

Student Advisors' CONFERENCE

Friday, March 3, 2016

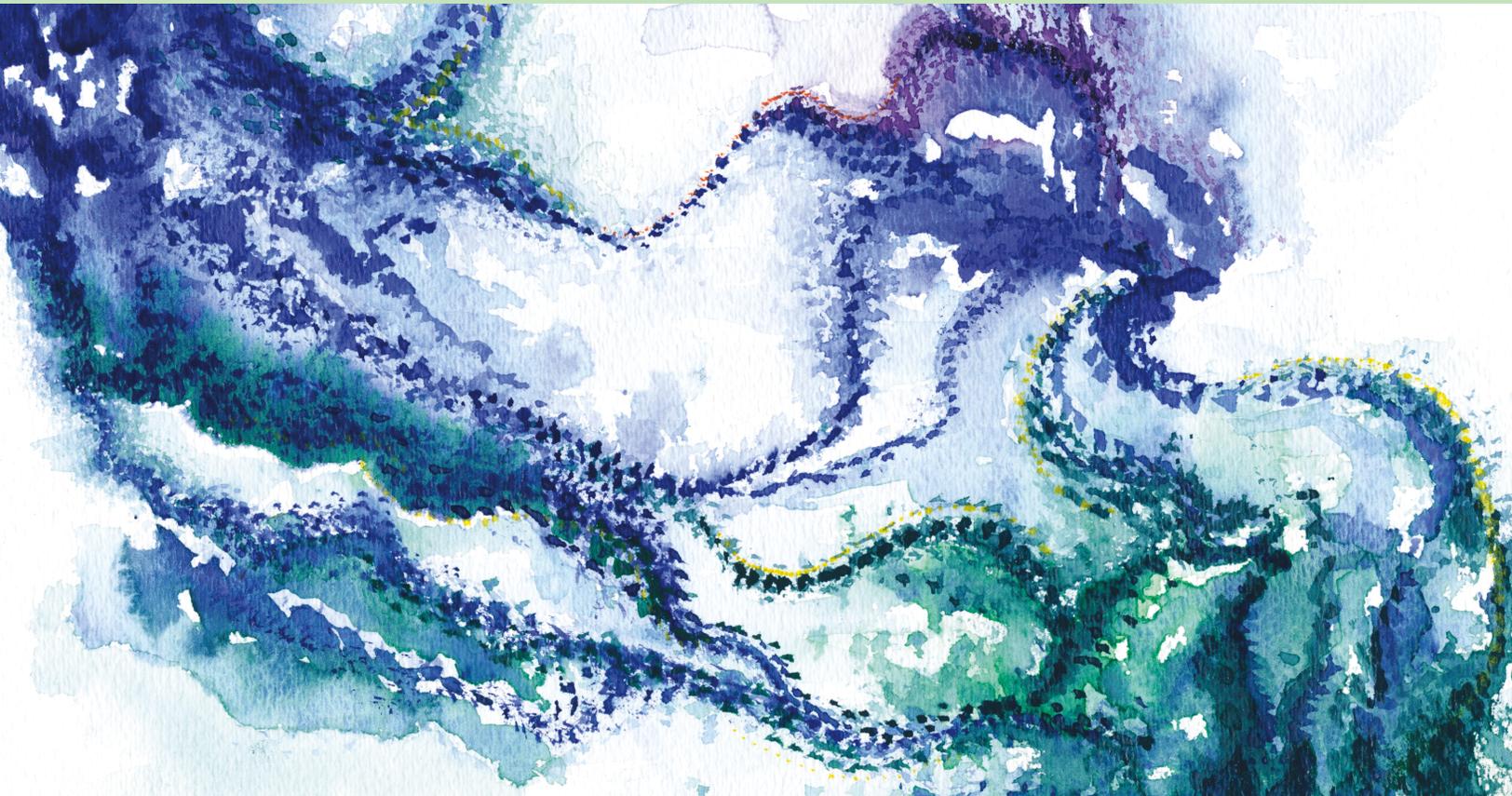


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Welcome to the 33rd Annual Student Advisors' Conference

Acknowledgement of Treaty 6 territory: Today we meet on the ancestral lands of Treaty 6 peoples. This is a traditional meeting ground for many indigenous peoples, such as the Cree, Saulteaux, Blackfoot, Metis and the Nakota Sioux; it is also 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 future aspirations.

Our theme today is “Creative Engagement: Connecting and Strengthening Communities”. We have organized the day to start with an activity to engage with each other and then attend sessions on topics of your choice. You may be here to learn about new policies and programs, or you may want to build skills to add to your toolkit when working with students. We hope the day provides you additional benefits such as self-care activities.

Are you new to this conference? Come and introduce yourself to a member of the Student Advisors' Conference Planning Committee if you have any questions. This conference is focused on meeting new colleagues, and reconnecting with those you have not seen for a while, sharing new knowledge and initiatives, as well as building skills by working together.

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 the important issues in student services and sharing best practices. Our morning will start with a 20-minute mixer to encourage you to meet as many people as possible at this conference. Enjoy finding out about each other and your student advising interests in this mixer – you may find a new colleague and friend today.

We then have a very busy morning with nine sessions, three for each hour. We have tried to link the timing of these sessions to themes that you may be interested in; ensure your institutions attend as many sessions as possible. For those who are on their own, please contact a speaker if you are interested in following up on a topic of interest.

We are continuing our wellness activities over the lunch hour to refresh you for the afternoon. There will also be a number of poster presentations that will pique your interest over the lunch hour. The presenters will be there to talk with you one-on-one about their topic area.

