

# Student Advisors' CONFERENCE

Wednesday, March 7, 2018



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# Welcome to the 34<sup>th</sup> Annual Student Advisors' Conference

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*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, Métis 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 for this year's Student Advisors' Conference is "Navigating our post-secondary landscapes." 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.

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 share best practices.

Our day begins with a thought-provoking keynote by Shana Dion, our new Assistant Dean, First Nations, Metis and Inuit Students. After the keynote and prior to lunch we have two sets of concurrent presentations. Don't miss our poster presentations during lunch time. During the afternoon, there is another set of concurrent presentations followed by a plenary Ignite session.

We have wellness activities planned throughout the day, as well as breaks for you to connect with colleagues. We will conclude the conference with a mini-round dance, to energize and refresh before sending you on your way.

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.

We hope you enjoy the day, learn about new initiatives, and make new connections.

**Marc Johnson and Joan Schiebelbein (Co-Chairs)**

*on behalf of the Student Advisors' Conference Planning Committee*

# The 2018 Student Advisors' Conference Planning Committee

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Katie Allan	Students' Unions
Lyndsey Chamberlain	First Peoples' House
Oksana Cheyפש	Student Accessibility Services
Jenna Clarahan	Office of the Dean of Students
Rachel De Leon	Office of the Registrar
Alison Demchuk	Office of the Registrar
Wendy Doughty	Office of the Dean of Students
Marc Johnson (Co-Chair)	Office of the Student Ombuds
Corry Klose	Office of the Dean of Student
Chelsea Livingstone	Office of the Dean of Students
Shelley Mackay	Office of the Registrar
Michaela Mann	Students' Union
Hailey Markowski	Office of the Registrar
Joan Schiebelbein (Co-Chair)	Office of the Dean of Students
Debbie Yee	Office of the Dean of Students
Katherine Zwicker	Office of the Dean of Students

## Conference Sponsors

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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.



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**UNIVERSITY OF ALBERTA**  
RESIDENCE SERVICES



**Graduate Students' Association**  
University of Alberta



**UNIVERSITY OF ALBERTA**  
RISK MANAGEMENT SERVICES

## Registration and Check in

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

## Meals

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

## Wellness Activities

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### Conversation Starters

Digital slides will provide conversation starter topics and ideas for engaging with other participants, and will run before the conference and during lunchtime.

### Who's in the Room

There are eight different stickers at your table. Each sticker represents the area and population you serve as an advisor. Choose up to three stickers for your nametag as part of the activity before the keynote speech.

### Colouring Sheets

Add some colour to your life with this takeaway colouring sheet which includes self-care tips on the back.

### Button Making

Colour the button templates on your table. A button maker station will be available during lunch and the afternoon break at the registration table to turn your design into a button.

# Schedule

Also found at: [www.ombudservice.ualberta.ca/StudentAdvisorsConference/Sessions](http://www.ombudservice.ualberta.ca/StudentAdvisorsConference/Sessions)

8:30 - 9:00 a.m.	Registration and continental breakfast		main lobby
9:00 - 9:15 a.m.	Welcome and housekeeping		Maple Leaf Room
<b>9:15 - 10:00 a.m.</b>	<b>Keynote Speaker</b>	<b>Shana Dion</b> Assistant Dean, First Nation, Métis, and Inuit Students	<b>Maple Leaf Room</b>
10:00 - 10:15 a.m.	Break		
<b>10:15 - 11:05 a.m.</b>	<b>Concurrent Presentations 1</b>		
	Understanding the Complexity of the Graduate Student Experience: Interactions between Academia, Labour, Supervision, and Funding	Sasha van der Klein	Aurora Room
	Restorative Justice 101	Deb Eerkes & Chris Hackett	Prairie Room
	Understanding and Supporting Student Groups	Katherine Zwicker, Chelsea Livingstone, & Kristin LaGrange	Glacier Room
11:05 - 11:15 a.m.	Transition time		
<b>11:15 - 12:05 p.m.</b>	<b>Concurrent Presentations 2</b>		
	Student Parents - Growing Up with a Shifting Campus Demographic	Kevin Friese, Dr. Deanna Davis & Joan Schiebelbein	Aurora Room
	International Student Retention (Barriers and wayfinding)	Andrei Tabirca	Prairie Room
	Why Students Don't Access Mental Health Supports & What We Can Do About it	Dr. Erica Dunn	Glacier Room
12:05 - 1:30 p.m.	lunch		Maple Leaf Room
<b>12:05 - 1:30 p.m.</b>	<b>Wellness Activities</b>		
	button making ( <i>continued at 2:20 p.m. break</i> )	Hailey Markowski & Rachel de Leon	Registration Table
	colouring ( <i>available throughout the day</i> )		Maple Leaf Room

