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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 “Connecting Our Voices: Sharing and Understanding our Stories.” You may be here to learn about new initiatives 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.

Stories serve many purposes including to educate, engage and enlighten. Storytelling can reduce the communication barriers between experts and novices and facilitate a “meeting of the minds.” This conference is focused on meeting new colleagues, and reconnecting with those you have not seen for a while, sharing stories. 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 Pecha Kucha Panel focusing on the theme of intersectionality, and how, as student affairs professionals, we can be allies to students and colleagues with unique circumstances, histories and stories. 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 and closing.

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

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, share stories, and make new connections.

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

Chris Avelar ................................................................. ACCESS Outreach Team
Sue Beaufoy ................................................................. Academic Success Centre
Mykhaylo Bodnar .......................................................... Career Center
Oksana Cheypesh .......................................................... Academic Success Centre
Jenna Clarahan .............................................................. Office of the Dean of Students
Wendy Doughty .............................................................. Office of the Dean of Students
Christine Gertz ............................................................... Career Center
Dinuka Gunaratne ........................................................... Career Center
Corry Klose ................................................................. Office of the Dean of Students
Karen Unger ................................................................. Career Centre
Debbie Yee ................................................................. Office of the Dean of Students
Katherine Zwicker .......................................................... Office of the Dean of Students

Special thanks to Karen Pirie, Office of the Dean of Students, for her administrative support.
The 2019 Student Advisors’ Conference Planning Committee

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

Registration and Check-in

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

Meals

Your conference registration includes a light breakfast, lunch, and coffee/tea/water throughout the day. If you indicated special dietary requirements on the registration form, different food options will be available to you.

Wellness Activities (hosted by the ACCESS Outreach Team)

Take a break and engage in activities designed to help you feel recharged and rested.

**Karaoke (Lunch)**
What better way to connect our voices than through song? Whether it’s your first go at the mic or you’re a seasoned veteran, all are welcome. Hang out, cheer on your colleagues, and enjoy the lunch hour with music.

**Mindfulness (Lunch)**
Need some quiet time to recharge? Bring your attention to the present moment. All are welcome.

**Colouring (Available throughout the day)**
Add some colour to your life with a takeaway colouring sheet (available at your table).

**Button Making (Lunch and 2:20 p.m. break)**
Turn your coloured button design into a wearable piece of art! Take some time during the lunch hour and afternoon break to visit our button maker station located at the Registration Desk. (Button templates are available at your table.)
## Schedule