Following lunch, Dr. André Costopolous, our keynote speaker, will address the audience on the importance of our work with students. This will follow with one hour more of three afternoon concurrent sessions. We will then meet together to hear about initiatives in our short Ignite sessions, followed by a short question period. We will conclude the conference with a wrap-up talk where we share our final thoughts and hopes for the future. Following the conference, you will be sent an online evaluation that we encourage you to complete, as it helps us with planning our next year's conference.

Enjoy the day, and ensure you take breaks between the presentations to keep energized.

Natalie Sharpe (Chair)

on behalf of the Student Advisors' Conference Planning Committee

The 2017 Student Advisors' Conference Planning Committee

Kumarie Achaibar-Morrison	University of Alberta International
Suzanne Butler	Aboriginal Student Services Centre
Jenna Clarahan	Office of the Dean of Students
Alison Demchuk	Office of the Registrar
Wendy Doughty	Student Success Centre
Brent Epperson	Office of the Student Ombuds
Christopher Fukushima	NAIT Ombudsperson
Meghan Hodgson	Office of the Student Ombuds
David Jennings	Office of the Dean of Students
Marc Johnson	Office of the Student Ombuds
Shivani Kapur	Office of the Student Ombuds
Corry Klose	Office of the Dean of Students
Shelley Mackay	Office of the Registrar
Michaela Mann	Students' Union
Hailey Markowski	Office of the Registrar
Raymond Matthias	Faculty of Engineering/Office of the Registrar
Kyle McCloy	Residence Services
Karen Pinkoski	Office of the Registrar
Natalie Sharpe (Chair)	Office of the Student Ombuds (Chair)
Helen Vallianatos	Office of the Dean of Students
Mariah Venkatraman	Office of the Student Ombuds
Sarah Wolgemuth	Office of the Dean of Students

Conference Sponsors

This conference is supported by the following generous sponsors who recognize the importance of ongoing professional development within the student advising community to ensure a safe and healthy campus for all.



Registration and Check in

If you have any questions about your registration, please ask at the Registration Desk. Please return your name card and lanyard at the end of the conference to the Registration Desk as there will be a RAFFLE for a free registration for SAC 2018.

Meals

Your conference registration includes morning and afternoon snacks, lunch, and coffee/tea/water throughout the day.

Lunch Hour Wellness Activities

Colouring pages

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

Yoga

A yoga session with instructor Billy Strean will begin at 12:15 p.m. in the Glacier Room but you may drop-in at any time. The session uses chairs and will not require a yoga mat.

Share online

We encourage all delegates to share their experiences at the Student Advisors' Conference with photos, tweets, and posts!

Schedule

Also found at: www.ombudservice.ualberta.ca/StudentAdvisorsConference/Sessions

8:30 - 8:50 a.m.	Coffee and registration		main lobby
8:50 - 9:00 a.m.	Welcome and Housekeeping		Maple Leaf Room
9:00 - 9:50 a.m.	Concurrent Session 1		
	Sexual Violence Policy Introduction and Overview	Deborah Eerkes & Sarah Wolgemuth	Glacier Room
	Building Your Collaboration Toolkit	Norma Rodenburg & Melissa Padfield	Prairie Room
	Emerging Adulthood Theory Within Post-Secondary Context	Kevin Friese & David Jennings	Aurora Room
9:50 - 10:00 a.m.	Coffee and Networking		main lobby
10:00 - 10:50 a.m.	Concurrent Session 2		
	Responding to Sexual Assault Disclosures	Meagan Simon	Glacier Room
	Cultural Roles and Expectations: Cross-Cultural Perspectives in Student Advising	Gavin Palmer & Heather Seyl Miyashita	Prairie Room
	Questions That Make a Difference	Lynn Kirkland	Aurora Room
10:50 - 11:00 a.m.	Coffee and Networking		main lobby
11:00 - 11:50 a.m.	Concurrent Session 3		
	Tell me what you want, what you really, really want: Student Voice in Advising	Eric Kother	Glacier Room
	Days of Action: Collaborating for Change	Jason Murray, Jane Slessor & Sasha Van der Klein	Prairie Room
	How to Build Anti-Oppression into the Workplace	Josh Connauton	Aurora Room
11:50 - 1:15 p.m.	lunch		Maple Leaf Room
12:15 - 1:00 p.m.	Wellness Activities		
	Yoga (<i>drop-in</i>)	Billy Strean	Glacier Room
	colouring (<i>available throughout the day</i>)		Maple Leaf Room

12:00 - 1:15 p.m.

Poster Sessions

Prairie Room

Caste in a Box: Silencing Poverty-Class Higher Education Diversity Policies	Elaine Laberge
Student Advisor Self-Care 101	Meghan Hodgson
“Tradition” - The Story of 6 Henda	Kyle McCloy
U of A Student Advisor’s Network	Chelsey Laux
Building Collaborative and Resilient Supervisory Relationships:the Restorative Practices Initiative (RPI) at the University of Alberta	Brent Epperson & Shivani Kapur
Roadblocks and Check Stops: Navigating the Path to Student Success	Katie Burgess & Student Connect Advisors
Active Communication: Using Educational Psychology as a Tool for Fairness	Mariah Venkatraman
Recognizing Student Involvement: Growing the Co-Curricular Record	Michelle Kim

1:15 - 2:00 p.m.

Keynote Speaker

Maple Leaf Room

Working with At-Risk Students	Dr. André Costopoulos, Vice-Provost and Dean of Students, University of Alberta
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2:00 - 2:50 p.m.