12:30 - 1:30 p.m.

**Posters**

**Maple Leaf Room**

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Advising International Students: Navigating the Cultural Nuances	Murtoza Manzur
Effective Outreach for Undergraduate International Students from Asia	Yunghee Lee
Re (Framing) Resilience of International Graduate Students	Remonia Stoddart-Morrison
Understanding the Immigration Landscape through the Eyes of an International Student	Lubna Ahmad, Nora Lambrecht
Universal Design for Learning: Creating Accessible, Equitable Learning Environments	Oksana Cheyפש

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1:30 - 2:20 p.m.

**Concurrent Presentations 3**

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Mediation Skills and Strategies for Effective Communication	Marc Johnson & Remonia Stoddart-Morrison	Aurora Room
The Other F Word	Caitlin McLeod	Prairie Room
Believe It or Not: The Myths & Realities of Student Engagement	Jane Lee, Michaela Mann, Shelby MacLeod, Courtenay Badran, & Andrea Urbina	Maple Leaf Room

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2:20 - 2:35 p.m.

**Break (*button making continued*)**

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2:35 - 3:30 p.m.

**Ignite Presentations**

**Maple Leaf Room**

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A Guide to Healthy Social Media Discourse	Brent Epperson, Natalie Sharpe
Connecting the Dots with Students of Concern	Kris Fowler
<i>Spectrum</i> : UAlberta's Newest Interdisciplinary Undergraduate Research Journal	Crystal Snyder
Applying Design Thinking to Career Advising Sessions	Justin Pritchard
Intercultural Images of an Advisor: Navigating our Communication Defaults	Leslie Weigl

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3:30 - 4:00 p.m.

**Wrap-up (*Closing remarks & mini round dance*)**

**Maple Leaf Room**

## **Shana Dion, Assistant Dean, First Nation, Métis and Inuit Students**

*Tānisi nitotemtik. Shana Dion, nitisiyihkâson ekwa Nehiyaw iskwew niya Kehewin Cree Nation ochi niya.* Hello, my friends. My name is Shana Dion and I am a Cree woman from Kehewin Cree Nation. It is important that I introduced myself in Cree because it grounds me in who I am, where I come from and who I am accountable to. I am truly humbled and thankful for this opportunity to be a part of the First Nation, Métis and Inuit learners academic journey at the University of Alberta.

In my role as Assistant Dean of First Nation, Métis and Inuit learners at the University of Alberta I am dedicated to:

- Supporting, guiding and delivering holistic support to First Nation, Métis and Inuit learners across campus;
- Supporting in the development of institutional culture, space, systems and supports that nurtures access and success for First Nation, Métis and Inuit learners;
- Collaborating campus wide and actively participating in partnerships where First Nation, Métis and Inuit matters are predominant;
- Supporting projects and collaborating with First Nation and Métis and Inuit organizations off campus to establish innovative new projects that support the retention of students;
- Connecting and nurturing relationships with Elders and community members.

