvisation are key to the development of a new ombuds internship program at the University of Alberta. With the adoption of Professional Standards of Practice to provide more consistency and competence in higher education ombudsing in Canada, it became necessary to enhance ombuds training with a more rigorous mentoring program for all incoming ombudspersons, including student ombudspersons. This poster outlines the highlights of the first year of operation from the interns' and mentors' perspectives. The poster demonstrates the importance of collaborating with career development specialists and colleagues with internship models.

Transition to Career: Helping Students Succeed During and After University

Jia Jia - U of A Career Centre

The Transition to Career (T2C) program is a module-based career education program that is designed to be inclusive and flexible, where individuals' unique career interests and needs are addressed and supported. It is open to all U of A students, alumni, and postdoctoral fellows. This poster will outline the main goals of T2C which are:

- to set our community members, especially students, up for success as they experience career transitions
- to develop their career resilience and capacities to become self-directed in managing their career
- to support participants in understanding and developing the knowledge, skills, attributes and
- connections that will help them to succeed during and after university

Mindfulness practices and wellness related resources are incorporated throughout the T2C curricular to help address mental health related risks and issues in career development.

Serving the Whole Student

Le Anne Carbonilla, Karen Pinkoski, Heidi Sugars, and Michael Watmough-
Student Connect Student Services, Office of the Registrar

This poster will showcase 4 to 6 individual student stories that are representative of the diverse student population and breadth of inquiries that we see on a daily basis in the Student Connect Centre in the Office of the Registrar. Students typically access multiple services and resources from their initial interaction at Student Connect; however, we often find that the student's initial inquiry is not reflective of their actual need. The advisors provide communication and coaching skills to help the student clarify what is actually needed.

Through this poster presentation of our stories and data, we hope to provide other advisors with an understanding of how effective a busy front-line student services centre can be for identification of student issues, and facilitation of appropriate referrals to other units, supports and services within the campus community.

From Student to Student: the Value of the Student-staff Perspective in Advising and Services

Josh Hillaby - Office of the Student Ombuds

Josh's poster will highlight the advantages of hiring student staff for front-line service positions at post-secondary institutions and explain how the student perspective can enhance accessibility, communication, and empowerment for students. Mature student staff members have knowledge and expertise about the specific struggles faced by today's students and, with guidance and mentorship from seasoned student service staff, they are well equipped to create the climate to help students advance the necessary skills to take responsibility for their educations and optimize their learning opportunities. Since bias towards the needs and goals of students is a risk of student staff employment, Josh will address how services that employ students can ensure impartiality and objectivity when necessary. The poster session will be primarily focused on Josh's experiences, observations and resulting interpretations but will also employ research and statistics to explore the topic. Josh believes that the visual format of a poster session would be optimal for this topic as it will allow him to show trends in statistics; the informality would also offer him the ability to have constructive discussions with participants about their beliefs and assumptions regarding the potential value and weaknesses of students employed as student service staff.

Crowdfunding for Student Initiatives

Sam Singh - Annual Fund

What is crowdfunding? When you have an idea that needs funding, crowdfunding is the practice of funding a project or venture by raising monetary contributions from a large number of people, typically via the Internet, in a 30-day campaign. Popular crowdfunding sites include Kickstarter and Indiegogo. Crowdfunding is not intended to replace existing funding; it allows small, popular projects the chance to succeed. Crowdfunding provides exciting opportunities to invest directly in projects of personal interest. The U of A has held 11 crowdfunding initiatives over the past 2 years with our campaign partner, USEED. One was the highly successful Giving Day campaign last year, raising \$60,000 to benefit student mental health. Typical crowdfunded amounts for student projects, ranging from \$5,000 to \$20,000, have raised money for travel, athletics, research, hosting conferences, creating work experience programs, developing festivals and productions, and even blasting off into space! A typical crowdfunding campaign is student-driven with a staff/faculty liaison and support from the Annual Fund. Find out how to engage students in this innovative method of fundraising.

The Changing Face of Libraries

Tatiana Usova - Libraries

The word “library” brings up images of books and old buildings. The 21st century library has moved beyond these stereotypes. It is no more a warehouse of books. The library is a vibrant learning and community gathering space where students come to study individually or in groups, to collaborate and to engage in interactive learning, to meet friends and have a conversation, to unwind their mind and attend a cultural event. Today’s Library exceeds its physical boundaries and reaches into the virtual space. You can often see students working on their laptops in an academic library, practicing presentations and learning software on interactive whiteboards, or even printing objects on a 3-D printer. They come to the library to learn, to grow, to form solutions and to create. This presentation will stimulate thinking about the changing role of the library in the digital age and will showcase some collaborative and student-centered library spaces at the University of Alberta.

Fall Reading Week: Where it came from and what impact it had

Brock Richardson and Katie Allan - Office of the Dean of Students and Students’ Union

Fall Reading Week just began in 2015 at the University of Alberta. We will highlight the origins of Fall Reading Week, and describe what other schools are doing across the country. We will share data from follow-up surveys of students and instructors about how they felt about Reading Week, what they spent their time doing, and its impact. The student and instructor data will be compared to provide a full picture of the week and its impact.

Institutional Allyship: The Importance of Safer Spaces and the Necessity of Creating Them Within Ourselves

Daniella Marchand and Colleen Pirie - The Landing (Students' Union)

The Landing is a student service providing resources for support to individuals and communities, marginalized because of gender or sexual identity. The Landing promotes gender equity through extensive programming to prevent gender-based violence; it develops anti-oppression-based community Safe Spaces, builds capacity through training and peer-mentoring. The Landing's Gender-Based Violence Prevention Project (GBVPP), is a campus-wide initiative to increase campus awareness, education, communication, inclusion and safety. The program provides participants the education, tools and skills to educate themselves and their peers about gender-based violence and bystander intervention. Gender-based violence is a common experience in the University community. "Gender-based violence" describes behaviour/practices that cause harm because of an imbalance of power based on gender, gender expression, sexual behaviour and/or sexual orientation. GBVPP training engages participants in skill-building and analysis, focuses on fostering authentic relationships, personal connection and mastery of skills and knowledge necessary for effective communication. Participants learn how to recognize abusive behaviours, and to develop the confidence and skills to confront those negative behaviours. Working with student leaders such as athletes, residence services and fraternity council members, gives us powerful entry points to promote prevention strategies; student leaders play a key role on campus to influence change in their peer culture.