Concurrent Session 4

The Fairness Imposter: When Intention to be Fair Fails	Marc Johnson & Natalie Sharpe	Glacier Room
Unwind Your Mind Collective: Creating Collective Action to Support Student Mental Health	Melissa Visconti & Nicole McLeod	Prairie Room
How to Pronounce Chinese Names	Nora Lambrecht & Xiaobing Lin	Aurora Room

2:50 - 3:00 p.m.

Coffee and Networking

main lobby

3:00 - 3:40 p.m.

Ignite Sessions with question period

Maple Leaf Room

Defining the Campus Community by Defining Yourself	Kyle McCloy
Oh the places they’ll go! A Collaborative Approach to Advising Students on International Opportunities	Ciara Murrin & Ashley Laracy
Sharing the Work: Lessons Learned in Collective Action	Melissa Visconti & Stephanie Grant
The Power of a Story: The Unsung Heroes	Dinuka Gunaratne
Like a Good Story: Metadiscursive Markers in Graduate Writing and Advising	Michael Lahey

3:40 - 4:00 p.m.

Wrap-up: Final Thoughts

Maple Leaf Room

Sexual Violence Policy Introduction and Overview

Deb Eerkes; Sarah Wolgemuth

Glacier Room

This spring, University of Alberta governing bodies are considering a new Sexual Violence policy suite for approval. Consisting of a Sexual Violence Policy, Procedures and a number of Information Documents, the policy suite codifies the University's stand on sexual violence, new definitions (including a definition of consent) and the various ways the University will respond to a disclosure. This session provides a preview of the documents and an overview of how they will be implemented.

Deb Eerkes is the Director of Student Conduct and Accountability and one of the two University of Alberta Discipline Officers. In addition to her work in student conduct, restorative justice, academic integrity, she was one of the lead authors on the Review of the University of Alberta's Response to Sexual Assault report and led the development of the new Sexual Violence policy suite.

Sarah Wolgemuth has been serving students at the University of Alberta for over 14 years. She began her career as a Residence Coordinator in the University residences while completing her MEd in Educational Administration and Leadership. She then worked in the University Law School as Director of Student Services and Admissions. She then returned to residence as Assistant Dean of Students, Residence for four years, and recently became the Assistant Dean, Student Life in the Office of the Dean of Students where she oversees enhancing the overall student experience.

Building Your Collaboration Toolkit

Norma Rodenburg, Melissa Padfield

Prairie Room

This interactive presentation will provide you the opportunity to collaborate with your fellow participants to explore and practice key skills and techniques that facilitate effective collaborative practice within and across units. Participants will leave with practical tools that can be implemented immediately in a variety of situations. For instance, we will demonstrate and practice tools for organizing groups effectively, running collaborative meetings to increase participation, and developing systems to ensure action items are followed.

Norma Rodenburg is currently the Senior Advisor to the Vice-Provost and University Registrar on Strategic Planning at the University of Alberta. In this role she oversees Student Connect and the Registrar's Office Marketing and Communication unit, while leading the creation of the next RO strategic plan. Norma previously worked in the Office of the Dean of Students as the Student Affairs Officer. When not busy with work, Norma spends her time volunteering and raising her children.

Melissa Padfield began her career in higher education holding positions in Recruitment and Student Engagement within the Dean of Students portfolio and Faculty of Arts at the University of Alberta. Since 2010 she has worked in numerous student-focused positions within the Office of the Registrar, including Assistant Registrar for the National Recruitment and Student Connect. Currently she acts as Deputy Registrar overseeing Admissions; Student Financial Support; Record, Registration and Fees; Enrolment Management & Reporting; and National Recruitment. Outside of work she loves spending time with her two young children.

Emerging Adulthood Theory within Post-Secondary Context

Kevin Friese, David Jennings

Aurora Room

This presentation will explore Emerging Adulthood Theory as it relates to the post-secondary student experience and Student Affairs support. Emerging Adulthood, broadly defined as 18 to 25 years of age, is the stage during which young adults are transitioning from adolescence to adulthood. This critical phase is often marked with various forms of self exploration, identity development and life-skill maturation. As Student Affairs professionals, how can we best support our students who are inevitably going through one of the most pivotal transitions of their lives? This session will deepen a collective understanding of the Emerging Adulthood Theory and explore how it affects students and ourselves as student affairs professionals.

Kevin Friese is the Assistant Dean of Students, Health and Wellness at the University of Alberta. His career has focused on a diverse set of commitments relating to students and student affairs taking him from student recruitment to student services and student health and wellness. With over sixteen years of experience in the field of health and wellness, Kevin has the privilege of leading a multidisciplinary team of health professionals on campus that support the mental, physical, and spiritual wellbeing of students, their families, faculty, and staff. Following an ecological health and wellness framework, Kevin has a passion for supporting the health and wellbeing of students with a vision of creating communities in which each person is empowered to flourish and achieve their full academic and life potential. He has co-chaired the development of the U of A's upcoming Healthy University Strategy, and led the development and implementation of an alternative campus addiction and mental health model predicated on the Canadian Association of College and University Student Services (CACUSS) Post-Secondary Student Mental Health framework.

David Jennings is a fifth year Psychology student from Campus Saint-Jean, University of Alberta. David immediately became involved in CSJ student life through his campus association and as a Resident Assistant within Residence Saint-Jean. In 2014, David discovered his passion for mental health and started volunteering for the Peer Support Centre. He continues to volunteer for the PSC, implementing training and best practice support for new volunteers. David worked as the Student Life Assistant at CSJ, under the Team Lead Student Life. This sparked his interest in becoming a student affairs professional. Currently, David is interning in the Dean of Students Office as the Student Affairs Intern. This position has given him extensive professional development and has helped shape his future vocational goals upon graduation in April 2017.