All of these responsibilities are deeply-rooted in my cultural teachings which is reflective in a holistic balance in all things. I have been dedicated to supporting the First Nation, Métis and Inuit learners on campus over the past nine years as the Director of First Peoples' House (formerly Aboriginal Student Services Centre) and continually nurturing relationships with First Nations, Métis and Inuit communities off campus. Prior to joining the University of Alberta, I had the privilege in managing the National Addictions Awareness Week Campaign for five years with Nechi Institute and travelled across Canada to promote healthy addictions-free lifestyles to First Nation communities! I believe I have come full circle within my role at the University of Alberta. I am so grateful for this opportunity to be able to continue to support and give back to my community members. I believe that practicing traditional ways and sharing traditional knowledge on campus will provide the space to bring together the larger campus community to engage, educate, and embrace our communal history!

## Understanding the Complexity of the Graduate Student Experience: Interactions between Academia, Labour, Supervision, and Funding.

Sasha van der Klein

Aurora Room

Graduate students are a complex and diverse group at the University of Alberta. About 30% of graduate students are international and about 25% have children; these individuals are at a different life stage than undergraduate students with associated differing needs. Graduate students also face unique issues affecting their health and wellness. Recent research reveals that over a quarter of graduate students report that their mental health is directly suffering as a result of their graduate degree program. Often this relates to the complexities of the roles graduate students play on campus as not just students but also researchers, employees, and teachers. Student advisors can benefit from understanding the complex interactions between academia, labour, supervision, and funding.

**Sasha van der Klein** is the current Vice-President Labour of the Graduate Students' Association at the University of Alberta and a 3rd year PhD student in Agriculture, Food and Nutritional Science. She moved to Alberta after completing her Masters at Wageningen University in the Netherlands and got involved in the Graduate Students' Association in 2015. Since then she has helped numerous graduate students navigate University structures to deal with conflicts in supervisory relationships and labour matters under the Graduate Student Assistantship Collective Agreement. Apart from her student leadership and advocacy role, she also loves chickens (her research focus).

## Restorative Justice 101

Deb Eerkes, Chris Hackett

Prairie Room

There is a great deal of current interest in the use of Restorative Justice (RJ) within post-secondary institutions, most commonly used as an alternative process to address student conduct. We ourselves have instituted an RJ program within U of A residences. It has, however, so much more untapped potential in other areas. Restorative Practices (RP) refers to an emerging field of study in the social sciences and to a set of practices originating in Restorative Justice. They have been shown to be effective in repairing harm, restoring relationships, (re-)building communities, reducing recidivism, and decreasing antisocial behaviour (<https://www.iirp.edu>; Acosta et al., 2016; Ahlin et al., 2017; Gal, 2016; Karp & Frank, 2016; Walgrave, 2013). This session will give a general overview of Restorative Justice and Restorative Practices. It will debunk some of the myths surrounding the field and examine some of the ways they can be used to resolve complex problems in a post-secondary environment. Real life examples from our own and other institutions will be provided. In addition, discussion about both the potential and the limitations of RJ/RP will allow participants to imagine promising uses in their own areas.

**Deb Eerkes** is the Director of Student Conduct & Accountability and one of the University's two Discipline Officers. With the help of a skilled team, including Chris Hackett, she created, designed and implemented the Residence Restorative Justice program. In addition, both she and Chris are members of the Residence RJ training team, which designs the curriculum for and provides training to our own staff as well as colleagues from post-secondary institutions across the country.

## Understanding and Supporting Student Groups

Katherine Zwicker, Chelsea Livingstone, Kristin LaGrange

Glacier Room

The University of Alberta has almost 500 student groups on campus, each of which offers students valuable opportunities to engage in extra-curricular and co-curricular activities. While students come to post-secondary institutions to pursue academic programs, engagement in activities outside of the classroom play an important role in student success and retention.

This presentation examines the University of Alberta's student groups, their activities; the relationship between student groups, the University, and other key stakeholders (Students' Union, Graduate Students Association, Campus and Community Recreation); and provides a brief discussion of student involvement theory and student engagement best practices. After attending this session, participants will understand the scope of student group activity at the University of Alberta, student group management and resources, and the role that all student affairs professionals can play in supporting student groups in an effort to improve student engagement on university campuses.