Also found at: [www.ualberta.ca/provost/dean-of-students/committees-collaborations/student-advisors-conference](http://www.ualberta.ca/provost/dean-of-students/committees-collaborations/student-advisors-conference)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00 - 9:15 a.m.</td>
<td>Welcome and housekeeping</td>
<td>Maple Leaf Room</td>
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<tr>
<td>9:15 - 10:05 a.m.</td>
<td><strong>Keynote Pecha Kucha</strong></td>
<td>Maple Leaf Room</td>
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<td></td>
<td>Sam Pearson</td>
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<td>Director, Sexual Assault Centre</td>
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<td>Shana Dion</td>
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<td>Assistant Dean, First Nations, Métis and Inuit Students</td>
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<td>Evelyn (Ev) Hamdon</td>
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<td>Advisor, Safe Disclosure &amp; Human Rights</td>
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<td>Glynnis Lieb</td>
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<td>Executive Director, iSMSS</td>
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<td>10:05 - 10:15 a.m.</td>
<td>Break/Transition Time</td>
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<td>10:15 - 11:05 a.m.</td>
<td><strong>Concurrent Sessions 1</strong></td>
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<td>Student Advising:</td>
<td>Aurora Room</td>
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<td></td>
<td>The Never Ending Improv Show</td>
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<td>Intersectionality and Intentional Fairness</td>
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<td>– From Theory to Practice Through the Power Flower Exercise</td>
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<td>Connecting students and advisors with Transfer Alberta tools and supports</td>
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<tr>
<td>11:05 - 11:15 a.m.</td>
<td>Break/Transition Time</td>
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<td>11:15 - 12:05 p.m.</td>
<td><strong>Concurrent Sessions 2</strong></td>
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<td>The U of A's Suicide Postvention Support Framework</td>
<td>Aurora Room</td>
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<td>Connecting the Narratives – How Advisors Understand Students' Stories, and the Stories Students Tell About Us</td>
<td>Prairie Room</td>
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<td>Dynamic Mentorship</td>
<td>Glacier Room</td>
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<tr>
<td>12:05 - 1:30 p.m.</td>
<td>lunch</td>
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<td>12:05 - 1:30 p.m.</td>
<td><strong>Health &amp; Wellness Activities</strong></td>
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<td>colouring <em>(available throughout the day)</em></td>
<td>Maple Leaf Room</td>
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<tr>
<td></td>
<td>button making <em>(continued at 2:20 p.m. break)</em></td>
<td>ACCESS Outreach</td>
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<td>karaoke</td>
<td>ACCESS Outreach</td>
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<td>mindfulness activity</td>
<td>ACCESS Outreach</td>
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*Note: Additional activities may be available throughout the day.*
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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>12:30 - 1:30 p.m.</td>
<td><strong>Poster Session</strong>&lt;br&gt;An Ombuds Response to Indigenizing Institutions&lt;br&gt;Connecting to Culture: Using Institutional Culture as a Tool for Success&lt;br&gt;Creating a Culture of Assessment: Stories of Building on Strengths &amp; Addressing Needs&lt;br&gt;Addressing cultural norms within the lens of academic integrity&lt;br&gt;Academic Success Centre Services</td>
<td>Maple Leaf Room</td>
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<td><strong>Taylor Thomas</strong>&lt;br&gt;<strong>Alexandria Hammond</strong>&lt;br&gt;<strong>Helen Vallianatos, Veronica Kube, Wendy Doughty</strong>&lt;br&gt;<strong>Ryan Moukhaiber</strong>&lt;br&gt;<strong>Mebbie Bell, Oksana Cheypesh, Tristan Donald, Stephen Kuntz, Sharon Stearns</strong></td>
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<td>1:30 - 2:20 p.m.</td>
<td><strong>Concurrent Sessions 3</strong>&lt;br&gt;The Changing Landscape of Meeting the Needs of Students with (Dis)abilities&lt;br&gt;Meaningful Professional Development: Finding, Utilizing, and Engaging in Opportunities in the Workplace&lt;br&gt;Reciprocal Relationships Lead to Long Lasting Friendships</td>
<td>Aurora Room, Prairie Room, Glacier Room</td>
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<td>2:20 - 2:35 p.m.</td>
<td><strong>Break/Transition Time</strong>&lt;br&gt;(button making at registration table continued)</td>
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<td>2:35 - 3:35 p.m.</td>
<td><strong>Ignite Session</strong>&lt;br&gt;Bring Student Homelessness into the Light: A Community Approach&lt;br&gt;Expanding Governance: Acknowledging, Learning From, and Including Indigenous Students’ Perspectives&lt;br&gt;The Pyramid of Sexual Violence: Attitudes Shaping our Actions and Interactions&lt;br&gt;How Mentors can Help Advance your Career&lt;br&gt;Getting students where they need to go - ACCESS Outreach&lt;br&gt;If you don’t Know, Ask (and if you do, Offer)!</td>
<td>Maple Leaf Room</td>
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<td><strong>Sarah Wolgemuth, Heather Ritz, Kevin Friese</strong>&lt;br&gt;<strong>Sasha van der Klein, Kristine Wray</strong>&lt;br&gt;<strong>Daniela Chavez &amp; Dora Gyenes</strong>&lt;br&gt;<strong>Amy Roy Gratton</strong>&lt;br&gt;<strong>Chris Avelar</strong>&lt;br&gt;<strong>Chloe Chalmers</strong></td>
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<tr>
<td>3:35 - 4:00 p.m.</td>
<td><strong>Closing</strong></td>
<td>Maple Leaf Room</td>
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Evelyn (Ev) Hamdon, Advisor, Safe Disclosure & Human Rights

Evelyn Hamdon has a PhD in Educational Policy Studies from the University of Alberta. Her research and practice are grounded in anti-oppression and de-colonial theory and her doctoral project addressed gendered Orientalism, with a focus on its reproduction in Hollywood films.

Evelyn has worked for over two decades as an equity and inclusion educational and strategic consultant, including in post-secondary contexts. She is the author of Islamophobia and the question of Muslim identity (2010, Fernwood Books) as well as several book chapters and journal articles that examine forms of social exclusion at the nexus of gendered and racialized identities.

Evelyn is currently an Advisor in the Office of Safe Disclosure and Human Rights, at the University of Alberta. In her role, she provides education and consulting services to her colleagues relating to equity, diversity, inclusion, and human rights.