Responding to Sexual Assault Disclosures

Meagan Simon

Glacier Room

In this session, participants will learn about how to support students who have experienced sexual assault. Our conversation will begin with a general introduction, and overview of how sexual assault can affect survivors. We will then focus on learning support skills. Participants may work independently or in small groups through a support scenario. They will then engage in brainstorming ways to emotionally and practically support the student in the scenario. Finally, the larger group will share insights and revisit appropriate support and referral options. Participants will learn about the array of services offered by the Sexual Assault Centre, and other support resources on campus and in the broader Edmonton community. Ultimately, the session will help to better prepare student advisors to receive disclosures from, and provide referrals to, survivors on campus. Increasing our collective capacity to respond to disclosures can help us work towards making our campus community free of sexual violence, and providing a safe(er) space for survivors.

Meagan Simon is an Education Program Coordinator with the University of Alberta Sexual Assault Centre. She completed her BA in Psychology at the University of Alberta in 2010, and her MA in Sociology in 2015. In addition to Meagan's responsibilities of managing and facilitating educational programming, she also provides ongoing support, advocacy, and accompaniment to survivors of sexual violence. Meagan previously worked at the Sexual Assault Centre of Edmonton as the Director of Public Education, and brings a decade of experience in crisis intervention.

Cultural Roles and Expectations: Cross-Cultural Perspectives in Student Advising

Gavin Palmer, Heather Seyl Miyashita

Prairie Room

Culture permeates the ways we interact, and the lenses with which we approach our work and our interpersonal connections. The ideas and expectation we have of an advisor in the Albertan context may not be equally as relevant or effective for students from other cultural settings. This workshop will explore and raise awareness of our perspective and alternative perspectives; we will discuss how the expectations of international students may differ from our notion of "normal".

Gavin Palmer has a Masters in Intercultural and International Communication and is a self-proclaimed student of perspective. He lived, worked and travelled for ten years in Asia and has a background in education and international tourism. He is currently the International Student Program Coordinator for International Student Services.

Heather Seyl Miyashita has worked for University of Alberta International for almost two years as a Coordinator for the Visiting Student Programs which develops and operates programming for short-term international students and visitors. She provides academic advising, supporting students in reaching their personal and professional objectives, and facilitating academic and cultural seminars. She lived, worked and travelled extensively in Asia for over 20 years. Her current interests include cross-cultural communication in the post-secondary environment.

Questions That Make a Difference

Lynn Kirkland

Aurora Room

Have you ever been in a situation where the conversation is heading in the wrong direction and you felt ill equipped to get the communication back on track? Many communication models focus on what to say when the real opportunity lies in deciding what to ask. Asking the right question at the right time can change the course a conversation. In this session you will gain insight and practical tools to keep your conversations constructive and make the most of every interaction.

Lynn Kirkland is a master facilitator with over 25 years of leadership and management experience in the public and private sectors. Her passion for communication and leadership development led her into the world of Human Resources at Capital Health/Alberta Health Services. For a decade she was the Director of Leadership and Employee Development; she led a team of internal consultants and designed and facilitated customized learning programs for senior leaders, managers and teams within the organization. Lynn has done advanced training in Leadership, Team Development, Change and Transition Management, Adult Education and Communication. She also teaches communication and adult education at the University of Alberta. Lynn has a highly engaging and interactive style and creates opportunities for learning conversations that lead individuals to leverage their strengths to achieve success.

50-minute Concurrent Sessions - 3

11:00 - 11:50 a.m.

Tell me what you want, what you really, really want: Student Voice in Advising

Eric Kother

Glacier Room

As advisors, we face many questions related to how to best meet the needs of the students that we serve. What kinds of involvement opportunities do they want? What would enrich their academic experience? What makes a positive advising experience, or a negative one? There is no one better to answer these questions than their peers: current students. This session provides a chance for advisors to engage in a facilitated discussion with a diverse panel of students representing multiple faculties, demographics and involvement levels. They will answer your most pressing questions about their needs and how to make their experience with you as advisors, a positive one.

Eric Kother is the current Specialist for Leadership and Recognition at the University of Alberta Students' Union. His portfolio focuses on the development and implementation of the Students' Union's leadership training opportunities. Eric is finishing his fifth and final year in a Bachelor of Science program at the University of Alberta. He will be acting as the facilitator for the panel.

Days of Action: Collaborating for Change

Days of Action Committee: Jason Murray, Sasha van der Klein, Jane Slessor

Prairie Room

The Days of Action Committee (<http://community.ualberta.ca/en/DaysofAction.aspx>) uaction@ualberta.ca works to bring awareness to issues such as mental health, suicide, loneliness and isolation, stigmatization and exclusion, and poverty by joining the global community in observing designated awareness days throughout the academic year. Days of Action propels our campus community into dialogues that may at times be uncomfortable, but will foster increased understanding and compassion between our community members, creating a more supportive campus community for all. The conversations evolve into open dialogues about prevention, capacity, safety, peace, social connection, citizenship and responsibility, sustainability of our people and our environment, and gratitude. Committee partners across campus coordinate a range of Days of Action events that provide information, spark discussion, and, ultimately, challenge stigma. This concurrent session will highlight the committee's activities over this year, the challenges and the successes.

Jason Murray is a psychologist with Counselling and Clinical Services, University of Alberta. He has worked in a variety of roles counselling U of A students since 1999. Jason also spends hundreds of hours every year doing educational workshops, presentations, and in-services for faculty, staff, and students on topics like fostering resilience, positive psychology, and working with students in distress. He's trying to drink less coffee.