**Katherine Zwicker** is the Manager, Student Affairs in the Office of the Dean of Students where she oversees orientation programming, student groups management, and policy and administrative initiatives related to student life.

**Chelsea Livingstone** is the Student Event Risk Management Coordinator in the Office of the Dean of Students where she reviews student events, and assesses their risk management processes and policy adherence to ensure safe and fun events.

**Kristin LaGrange** is the Program Lead of Student Group Services, the unit in the Students' Union which provides advising and support to student groups and clubs, including administration, Clubs Fair, executive training, and granting programs."

### Student Parents - Growing Up with a Shifting Campus Demographic

Kevin Friese, Joan Schiebelbein, Dr. Deanna Davis

Aurora Room

Attendees of this session will learn about the shifting demographic of our student population and the barriers/stigma that student parents and those with dependents often face. They will be provided a summary of a recent campus Student Parent Needs Assessment completed at the University of Alberta and invited to dialogue on the shifting nature of academic and student affairs supports necessary to support student parents today. Against this backdrop, attendees will learn about the Student Parent Project that has been initiated at the U of A to shift campus culture and invited to share their own experiences in support student parents and those with dependents.

**Kevin Friese** is the Assistant Dean of Students, Health and Wellness at the U of A. 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 seventeen 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.

**Joan Schiebelbein** is the Acting Assistant Dean, Student Life. She came to campus as a student and joined the Career Centre in 1988 after completing two undergraduate degrees. She received her Master's degree in Adult and Higher Education in 2005 and became the Career Centre's Director in 2007. Joan is a strong proponent of experiential learning, and believes that through engagement in co-curricular activities students discover – and sometimes even create – career opportunities that they otherwise would not have known about. This perspective is very much reflected in the Career Centre's programming.

### International Student Retention (Barriers and wayfinding)

Andrei Tabirca

Prairie Room

The U of A's Faculty of Arts has more than 1,200 undergraduate international students enrolled in its degree programs. Given the increasingly competitive higher education environment, in Canada and abroad, it is imperative that we offer comprehensive support to our students, especially when it comes to retention and student success. This presentation will look at several initiative undertaken by the Faculty of Arts, helping reduce the number of students being required to withdraw by over 30% over the last four school cycles. Attendees will have the opportunity to work in groups to identify 'pressure points' and tactics for improving student retention at the undergraduate level; group findings will be shared with the audience and will also be juxtaposed with the Faculty of Arts' results.

**Andrei Tabirca** has worked in education for more than 10 years, in Europe, Asian and North America. Since 2013, he has held several positions with the Faculty of Arts' international team (international student advisor, international partnerships coordinator, acting senior officer international). As a firm believer in the value of education (societal ethics, social mobility, etc), he has been looking at ways of improving undergraduate student success and retention.

## **Why Students Don't Access Mental Health Supports & What We Can Do About it**

Dr. Erica Dunn

Glacier Room

In recent years, the psychological health and well-being of post-secondary students has been highlighted as a significant concern across North America. Mental health problems are pervasive on University campuses, yet research shows that many students who are struggling with mental health challenges fail to seek support. This presentation will help to illuminate some of the individual, structural, and systemic barriers to help-seeking faced by students. Further, as a group, we will also discuss some of the ways in which we can offset these barriers to better support students and examine suggestions from research regarding mechanisms for same.

**Dr. Erica Dunn** is a Registered Psychologist in Alberta. She currently works at Counselling & Clinical Services, the on campus counselling clinic at the University of Alberta. Her graduate research examined barriers to help-seeking on post-secondary campuses and ways in which such barriers can be addressed by student services.