Glynnis Lieb, Executive Director, Institute for Sexual Minority Studies & Services (iSMSS)

Glynnis holds a PhD in Personality and Social Psychology. She has worked both for government and not-for-profit social services organizations, as an employee and in supervisory/managerial roles. The majority of her work has centered around mental illness and addiction services. She is also a post-secondary instructor, teaching courses in Psychology and Criminal Justice.

Glynnis believes strongly in community involvement and social activism. She sits on a number of boards for entities that are health or social justice focused. She has been a union activist for much of her adult life.

Glynnis also volunteers for a number of community organisations. Through this volunteerism, she is an active supporter of local arts, poverty reduction initiatives, mental health and addiction education and support, LGBTQ2+ community members, offender rehabilitation programs, supports for people with disabilities, and anti-discrimination initiatives.

Sam Pearson, Director, Sexual Assault Centre

Sam’s dedication to anti-sexual violence advocacy began when she saw an education presentation from the University of Alberta Sexual Assault Centre (UASAC) in the second year of her undergraduate degree. Little did she know that this presentation would play a large part in determining the direction of both her personal and professional lives. After working as both the Volunteer Programme Coordinator and the Education Programme Coordinator, Sam moved into the role of Director of the UASAC in January 2017. In this capacity Sam provides vision, guidance, and mentorship to a tremendously talented group of volunteers and staff, all of whom
passionately believe in the transformative power of peer-education, community-driven awareness initiatives, and person-centred support. Sam’s years of experience facilitating anti-sexual violence education workshops and providing crisis intervention support to those who have been impacted by sexual violence, have taught her a lot about the importance of creating space for folks to connect to this issue in ways that make sense for them. This is an idea that Sam strives to bring into all of the workshops she facilitates. When Sam is not working, she can be found engaging in intersectional feminist community organizing, or outdoors with her pup.

Shana Dion is a Nehiyaw Iskwew (Cree woman) from Kehewin Cree Nation. Shana has been in her role as Assistant Dean, First Nation, Métis and Inuit students for one year, however, she held the role of director of First Peoples’ House for 9 years. In both of her roles she remains grounded and guided by her Cree teachings in providing holistic supports for First Nation, Métis and Inuit learners to achieve their own personal and academic growth.

She recognizes that to achieve inclusivity and equity we must embrace and honor a whole bunch of difference every day. Embracing difference in this way allows us to shine in all that we do within student services and community engagement. Understanding the historical traumas of Canada and the intergenerational impacts that it has had and continues to have on the First Peoples’ of this land is where we start. Through unpacking our learned history is how we can start to correct the errors for the betterment of the next seven generations. Growing in this journey together helps us to break down institutional barriers and some personal biases to create a safe and inclusive community that can enrich all of our lives for years to come.
Concurrent Presentations - 1

Student Advising: The Never Ending Improv Show
Zac Young, Jess Ruprecht  

Do you fall asleep thinking, “How can I bring new perspective and vulnerability into my advising work?” This interactive presentation will provide the opportunity to broaden your current mindset and habits in student advising with lessons and inspiration you can learn from the fine dramatic art of improv(isation). Brought to you by funny people who also have knowledge, participants can expect to learn new techniques and tools to manage advising situations through a new lens. We will explore the ways that improv concepts like storytelling, accepting offers, failure, and reincorporation can be used to better (and more creatively) build resilience and support students on campus.

Introvert Disclaimer: A combination of current practices in advising, resilience and support theories, and low-risk improv exercises will be used to facilitate the session (no, you won’t have to improvise a musical with your colleagues).

Zac Young has held a variety of positions within the University of Alberta’s Residence Life program, and is currently the Residence Coordinator for Nîpisîy, Pinecrest and Tamarack Houses. He oversees the student support and educational programming for first year and upper year students in residence, in addition to student staff mentorship for these communities. Zac completed his Bachelor of Science at the University of Alberta, majoring in Biological Sciences and minoring in Art & Design. He also developed a keen interest in improv after taking a workshop with Rapidfire Theatre in Edmonton.

Jess Ruprecht is currently the Coordinator, Residence Education and Transition at the University of Alberta. She plans and executes Orientation, Service Learning, Training, and Student Development programming for residents and student staff, as well as sits on the Restorative Justice Training committee. Previously, Jess has worked on Orientation and Transition programs at the University of Waterloo and Queen’s University, and is pursuing her Masters in Education through Memorial University. Jess also developed a passion for improv after taking an improv workshop, despite having never seen an improv show before in her life (which is no longer the case).