Jane Slessor has been a registered social worker with the Community Social Work Team at the University of Alberta for the past year. She comes from a fairly long background of working in the Inner City in Edmonton that has a passion for working collaboratively, and continues the family tradition.

Sasha Van der Klein is a second-year graduate student in the faculty of ALES and Vice-President Labour of the Graduate Students' Association. Originally from the Netherlands, Sasha moved here almost two years ago because of the research area of her supervisor (chickens!) Sasha took on the Mental Health portfolio in the GSA and believes it combines well with her daily activities as VP Labour as she often supports graduate students in academic, financial, or supervisory troubles. In the Mental Health portfolio she has been active in the Days of Action committee to represent graduate students' unique issues and struggles in their programs.

How to Build Anti-Oppression into the Workplace

Josh Connauton

Aurora Room

This presentation aims to give participants tools to help enact anti-oppressive practice into their everyday workspace. This approach differs from traditional diversity and inclusion/cultural sensitivity training. We will focus on Coloniality, Racialization, and Privilege and examine their presence at the University. Then we will discuss how we can apply anti-oppressive practices in our workspaces. We need to empower ourselves to make a difference in difficult societal issues in our daily work life, thereby increasing equity in our workspace and the campus community.

Josh Connauton has served as the Program Lead for Student Group Services with the University of Alberta Students' Union since May 2015. He is pursuing a Master's of Education in Adult, Community, and Higher Education at the University of Alberta. His passions in life include equity, anti-oppression, music, and a good sandwich (preferably from Farrow). He has been on campus in professional and academic roles for 7.5 years and hopes to never leave his campus community.

Caste in a Box: Silencing Poverty-Class Higher Education Diversity Policies

Elaine Laberge

This poster presentation is part of a Master's research project, "The Reverberations of Childhood Poverty: Composing Lives in Higher Education." This research focuses on how childhood poverty reverberates through students' experiences on the university landscape. Prescriptive, institutionally-driven policies and practices also shape poverty-class students' experiences. These dominant narratives reinforce an "accommodation" dogma rather than focusing on the deficiencies that exist in diversity, equity, and inclusivity (EDI) policies. Poverty-class students continue to be ignored in ways that are damaging. As higher education institutions are focused on recruiting top students, poverty-class students continue to live in the shadows and margins of the university landscape. By building EDI policies through a social justice lens, the subjective and narrative understandings of poverty open the possibility of creating educational landscapes that allow marginalized student populations to realize their dreams. Student advisors can play a key role in shaping this landscape. This presentation will engage student advisors in conversations about how they can develop strategies to support disadvantaged students in creative ways to connect and strengthen the higher education community.

Elaine Laberge is in a Master's of Sociology program. Her research, "The Reverberations of Poverty: Composing Lives in Higher Education," focuses on university undergraduate students whose lives are shaped by childhood poverty. In her research, participants subjectively define poverty. The research seeks to narratively understand their unique, individual experiences in relation to larger social, institutional, and cultural narratives. The goals of this research are to affect changes in policies and programs to improve the experiences of students from poverty.

Student Advisor Self-Care 101

Meghan Hodgson

A large portion of our day as student advisors is dedicated to assisting, guiding, and supporting students. We have all developed skills that enhance the lives of our students, and make a positive impact on the university community. However, we sometimes experience stress in our own lives. Whether this happens, it can be difficult to balance your needs and the needs of others. The poster demonstrates ways for student advisors to integrate self-care into their lives and daily routines, including much-needed breaks. The goal of this poster is to create easy-to-use and tangible strategies and/or activities to integrate into a student advisor's life (when there isn't enough time to read a self-help book), and decide which strategy may work for them. By discovering their unique needs and preferences, this will reinforce and encourage resilience in student advisors.

Meghan Hodgson is a senior undergraduate student with a double major in Psychology and Anthropology. She is currently an Ombuds Intern at the Office of the Student Ombuds at the University of Alberta. In addition to this training and mentoring experience, Meghan is able to build upon the knowledge she has acquired throughout her undergraduate degree and apply it to developing self-care strategies. Her participation in the conference is an opportunity to reciprocate the support and knowledge that the student advising community has shared with her.

Recognizing Student Involvement: Growing the Co-Curricular Record

Michelle Kim

Since summer 2016, the Students' Union has been taking steps to develop the co-curricular record at the University of Alberta. The co-curricular record offers an opportunity for students to have their out-of-classroom learning formally acknowledged and to assist students in articulating the skills they gain through involvement. This poster session will outline how the co-curricular record is being developed and explains how to have student opportunities recognized.

Michelle Kim is the coordinator responsible for the co-curricular record at the University of Alberta. She also runs the SU Involvement Awards, and is the president of the HUB Community Association. She is also an executive member of Senior Care and First Steps. Michelle serves on the SU Health and Dental Committee, while taking a full course load working towards a BSc.

Building Collaborative and Resilient Supervisory Relationships: The Restorative Practices Initiative (RPI) at the University of Alberta

Brent Epperson, Shivani Kapur

At the University of Alberta, nearly two-thirds of graduate student and postdoctoral fellow complaints to the ombudsperson involve conflicts with supervisors. In response, a collaborative initiative is underway to provide a facilitated, intermediate step in repairing harms and restoring professional relationships. After meeting with key stakeholder groups and identifying shared values around conflict resolution, three university units collaborate to close a systemic gap in resolving relational conflicts through more informal, cost-effective and timely intervention mechanisms. The proposed Restorative Practice Initiative (RPI) is a voluntary and non-punitive process that helps parties to meet with a facilitator to identify the area(s) of discord and work towards resolution. This poster presentation outlines the goals and challenges of the RPI in restoring professional relationships, managing reputational risks, and improving student retention.