## Mediation Skills and Strategies for Effective Communication

Marc Johnson, Remonia Stoddart-Morrison

Aurora Room

Student Advisors often encounter students in emotionally heightened states. When this happens, communicating effectively in these situations may be challenging. As individuals who are helping students navigate the higher education landscape, student advisors must have the skills to negotiate perplexing and emotionally-charged conversations with students. The presentation Mediation Skills and Strategies for Effective Communication will examine the causes of conflict and its impact on all parties involved, introduce participants to two main approaches to mediation and explore skills that can aid in effective communication. Participants will engage in a case study that will involve the use of the skills and approaches learned to defuse and mitigate conflict. Acquiring these skills will allow student advisors to better serve students, especially in challenging situations.

**Marc Johnson** is the Undergraduate Ombudsperson in the Office of the Student Ombuds at the University of Alberta. After completing his Bachelor of Commerce degree, Marc worked as an Academic Advisor at MacEwan University in the Bachelor of Commerce program. Thereafter, Marc achieved Chartered Mediator status and is currently pursuing an M.Ed in Educational Policy Studies at the University of Alberta. Marc helps students with academic and non-academic appeals; he also supports students in situations in which they feel they have been treated unfairly. He has garnered experience in mediating through the Alberta Civil Claims mediation program.

**Remonia Stoddart-Morrison** is a second year PhD student in the Department of Secondary Education and the current Graduate Ombudsperson Intern in the Office of the Student Ombuds, University of Alberta. As the Graduate Ombuds Intern, she assists graduate students with various issues, for example, student-supervisor conflict, and is especially drawn to the issues faced by international graduate students and the many nuances associated with adjusting to life and post-secondary schooling in a new country. Prior to starting her studies at the University of Alberta, Remonia worked as a high school educator and principal who facilitated the use of alternative means of handling school conflicts to ensure positive outcomes.

## The Other F Word

Caitlin McLeod

Prairie Room

“The Other F Word” revolves around a need for leaders to begin discussing failure by sharing stories of their own failures and vulnerabilities. Those in leadership positions can inspire and help develop resilience in their students by opening up the doors to conversations about failure. Often, failure is discussed in only two ways: overcoming the fear of failure or what we have learned from an experience when we have failed. We avoid discussing the uncomfortable and challenging topics of sharing times we’ve simply failed. However, by demonstrating this vulnerability, we can empower our students to accept their failures, to move forward, normalize failure on campus, and cope with failure as a part of life.

**Caitlin McLeod** has held a variety of positions within the University of Alberta Residence Life program, and is currently the Supervisor, Residence Life - Education & Leadership. She manages the Residence

Education and Leadership portfolio and oversees the coordination of orientation programming, student staff training, leadership and engagement opportunities and service learning initiatives for students living in residence. The majority of her professional work experience is in intentional program planning and curriculum development using blended learning techniques.

## **Believe It or Not: The Myths & Realities of Student Engagement**

Jane Lee, Michaela Mann, Shelby MacLeod, Courtenay Badran, Andrea Urbina

Maple Leaf Room

Like you, student affairs staff members at Peter Lougheed Leadership College and UASU's Leadership & Recognition team have waded through the unpredictable realities of student engagement. What challenges do students face when they want to get involved, what do they really want to do, and how do they want to hear about your co-curricular programming? These are a few of the questions our teams have been investigating. Join us at this interactive session where we will share our successes (and failures!), findings from a recent PLLC student survey on co-curricular programming participation, and spend time discussing best practices and new tools. Refresh your co-curricular student programming or share your own ideas on engaging students at this session and together we'll dispel the myths and realities of engaging today's student.

**Jane Lee** is passionate about student development. Before joining the Peter Lougheed Leadership College as the Administrative Director in 2015, she worked for the U of A Students' Union for ten years in a variety of roles, including overseeing the student services and the programming/ events departments. She has also served on a number of boards for community organizations and professional associations. Jane is currently completing a Master in Adult Education through St. Francis Xavier University with a focus on leadership development programs and transformational learning.