Intersectionality and Intentional Fairness – From Theory to Practice Through the Power Flower Exercise
Remonia Stoddart-Morrison, Natalie Sharpe  

How we view the “facts” of our lives is based on our assumptions, our beliefs, our values, our lived experiences, and the statuses that we are born into and achieve. The concept of intersectionality helps us to dissect and understand the many factors at play: racial construct, ethnic identity, sex, gender, class, age, ability, region of origin, occupation, etc. As advisors, we can only help our student clients understand their situation when we gain an understanding of their own experiences of marginalization and multiple forms of oppression. In this session, factors will be explored that may contribute to or take power away. We will work in group-circles, using The Power Flower exercise to demonstrate how we construct our reality, and express positions of
power or marginalization. This exercise helps us to explore the complexities of diversity, power and marginalization. This session should enable us to better empower our clients and build strategic alliances, thereby making higher educational institutions more intentionally fair and equitable.

**Remonia Stoddart-Morrison** (B.Sc Computer Studies/Management; M.Ed Educational Administration) is a PhD student in Secondary Education and has been the Graduate Ombudsperson Intern, Graduate Ombudsperson and is currently the Interim Undergraduate Ombudsperson in the Office of the Student Ombuds. As an ombudsperson, she assists undergraduate and graduate students with academic appeals, grade appeals, petitions, academic and non-academic discipline charges, interpersonal conflict and discrimination, etc. Prior to her studies and work at the University of Alberta, Remonia lived and taught in Jamaica as a high school educator and Principal.

**Natalie Sharpe** (B.A. Hon, M.A. Anthropology) is the Director of Office of the Student Ombuds and the President of the Association of Canadian College and University Ombudspersons. Natalie has been an ombudsperson, university and college educator, and advocate for social justice. She has presented at the Student Advisors’ Conference, national and international ombuds, higher education, and student service conferences for four decades.

**Connecting students and advisors with Transfer Alberta tools and supports**

This session will focus on the Alberta Council on Admissions and Transfer (ACAT): who is a member of our Learner Pathways System, what we do, and the tools and websites we have for student and institutional users. We will review our system principles and some frequently asked questions that directly impact students (and advisors). We will show participants our two websites and explain the different target audiences. We will then ask advisors to role play students and perform some searches on the Transfer Alberta Search Tool (available via mobile app or on the Transfer Alberta website). We will conclude the session by demonstrating the search functionalities within the Learner Pathways System tools (these drive the Transfer Alberta Search Tool) that assist advisors who deal with transfer student questions. Opportunities for further training on these tools will be discussed.

**Clare Ard** has worked in post-secondary services, both governmental and institutional, since 1996. She has been the Articulation Manager with the Alberta Council on Admissions and Transfer (ACAT) Secretariat for the past three years, prior to which she was herself an academic advisor dealing with transfer students.

**Eric Dohei** has worked with the Government of Alberta in education-related fields for over 25 years, the past 10 years of which he has served as Manager within the Alberta Council on Admission and Transfer (ACAT) Secretariat. Since 2014, a primary focus of Eric's work has been ACAT’s Learner Pathways Modernization Initiative, supporting the development and implementation of the Alberta Transfer Systems Learner Pathways System tools.
The U of A’s Suicide Postvention Support Framework
Kevin Friese, Sarah Wolgemuth

Campus mental health and wellbeing are important aspects of campus life for students, faculty and staff at the U of A. No aspect of mental health is more compelling than the prevention of suicide among our population. “It remains among Canada’s most serious public health issues,” noted the Canadian Association for Suicide Prevention in 2009. Suicide impacts individuals, families, friends and our communities. Drawing from the U of A’s suicide prevention framework, this session will focus on suicide postvention and how the U of A supports members of our community following a suicide. Attendees will learn about how the Office of the Dean of Students communicates a campus suicide and what role faculties, departments, and student leaders can play in the U of A’s suicide postvention strategy.

Kevin Friese is the Assistant Dean of Students, Health and Wellness at the University of Alberta. With over eighteen years of experience in the field of health & wellness, Kevin has the privilege of leading a multidisciplinary team of health professionals that support a holistic approach to the well being of students, their families, faculty, and staff at the U of A. Kevin has a passion for supporting the health and well being 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 sits as a member on the Healthy Campus Alberta Design Team, and is the Vice-Chair of the Edmonton Regional Post-Secondary Mental Health Committee.