Brent Epperson is the Graduate Ombudsperson at the Office of the Student Ombuds, University of Alberta where he is simultaneously pursuing his PhD in political science. Brent's research focuses on media framing in health care reform efforts. Working primarily with graduate students and post-doctoral fellows, much of Brent's ombuds casework involves conflicts between students and supervisors or other faculty members. Brent's research in macro-level issue framing informs his ombuds practice, combining reframing techniques with mediation to resolve disputes. Beyond the university, Brent contributes frequently to higher education debates in the Canadian press.

Shivani Kapur is the first Graduate Ombuds Intern at the Office of the Student Ombuds, University of Alberta. Shivani, a former judicial clerk in India, is an international student completing her Masters of Law. Shivani's thesis focuses on discrimination of pregnant women in the workplace. Shivani helps students explore options to resolve conflict, navigate complex policies and procedures; she treats them with respect and intentional fairness. Shivani has become a better negotiator and problem solver, and most of all, a better communicator – better at listening, expressing her ideas and offering advice.

U of A Student Advisor's Network

Chelsey Laux

The Student Advisor's Network provides a forum for staff in advising roles at the University of Alberta to meet and collaborate with peers about important issues we all face. Our first meeting in June 2016 was attended by approximately 25 members from across six faculties. We hope to expand the network to all faculties and areas on campus. Previous meetings have focused on admissions processing; advising tools, technologies and styles; and mental health concerns. At our last meeting we compared Letters of Authority across faculties, and discussed a potential International Transfer Credit Database with guest speakers from University of Alberta International. The network is open to all staff in advising roles and our intention is to hold quarterly meetings. We are excited to invite more guest speakers and involve the greater campus community in some of our discussions. This is an excellent opportunity to get involved.

Chelsey Laux has been a Student Advisor in the Faculty of Business at University of Alberta, working with the Alberta School of Business for almost three years. She is deeply passionate about providing the highest level of service to students through innovative ideas. She believes that by working together across faculties to share and implement new ideas, we can improve the level of service we provide -- and it's fun to meet new people along the way!

Road Blocks & Check Stops: Navigating the Path to Student Success

Katie Burgess and Student Connect Advisors: Sydney Bremner, Kyle Polsfut, Tommy Ho,

This poster is a roadmap of our 6-Step Advising Model. This will highlight the bumps, roadblocks, and indicators that we encounter, as we assist students with varying emotions. We examine three types of students: the puzzled student, the difficult student, and the emotional student. In order to successfully deliver our services, Student Connect Advisors must recognize and work through these indicators to resolve conflict and build safe and inclusive spaces for conversation. As frontline advisors, we strive to match our service levels to best support students' needs and ensure that we communicate effectively and with care in every situation we encounter. We know that when certain emotions are present, the student's emotional state is the priority. Our objective is to explore scenarios that our advisors encounter daily, and to illustrate our Advising Services Model for handling individuals with varying emotions.

Student Connect Advisors provide front line services on behalf of the other units in the Office of the Registrar which includes recruitment, admissions, records, registration and fees, scholarships/awards, financial aid, convocation, and the Faculty of Open Studies. Advisors are highly skilled and specifically trained to advise prospective, current, and former students through phone, email, and in-person. In-person services are provided in one location within the Student Connect Centre where students can access multiple services. Advisors identify and assess students' needs in an initial interaction and will connect students to additional supports and services on campus as necessary.

Active Communication: Using Educational Psychology as a Tool for Fairness

Mariah Venkatraman

This poster presentation examines how Student Advising in higher education can overlap with aspects of classroom instruction. Creatively adapting explanations to better suit a student's learning style has applications in both classroom and student advising contexts. The concept of Differentiated Instruction and Universal Design for Learning helps to bridge the gap between the knowledge of the advisor and the understanding of the student. This poster session will focus on adapting educational models for use in the Student Advising sphere, with the goal of promoting fairness and inclusivity in advising. In Student Advising, we focus on Active Listening, where the listener demonstrates that the student is being heard as we watch for subtle body language cues and paraphrase what is being said. Active Communication goes one step further; the listener comes to the meeting prepared with diverse methods of explanation and learning tools, visual aids, and alternative explanations, and adapts the method of communication to best suit the students' needs and learning style. This Active Communication model may enhance fairness in student advising.

Mariah Venkatraman is a senior undergraduate student completing a double major in Psychology and Anthropology. She is currently an ombuds intern in the Office of the Student Ombuds. She is applying the knowledge gained in her course on Inclusive Education through the Educational Psychology Department. Mariah has found that many of the techniques and ideas taught there enhance her work as an Ombuds Intern, and may potentially be useful in other areas of student advising. By developing her skills in communication and cultural sensitivity, Mariah uses an Active Communication lens to assess her techniques and approaches as an Ombuds Intern.

“Tradition” – The Story of 6 Henday

Kyle McCloy

In the 1980s, residents of 6 Henday created a tradition on their floor, labelling themselves as the “Chiefs”. They hosted annual events and a culture that was unique to their floor. There were murals on the floor that appropriated aboriginal art with totem poles, arrowheads, and other stereotypes of aboriginal culture. This did not uphold the inclusive and respectful community values that we strive to create in residence. In collaboration with Aboriginal Student Services, a full transition moved the floor away from the “Chief” theme, to create a more inclusive space for Aboriginal students in residence. After discussing the challenges and successes of this transition, we will engage in a group discussion to examine other stereotypes and “traditions” that may exist on campus, and brainstorm on ways to collaborate to create more inclusive and welcoming traditions.