## Advising International Students: Navigating the Cultural Nuances

Murtoza Manzur

With rising enrolment of international students in post-secondary institutions across Canada, student advisors find themselves in a unique position. Apart from their usual role of advising students on academic and non-academic matters, they also have to navigate a variety of cultural nuances. Many advisors do not have the necessary support required to understand the cultural norms that may affect students' expectation of services and in turn create confusion and misunderstanding. While the focus has been on addressing language barriers, a greater effort is necessary to understand the ways in which cultural perceptions can affect approaches to student advising and the impacts of the advisors' actions. It is crucial to examine the ways that cultural nuances of both advisors and students can lead to miscommunication. My poster outlines the root cause of such issues, the role institutions could play in addressing them, and offers concrete recommendations to better prepare advisors to help international students.

**Murtoza Manzur** is a fourth-year undergraduate student majoring in Political Sciences at the U of A. Murtoza was born and raised in Bangladesh and did his pre-university schooling there. Throughout his years at the university, Murtoza has been actively involved in efforts to promote diversity and inclusivity on campus. For example, Murtoza was President of the International Students' Association 2016 - 2017, and also the Vice-President of the Bangladeshi Students' Association 2015 - 2016. He is interested in learning more about different cultures and how they can work together for the common good. Presently, Murtoza is one of the two Undergraduate Ombuds Interns at the Office of Student Ombuds.

## Effective Outreach for Undergraduate International Students from Asia

Yunghee Lee

A major role of Student Advisors is to distribute crucial information that enables students to succeed academically and effectively adjust to university life. On a diverse campus, it is helpful to remember that students arrive with different levels of information and cultural lenses of interpretation that influence their understanding of university services. At the University of Alberta, undergraduate students from Asia make up approximately three-quarters of the international student population. After initial communications and orientations, much of the key information that this segment of the student population needs comes to them when they meet directly with student advisors to seek advice. However, this type of information distribution only benefits those who visit with advisors, leaving others uninformed. Based on one international ombuds intern's perspective, many students are not adequately aware of the types of student services available and the ways in which each service specifically supports them. "Effective Outreach for Undergraduate International Students from Asia" is a poster presentation that examines strategies that student advisors and other student support services can use to engage effectively with these international students with respect to their services.

**Yunghee Lee** is a fourth year Economics undergraduate student in the Faculty of Arts and one of the two current Undergraduate Ombudsperson Interns in the Office of the Student Ombuds, U of A. Prior

to starting his studies at the University of Alberta, Yunghee finished the Police and Investigation Diploma program from Grant MacEwan University, and served in the South Korean military as a squad leader. Yunghee has a second degree of black belt in Tae Kwon Do, and years ago visited Canada as an instructor. He returned to studies the following year, and has enjoyed being in Canada for seven years.

## Re (Framing) Resilience of International Graduate Students

Remonia Stoddart-Morrison

Student Advisors are frontline individuals for a University's student population. This is particularly true for international students who are navigating a new post-secondary landscape. International graduate students have already successfully completed an undergraduate program and sometimes one or more graduate programs in their home country. International students bring with them not only the experiences of doing post-secondary studies but also the challenges of settling in a new home and academic environment. Traversing these complexities requires resilience, however, not in the traditional sense. This poster presentation offers a look into removing resilience from its current frame and placing it within a space in which it is envisioned differently. This reframing will open up the understanding of persons in positions to offer help (such as Student Advisors) thereby equipping them with the tools to recreate these spaces to optimize support for international graduate student.

**Remonia Stoddart-Morrison** is a second year PhD student in the Department of Secondary Education and the current Graduate Ombudsperson Intern in the Office of the Student Ombuds, U of A. As the Graduate Ombuds Intern, she assists graduate students with various issues, for example, student-supervisor conflict, and is especially drawn to the issues faced by international graduate students and the many nuances associated with adjusting to life and post-secondary schooling in a new country. Prior to starting her studies at the U of A, Remonia worked as a high school educator and principal who facilitated the use of alternative means of handling school conflicts to ensure positive outcomes.