Sarah Wolgemuth’s career in supporting students at the U of A began in 2003. Her previous roles include Director of Student Services, Faculty of Law; and Assistant Dean, Residence Services. As the Assistant Dean, Student Life, Sarah brings her experience in the areas of student leadership development, orientation and transition programs, recruitment, student conduct, crisis response and case management, sexual violence response and education, and policy development. Sarah was born and raised in southern Ontario and earned a Bachelor of Kinesiology (Hons) from Brock University in 2003, and a Masters of Education in Educational Policy Studies from the U of A in 2006.

Connecting the Narratives – How Advisors Understand Students’ Stories, and the Stories Students Tell About Us
Gavin Palmer, Nora Lambrecht

What does caring look like? What does service look like? Every advisor endeavours to add to the success of their students; however, for an advisor to encompass the knowledge of a world of advising practices, and be able to meet all student expectations, seems an impossible request. Yet for many students, it is the common expectation of what all student facing staff “should” be able to provide. This session will explore how we define our roles, and juxtapose those with the stories, images, and experiences from a diverse group of international students. A group activity will help attendees to see how others on campus respond to intercultural nuance, and offer possible perspectives to utilize within their own complex interactions. We invite everyone to join International Student Services in one of our favourite conversations.
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 very invested in the lived experiences of international students and works diligently to build intercultural competencies and foster values of inclusivity. He enjoys camping, reading, swimming, spending time with his family, and a good craft beer.

Nora Lambrecht has been with ISS for the last 6 years as an International Student Specialist. She spends most of her time empowering international students to navigate in their new academic, social and cultural environment. She holds a wide variety of international lenses including Iranian, Chinese, Belgian, and Scottish. Her unique brand of cheerfulness and attention to the emotional needs of her students help to make her an effective advisor.

Dynamic Mentorship
Kelly Hobson
Glacier Room

While mentorship is increasingly being recognized as a transformative practice, the way we approach mentorship programs is often with a one-size-fits-all model. Traditional one-to-one matching programs only begin to unlock the potential of both mentors and mentees. In this session, you will learn about alternate approaches to mentoring that respond to the dynamic needs of program participants, and walk away with practical tools you can use to enhance mentorship in your faculty or department.

Kelly Hobson is the Mentorship Coordinator for the Peter Lougheed Leadership College. Kelly has worked and studied at Western University, Carleton University, Nanyang Technological University, and the University of Alberta, and is interested in how institutions of higher learning can incubate leadership. When Kelly isn’t on campus, they are an avid outdoorsperson and aspiring dog owner.
**The Changing Landscape of Meeting the Needs of Students with (Dis)abilities**

**Wendy Doughty, Oksana Cheypesh**  
Aurora Room

This session will provide a profile of U of A students registered with Accessibility Resources and an update on changes in services, delivery formats, and the move toward universal design. Participants will have the opportunity to work through a student scenario.

**Wendy Doughty** is the Assistant Dean - Student Success at the University of Alberta. Throughout her career she has provided programs and services to adult learners with diverse abilities. She is passionate about helping students work through barriers to attain their goals. Wendy holds a BSc from the University of Guelph and both a MEd and PhD in Educational Administration (focused on adult education and evaluation) from the U of A.

**Oksana Cheypesh** is the Accessibility Advising Team Lead 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 a background in psychology and counselling. She has a Masters in Humanities Computing from the University of Alberta, as well as coursework towards a PhD in Comparative Literature.

**Meaningful Professional Development: Finding, Utilizing, and Engaging in Opportunities in the Workplace**

**Lindsay Hennessey, Rachel De Leon**  
Prairie Room

In 2015 our office undertook a process of creating opportunities for meaningful professional development. Through the exploration of professional development resources as well as our team values we were able to create a professional development plan that has improved our communication and dedication to supporting individual goals and the overall growth of our team. In this session we will discuss how to create a professional development plan that can be applied to any work environment. We will highlight professional development resources (at low or no cost) and opportunities we have discovered to engage an entire office as well as encourage development at an individual level. This interactive session will discuss topics and professional development ideas related to self-care, hard and soft skill training, team building, and more. Attendees will be encouraged to share resources and ideas to help build a meaningful professional development plan to implement in their workplace or for themselves as individuals.

**Lindsay Hennessey** works as a Scholarship Program Coordinator in Student Financial Support at the University of Alberta, in this role she strives to provide a holistic funding experience to students. Most recently she sat on the the Strategic Planning Committee for Professional Development for the Office of the Registrar and has also spent 5+ years researching and contributing to professional development activities.