Kyle McCloy is the Residence Coordinator for Henday Hall in Lister Centre – a first-year tower on the University of Alberta campus, where he has worked since 2015. Kyle has a degree in Sociology and communications from Simon Fraser University, and is currently pursuing an MA in Humanities Computing at the University of Alberta. Kyle's interests are in individual empowerment and creating strong communities in both physical and virtual spaces. When not working, he is an avid gamer and involved in dance and theater.

André Costopoulos, PhD

Andre Costopoulos is an archaeologist who earned his PhD at the University of Oulu in Finland in 1999. He conducts research on human adaptation to environmental change. He served as Associate Dean (Student Affairs) and then Dean of Students at McGill starting in 2008. He joined the University of Alberta as Vice Provost and Dean of Students in 2016.

50-minute Concurrent Sessions - 4

2:00 - 2:50 p.m.

The Fairness Imposter: When Intention to be Fair Fails

Marc Johnson, Natalie Sharpe

Glacier Room

This session examines how our intentions to be fair may have unfair consequences for specific individuals or groups because we have not taken their unique circumstances into account. We create rules and procedures that appear to be fair for everyone. However, given context, circumstance and changes over time, the decision or treatment may be unfair. Participants will be invited to analyze different aspects of fairness. Universities focus primarily on administrative and procedural fairness, and may neglect other forms of fairness that are just as important. This includes relational fairness (treating others with respect) and equitable fairness (accounting for marginalization); these latter forms of fairness are fluid and contextual. The goal of this session is to help participants build conscious reflection around fairness. "Intentional fairness" requires us to consciously reflect on all aspects of fairness.

Marc Johnson has been the Undergraduate Ombudsperson at the University of Alberta for five years. Marc has a Bachelor's of Commerce, and is pursuing a Master's of Education in Educational Administration and Leadership at the University of Alberta. His studies focus on Ombudsmen in higher education. Marc is also a Chartered Mediator. Marc helps students with academic and non-academic appeals; he also supports students in situations where they feel they have been treated unfairly.

Natalie Sharpe has a Master's Degree in Socio-Cultural Anthropology and brings a holistic perspective to her ombuds work. Natalie has worked at the University of Alberta for 33 years, and is the Director of the Office of the Student Ombuds. Natalie also teaches part-time in Alternative Dispute Resolution and the Social Sciences. She has conducted research on indigenous land claims, edited for a Canadian encyclopedia, and held executive roles in an educational union. Natalie is the President of the Association of Canadian College and University Ombudspersons.

Unwind Your Mind Collective: Creating Collective Action to Support Student Mental

Melissa Visconti, Nicole McLeod, Healthy Campus Unit Student Team

Prairie Room

Supporting student mental health has been a growing area of focus across Canadian post-secondary institutions. Findings from the National College Health Assessment have been influential in raising awareness of the connection between student wellbeing and academic success; there is also value in using a systems-based approach to create environments where students flourish. Creating collaborative structures (among staff and students) through committees, coalitions, and communities of practice allow us to exchange knowledge and best-practice with one another. Recognizing our campus community's efforts to support student mental health and wellbeing, the Healthy Campus Unit invites you to participate in the development of the Unwind Your Mind Collective. This Collective is intended to be the catalyst in building capacity of campus members to support students and each other through a community of practice format. The workshop has an interactive format, and the participants will be able to guide the direction and goals of the Unwind Your Mind Collective; by the end of the session, you will walk away with an asset map of community efforts, programs, and actions in support of student wellbeing. This way we can share various faculty practices in supporting student mental health.

Melissa Visconti is the Team Lead of the Healthy Campus Unit, Melissa is currently an MSc student from the Centre for Health Promotion Studies at the University of Alberta. She completed her bachelor's degree in psychology from McMaster University. Her current thesis work focuses on creating healthy built environments

Nicole McLeod is the Healthy Campus Unit's Student Team Coordinator, Nicole has a BA in Recreation and Health Education and a MA in Exercise Psychology. She is passionate about creating a culture of wellness on campus and wants to inspire others to get involved to help make the changes happen!

The Healthy Campus Unit is a health promotion team working to support campus health and wellbeing by creating a healthy campus community at the University of Alberta. - See more at: www.ualberta.ca/current-students/healthy-campus-unit/unwind-your-mind

How to Pronounce Chinese Names!

Nora Lambrecht, Xiaobing Lin

Aurora Room

Learning to say international student names correctly is the first step to making that important personal connection. This helps to pave the way to an easier conversation as well as establishing an initial level of trust. We expect international students to make all the effort to adjust to their new environment. Learning to say their names properly shows that we are willing to make the effort to make them feel welcome as well. Learn basic Chinese phonetics system of 'pinyin'. Join us for a fun-filled, practical way of learning how to say your Chinese students' names and connect with them!

Nora Lambrecht works for University of Alberta International as an International Student Adviser. Nora is fluent in Farsi and Mandarin. Nora is also a Regulated Canadian Immigration Consultant.

Xiaobing Lin is an International Student Adviser at University of Alberta International. She holds a Master's of Education degree, and many years of experience teaching English and Chinese as a second language. She will soon be a regulated Immigration consultant.

Defining the Campus Community by Defining Yourself

Kyle McCloy

In most jobs, we have a “work” personality - that is, a distinct set of things we may share about ourselves to those we work with. The amount this happens in student support roles varies considerably. However, there still is a difference between our “work” mode and “everyday life” mode that we share with our family and friends. In this session, I hope to challenge this duality by discussing the merits of introducing more of your authentic personality and interests when working with students. This is not about diluting professionalism, but rather thinking about small touches you can make in your daily interactions to define yourself, from office decor to small talk.