## Understanding the Immigration Landscape through the Eyes of an International Student

Lubna Ahmad, Nora Lambrecht

International students make up 20% of our student population. While they use the same services as other domestic students, they also require more specialized services unique only to them especially when it comes to navigating and understanding the immigration landscape. International Student Advisors who are Regulated Immigration Consultants (RCICs and RISIAs) assist students through this process as well as support campus service providers with immigration issues.

This discussion will help you:

- recognize some of the students' immigration needs and challenges from before they arrive until after they graduate
- distinguish between the basic immigration permits (e.g., study permit, co-op work permit, post graduate work permit, temporary resident visa)
- assess immigration scenarios
- determine referral situations
- identify official institutional documents required for immigration purposes

**Lubna Ahmad** worked as a teacher and educator in both Canada and the UAE for over 16 years before completing her Master of Education degree and becoming an International Student Specialist with the U of A in 2009. Lubna is fluent in both English and Arabic and has extensive experience and a great passion for student advising. Lubna is also a Regulated Canadian Immigration Consultant since 2014.

**Nora Lambrecht** works for University of Alberta International as an International Student Specialist. She spent most of her career in Student Services at secondary and post-secondary institutions in China. Nora is fluent in English, Farsi and Mandarin. Nora has been working with International Student Services since 2012 and is a Regulated Canadian Immigration Consultant since 2014.

## **Universal Design for Learning: Creating Accessible, Equitable Learning Environments**

Oksana Cheyresh

Postsecondary institutions are experiencing a steady increase of the number of students with diverse levels of knowledge, skills, and accessibility preferences. Universal Design for Learning (UDL) aims to provide equitable learning experiences by providing alternatives for students with varied abilities. UDL strategies include multiple means of knowledge representation, student engagement, and expression. This poster presentation will provide examples of learning environments using the principles of UDL. It will also include a review of some UDL approaches on campus, some using technology and others that do not.

**Oksana Cheyresh** is the Accessibility Advising Team Lead in Student Accessibility Services at the University of Alberta. She is passionate about providing equitable learning environments for students with diverse abilities. She has extensive experience in accessibility services and holds a BEd in Psychology and Counselling from Precarpathian University. She has a Masters in Humanities Computing from the University of Alberta as well as coursework towards a PhD in Comparative Literature.

## A Guide to Healthy Social Media Discourse

Brent Epperson, Natalie Sharpe

Social media is ubiquitous on campus. We use it for academic and administrative communications, for online and collaborative learning, and for social networking. The landscape of online discourse is constantly changing, allowing for instantaneous, creative and interactive exchange. However, like any mode of communication, it can distract and interfere with other peoples' lives. The potential for cyber-abuse to cause irreparable damage and harm is well known. University ombudspersons note the increasing numbers of online bullying and harassment allegations. Yet faculties often appear uninformed, ill prepared, and sometimes fearful or unwilling to handle these incidents. Some faculties react to instances of cyberbullying strongly and channel them through formal complaints and disciplinary channels. In this Ignite session, we will highlight the ways in which a few faculties are using a community wellness and/or professional responsibility approach to work collaboratively with their students in teaching cyber-responsibility. They are introducing paths for students to reflect on their negative behaviours, take responsibility, and change in positive ways. Through this mode of appreciative inquiry, as a community, they are establishing best practices in promoting healthy digital discourse in their academic and social lives. Here are some of their tips for consciously practicing digital citizenship!

**Natalie Sharpe** has a BA Honours and a Master's Degree in Socio-Cultural Anthropology and brings a holistic perspective to her ombuds work. She has worked at the University of Alberta for over 3 decades and is the Director of the Office of the Student Ombuds. Natalie is the President of the Association of Canadian College and University Ombudspersons. She has presented on various ombuds topics regionally, nationally and internationally; she contributed to a SSHRC study on cyberbullying in higher education institutions across Canada. Natalie also teaches part-time at Athabasca University in Alternative Dispute Resolution, Labour Studies, and the Social Sciences. She has conducted research on indigenous land claims, edited for The Canadian Encyclopedia, and held executive roles in an educational union.