**Rachel De Leon** is currently the Bursary Program Coordinator in Student Financial Support and has worked with a primary focus on student financial aid support at the University of Alberta.
since 1999. Beginning her financial aid career with the Dean of Students office, an amalgamation of student financial supports on campus in 2014 moved her position to the Office of the Registrar. With the amalgamation of three separate units into one unit, the opportunity to collaborate on building a cohesive, supportive and fun financial aid team was too good of an opportunity to pass up. Her passion to assist people to get the very best out of life no matter what their situation has been a valuable contribution to her team.

Reciprocal Relationships Lead to Long Lasting Friendships
Shana Dion, Tricia Beaudry Glacier Room

Join us in our conversation about our journey in nourishing reciprocal relationships within our campus community which is grounded into our Cree Teachings to provide an environment of empowerment for First Nations, Métis, and Inuit (FNMI) learners to achieve personal and academic growth.

Shana Dion, Assistant Dean First Nation, Métis and Inuit students is a Nehiyaw Iskwew (Cree woman) from Kehewin Cree Nation. Shana is new to the role of AD however was in the role of Director of First Peoples’ House for 9 years, to support First Nation, Métis and Inuit learners achieve their own personal and academic growth.

Tricia Beaudry, Director of First Peoples’ House. Tricia’s family originates from the Sturgeon Lake Cree Nation and Alexander First Nation, but she grew up in Whitecourt, Alberta. Prior to her Director role, she served as the Student Advisor for 6 years in FPH. Her educational background is in Native Studies. She chose Native Studies because she was interested in knowing more about the history of her ancestors. She has a passion for serving and inspiring her people through education.
An Ombuds Response to Indigenizing Institutions
Taylor Thomas

With increasing indigenous enrollment in post-secondary institutions, there is a shift in institutional priorities towards creating a more inclusive and culturally sensitive learning environment as a result of external factors such as the Truth and Reconciliation Commission. There has been an increasing need for student advisors to be aware of their position within these wider paradigm shifts. My role as an ombuds intern was heavily impacted by these considerations. This led me to wonder, how should Ombuds as advisors be responding to the growing demand to indigenize student services and decolonize the institution?

This poster session will examine how higher education ombuds offices nationally and internationally have responded to culture shifts calling for an indigenized institution through a comprehensive literature review. Calling on the expertise of the University of Alberta’s Dean of Students, indigenous justice paradigms, and my lived experience as a student advisor, I will illustrate the opportunities for a culturally responsive Ombuds Office, guided by collaboration with the First Nations, Métis, and Inuit indigenous community on campus. Ultimately the possibility for indigenous justice paradigms as guiding theoretical frameworks for Ombuds impartiality and interpretation of fairness standards is proposed.

Taylor Thomas is an Undergraduate Ombuds Intern who works primarily with the undergraduate campus community to advocate for fairness and due process, in order to ensure good relations. Taylor is currently completing a Bachelor of Arts in Political Science with a minor in Women’s and Gender Studies from the University of Alberta. Beyond her internship, Taylor hopes to pursue a Law degree with a focus on legislative reform.

Connecting to Culture: Using Institutional Culture as a Tool for Success
Alexandria Hammond

This presentation explores institutional culture in the context of higher education and how it can be utilized by student advisors to support student success. Institutional culture broadly refers to the shared sense of values, symbols, and beliefs that guide the actions of members of an institution to create a unique learning environment. Institutional culture during times of crises or conflict can be problematic. This can be observed when students have not developed an awareness of the behavioral norms or when a student may be actively rebelling against the accepted policies of a specific institution. How then can student advisors begin to decipher the complex nature of institutional culture to best support students? This poster will go beyond an intuitive sense of institutional culture to demonstrate how a deeper understanding of its complexities can allow student advisors to anticipate conflicts and crises in order to improve student outcomes.
Creating a Culture of Assessment: Stories of Building on Strengths and Addressing Needs
Alexandria Hammond Helen Vallianatos, Veronica Kube, Wendy Doughty

While assessment practices in student affairs have received increased attention in recent years, limited literature remains on Canadian contexts. Program decisions must be based on evidence of local student needs, and programming must be routinely evaluated to ensure these needs are being addressed. We present our collaborative approach to create an assessment framework, and lessons learned during development and initial implementation of our assessment plan. Phase 1 findings, focused on interviews with staff, are then shared. A discussion follows, on how our case reflects similar and different experiences in other institutional contexts.