Kyle McCloy is the Residence Coordinator for Henday Hall in Lister Centre – a first-year tower on the University of Alberta campus, where he has worked since 2015. Kyle has a degree in Sociology and communications from Simon Fraser University, and is currently pursuing an MA in Humanities Computing at the University of Alberta. Kyle’s interests are in individual empowerment and creating strong communities in both physical and virtual spaces. When not working, he is an avid gamer and involved in dance and theater.

Like A Good Story: Metadiscursive Markers in Graduate Writing and Advising

Michael Leahy

This short session shows how a writing advisor at the University of Alberta’s Student Success Centre works with graduate students to help them learn to articulate their academic and professional writing. He uses critical communication bridges to make their writing more fluid and applicable to a broad range of readers. Graduate students often presume a knowledgeable or idealized audience that may not exist; it is Michael’s role as an engaged reader and conceptual editor to gently question “how does this all hold together”? Michael will demonstrate how he builds the confidence of these writers through a strategy of “writing about the writing”. He uses an often neglected composition strategy for graduate education, called “metadiscursive markers”. Metadiscursive markers suddenly make the writer feel confident about the work because the writer is confident in the form of the content. This easily learned rhetorical skill – or habit of mind – also helps for all forms of grant proposals, professional communication and speaking skills that are critical to academic success.

Dr. Michael Leahy, a writing advisor with the Student Success Centre, also teaches professional writing in the University of Alberta in the Faculty of Extension. He holds a BA and MA from Dalhousie University, and a PhD from the University of Alberta. He has taught approximately 3,000 students at the University and is a co-author of the successful Canadian textbook: “Acting on Words: An Integrated Rhetoric, Research Guide, Reader and Handbook, 3rd edition (Pearson, 2004, 2009, 2012). Dr. Leahy has also published in many academic journals.

Sharing the Work: Lessons Learned in Collective Action

Melissa Visconti, Stephanie Grant

How do you keep the momentum going after the initial excitement around a cause has faded? The Healthy Campus Unit and Community Social Work Team will share lessons learned in partnership building and sustainable engagement opportunities. These two units also have a surprise in store for attendees to kick start their own call-to-action. Our goal with this session is to inspire attendees to work together in supporting campus wellbeing. We will be sharing lessons learned about collaboration and collective action while offering attendees and opportunity to get involved. The Healthy Campus Unit and Community Social Work team are part of Health and Wellness Services. Both teams work collaboratively with students, staff, and faculty to build community capacity in advancing the wellbeing of students.

Stephanie Grant is the Acting Coordinator of the Community Social Work Team at the University of Alberta. Stephanie has a Masters in Social Work from York University, and is a member of the Alberta College of Social Workers. Stephanie is passionate about asset-based community development work and preventative approaches to community mental health.

Melissa Visconti is the Team Lead of the Healthy Campus Unit, Melissa is currently an MSc student from the Centre for Health Promotion Studies at the University of Alberta. She completed her bachelor's degree in psychology from McMaster University. Her current thesis work focuses on creating healthy built environments

The Power of a Story: The Unsung Heroes

Dinuka Gunaratne

This presentation is built on connecting and strengthening communities through the reflection of personal experience. Being an international student in the Canadian post-secondary education system is an experience full of opportunity and excitement. However it also could be one full of change, barriers, obstacles and challenges. As student advisors, we have the privilege of tapping into these stories and entering their world. This is the story of a student, an advisor and the impact of a community that was unwritten – until now! It is dedicated to the powerful experience of a student working with his academic advisors and how it helped to shape his work as an advisor today.

Dinuka Gunaratne is the Career Education Coordinator for Graduate Students within the Faculty of Graduate Studies and Research (FGSR) and the Career Centre. Dinuka supports and advises graduate students on successful transitioning into careers after graduation. Before coming to the University of Alberta, Dinuka spent seven years working in student affairs, alumni relations, and advancement at the University of Guelph, York University and Lakehead University. He started his career in Canada as an international student from Sri Lanka studying zoology and neuroscience at the University of Guelph.

Oh the places they'll go! A Collaborative Approach to Advising Students on International Opportunities

Ciara Murrin, Ashley Laracy

Applying and preparing to study or work abroad for a semester involves many steps and units around campus. Why would students want to go abroad? Where do they go to find all the information they need? This ignite session will walk advisors through the various steps students complete as they prepare for their international experiences. Learn more about the programs available, eligibility, application procedures, navigating credit transfer, and intercultural training. We will outline the services that the University of Alberta International Education Abroad office provides to faculty, staff, and students, including risk management seminars, off-campus registration, and travel awards. We hope this session will help advisors to realize the important role they play in the facilitation of students' international programs and serve as a way to better connect the community of advisors.

Ciara Murin is the International Internship Coordinator (Outbound) and has worked for Education Abroad since 2011. Ciara coordinates the day-to-day operations of the international internship programs offered by the University of Alberta International, focusing specifically on outbound internships. She is originally from Ireland, completed her BA in Edinburgh, Scotland, and has lived in Canada since 2007.

Ashley Laracy is the Summer and Group Study Abroad Programs Coordinator with the Education Abroad Office. After completing a Master's at Memorial University, Ashley accepted a six-month internship with the International Youth Internship Program as a Gender Advisor in Tra Vinh Vietnam. She then spent three years with World University Services of Canada in Hanoi, Vietnam, as a Gender Advisor and a Partnership Development Specialist, before arriving in Edmonton.