**Brent Epperson** serves as the Graduate Ombudsman at the University of Alberta. He holds a PhD in political science and teaches courses in Canadian politics and health care policy. His research in macro-level issue framing in the health sphere informs his ombudsman practice, combining reframing techniques with mediation and restorative practices to resolve workplace conflict. Working primarily with graduate students and post-doctoral fellows, much of Brent's casework involves the resolution of conflicts between advanced degree students and supervisors or other faculty. Beyond the university, Brent contributes frequently to higher education reform debates in the media and academic venues, as well as ombudsman publications internationally.

## Connecting the Dots with Students of Concern

Kris Fowler

The university landscape is complex and student concerns can be even more so. Using a case study, we will illustrate how making a report to Helping Individuals at Risk (HIAR) initiates a risk assessment process, facilitates coordination of services across the university, and can lead to "connecting the dots" to help a student of concern.

**Kris Fowler** is the Helping Individuals at Risk (HIAR) Case Team Coordinator at the University of Alberta. She has a Bachelor of Arts degree in Psychology from the University of Alberta, and has extensive training and experience in risk assessment, threat management and suicide intervention. Ms. Fowler is a member of the Canadian Association of Threat Assessment Professionals (CATAP), and sits on the Post-Secondary Institution Special Interest Group.

## **Spectrum: UAlberta's Newest Interdisciplinary Undergraduate Research Journal**

Crystal Snyder

*Spectrum* is a new student-run, collaborative undergraduate research journal that strives to publish diverse and engaging research and creative works by undergraduate students across disciplines. Managed by the Undergraduate Research Initiative (URI) and run by a team of student editors, *Spectrum* engages undergraduate students in the scholarly publication process as authors, peer reviewers, editors, and designers. This session will introduce *Spectrum* and describe some of the unique attributes of our editorial process, collaborations with other journals, and capacity-building for student publishing at the University of Alberta.

**Crystal Snyder** is the Team Lead for the Undergraduate Research Initiative (URI). She oversees a range of supports for undergraduate research, including advising, funding, skill-development workshops, and dissemination opportunities. Or, as she prefers to describe it, she's like Miss Frizzle, but for curious grown-ups.

## **Applying Design Thinking to Career Advising Sessions**

Justin Pritchard

This presentation highlights concepts and strategies for applying design thinking to career advising sessions. Design thinking can be exercised by practitioners to enhance processes of co-creation, discovery and ideation with their clients. What makes design thinking unique is its use of creative methods—including needs-finding, visualizing, iterative prototyping, mapping, synectics, and storytelling, as well as the use of various mindfulness practices.

Learned Outcomes:

- Summarize key characteristics of design thinking and the design process
- Explain how design thinking can be applied to career advising contexts
- Brainstorm how design thinking can be applied to personal practice

**Justin Pritchard** has been working at the U of A Career Centre for 6+ years in various roles—including Graduate Career Advisor, Graphic Designer and Career Coach. His career journey started in 2005 while studying fashion design at college in southern Alberta, then working in interior, graphic, web, curriculum and instructional design. He completed a Master of Design (MDes) degree in visual communications and teaches in the Department of Art and Design while working as a Certified Career Development Practitioner.

## **Intercultural Images of an Advisor: Navigating our Communication Defaults**

Leslie Weigl

As advisors, we greet a world of different perspectives. Becoming aware of our own cultural assumptions in the advisors' role, as well as seeing the varied expectations that international students have of us, can help us to navigate culturally produced gaps and offer insights into how to shift our communication patterns for more effective outcomes. Leave this interactive workshop with a new map for guiding the world on our campus.

**Leslie Weigl** is passionate about building welcoming, creative, diverse spaces that make a positive impact on society. With 16 years in the field of global education and a Master's degree in Intercultural Relations, most of her time is spent collaborating with student leaders for multicultural community building and global leadership development at the U of A's International House. She also designs and conducts an array of tailored workshops on intercultural communication and sensitivity, multicultural team building, and embodied approaches to intercultural learning.