Helen Vallianatos, Associate Dean, Office of the Dean of Students, supports the building of a holistic student affairs portfolio, while also identifying and addressing evolving student needs. She is also an Associate Professor in the Department of Anthropology, conducting research focused on food, gender, migration and health with various communities locally and internationally. Her work as Associate Dean is influenced by her research and teaching experiences, including the value of applying community-based research approaches to the development and implementation of the Assessment Committee's plan presented at this conference.

Veronica Kube is a graduate student in the Counselling Psychology Program at the University of Alberta. She has previously worked in U of A student services with the Office of the Student Ombuds, and is currently working with the Assessment Committee as a research assistant in the Office of the Dean of Students.

Wendy Doughty is the Assistant Dean, Student Success at the University of Alberta. Throughout her career she has provided programs and services to adult learners with diverse abilities. She is passionate about helping students work through barriers to attain their goals. Wendy holds a BSc from the University of Guelph and an MEd and PhD (both in Educational Administration with a focus on adult education and program evaluation) from the U of A. She worked as an independent program evaluator for 12 years.
The cultural and institutional norms that a person learns during their youth affect their ability to navigate and succeed in graduate studies. For example, when entering their programs, graduate students are briefed on various academic offences and expectations. However, within this population of students, some may misinterpret and not fully comprehend these expectations. This misinterpretation may become exacerbated for international students who are still getting accustomed to a non-familiar institution, and who struggle with traversing the cultural nuances involved with being a graduate student. Subsequently, these students may exercise the same behaviours and expectations from their previous institution, which may be deemed academically inappropriate in their current university. As advisors, how are we better able to accommodate differing cultural and behavioural norms in the academic context to ensure the success of graduate students in their programs?

Ryan Moukhaiber is a second-year Masters student completing his Neuroscience degree. His current research focuses on human sensorimotor integration and, more specifically, how we use available visual information to guide hand actions at different heights such as reaching for a cup of coffee or a book on a shelf. He chose to pursue a graduate internship with the Office of the Student Ombuds to complement his neuroscientific research, as well as to expand his knowledge in new directions.

Addressing Cultural Norms within the Lens of Academic Integrity

Ryan Moukhaiber

Providing professional academic support to students in all University of Alberta programs, the University of Alberta Academic Success Centre is home to the following services (among others): Accessibility Resources (formerly Student Accessibility Services); Communication Resources; the Fresh Start Program; Learning Resources; and, Writing Resources.

In our multi-poster presentation, we describe our core services and resources, including: 1. The Academic Success Centre: How We Can Help; 2. What is the Fresh Start Program? The Student Experience; 3. Inside Academic Success Centre Appointments; and, 4. Accessing Student Accommodations. Addressing themes of accessibility, inclusivity, overcoming obstacles, and challenging barriers (among others), our posters will not only impart information about what our services do and how to access them, but will also reveal how we contribute to students’ academic journeys at the University of Alberta. From assisting students starting university and as they proceed through their programs to supporting them when they stumble, adapt, and persist with their studies, we help students develop the skills needed to maximize their academic success and achieve their academic goals.

Academic Success Centre poster presenters include: Dr. Mebbie Bell, Director; Oksana Cheypesh, Accessibility Advising Team Lead; Tristan Donald, Fresh Start Program Coordinator; Stephen Kuntz, Associate Director, Writing Resources; and, Sharon Stearns, Senior Learning Specialist.
Bring Student Homelessness into the Light: A Community Approach
Sarah Wolgemuth, Heather Ritz, Kevin Friese

According to Statistics Canada (2000) there are over 300,000 individuals who are homeless living in Canada and of these, a staggering 20% are under the age of twenty-four. Youth, ages 16-24, comprise the fastest growing homeless population in Canada (Koeller, 2008). This age range comprises 77.7% of the Canadian university population.

Against the backdrop of the University of Alberta, this session explores the largely invisible prevalence of student homelessness in post-secondary settings. It considers the systemic factors that contribute to its stigma and lack of community support, and addresses related factors such as food insecurity, financial barriers, and student mental health. The U of A’s Student Homeless Pilot Project will be presented along with a group discussion about the role student affairs can play in supporting students who are homeless and removing the barriers that perpetuate social stigma of homelessness.

Kevin Friese is the Assistant Dean of Students, Health and Wellness at the University of Alberta. With over eighteen years of experience in the field of health & wellness, Kevin has the privilege of leading a multidisciplinary team of health professionals that support a holistic approach to the well-being of students, their families, faculty, and staff at the U of A. Kevin has a passion for supporting the health and well-being 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 sits as a member on the Healthy Campus Alberta Design Team, and is the Vice-Chair of the Edmonton Regional Post-Secondary Mental Health Committee.

Heather Ritz is a member of the Community Social Work Team. She brings 10 years of community development experience from five different countries to her role at the University of Alberta. Heather is involved with a wide variety of committees, projects and activities that bring awareness to issues such as mental health, suicide, loneliness and isolation, stigmatization and exclusion. She is a member of the Student Homeless Supports Committee, and co-chair of the its Education and Awareness subcommittee.

Sarah Wolgemuth’s career in supporting students at the U of A began in 2003. Her previous roles include Director of Student Services, Faculty of Law; and Assistant Dean, Residence Services. As the Assistant Dean, Student Life, Sarah brings her experience in the areas of student leadership development, orientation and transition programs, recruitment, student conduct, crisis response and case management, sexual violence response and education, and policy development. Sarah was born and raised in southern Ontario and earned a Bachelor of Kinesiology (Hons) from Brock University in 2003, and a Masters of Education in Educational Policy Studies from the U of A in 2006.
Expanding Governance: Acknowledging, Learning From, and Including Indigenous Students’ Perspectives

Sasha van der Klein, Kristine Wray

Recently, the Indigenous Graduate Students’ Association (IGSA) formed with the goal of expanding, developing, and strengthening opportunities for Indigenous graduate student voices to be heard on campus and in University governance, as well as creating opportunities for support, mentorship, and network formation. The Graduate Students’ Association (GSA) has been working collaboratively with the IGSA in pursuit of these goals and also with the aim of enhancing the involvement of Indigenous students in both student association and University governance more broadly. This Ignite session will focus on this work from the perspective of both the IGSA and GSA and emphasize the potential for future collaborative efforts.

Sasha van der Klein serves as the 2018-2019 President of the Graduate Student’s Association, University of Alberta. Prior to this, she served two terms as the GSA’s Vice-President Labour. She is a doctoral student in Agricultural, Food, and Nutritional Science.

Kristine Wray is a PhD student in Environmental Sociology (REES/ALES), studying Indigenous governance in fisheries management. She is the president and a founding member of the Indigenous Graduate Students Association (IGSA), and a member of the Métis Nation of Alberta.

The Pyramid of Sexual Violence: Attitudes Shaping our Actions and Interactions

Daniela Chavez, Dora Gyenes

Sexual assault is something that, unfortunately, happens everywhere, including our own campus. The #IBelieveYou and similar movements on social media focus on how to respond to a disclosure of sexual assault, and as a result, more people across our campus community are equipped with the tools to support someone who has experienced or is experiencing sexual violence. But how can we go a step further? What is rape culture, and how does it create the context for acts of sexual violence to occur? In 5 minutes, we will explore our university’s definition of a rape culture and use a tool called the Pyramid of Sexual Violence to go through a specific example of an attitude, a verbal expression, and an act of sexual violence. The Pyramid helps to emphasize the connection between attitudes and beliefs, verbal expressions, and physical acts of sexual assault, and shows how seemingly harmless myths and tips surrounding sexual assault can create a culture where sexual assault happens through our interactions with other people and the world around us.

Daniela Chávez serves as one of the Education Programme Coordinators at the U of A Sexual Assault Centre where she provides direct client support, educational workshops and trainings and supervises an amazing team of volunteer advocates. Daniela has over 7 years experience working within the anti-violence field, supporting folks of all genders who have experienced violence, on their various healing journeys. She recently graduated with a double major in Social Work and Sociology with a minor in Criminal Justice from the University of Wisconsin- Stevens Point. Daniela is happy to back in her hometown of Edmonton, Alberta after 13 years of living and studying abroad.
**Dora Gyenes** is in her fourth year of volunteering at the U of A Sexual Assault Centre, and her second year of being on the Education Team, where she facilitates workshops about sexual assault myths and misconceptions to undergraduate classes across campus. In her second year of medicine at the U of A, Dora hopes to use all the knowledge and skills she has gained from the Sexual Assault Centre to provide person-centered, trauma-informed care to her future patients.

**How Mentors can Help Advance your Career**

Amy Roy Gratton

Mentors are professionals in the workplace who want to see you succeed, who challenge you and support you, and provide vision for your next steps. In this session we’ll engage in an activity that will help you explore how a career mentor can help you achieve your career goals. Be prepared for some discussion, some interaction and to leave the session with some ideas on how to achieve your goals by breaking them down into 3-5 steps.

**Amy Roy Gratton** works as a Career Education Coordinator at the University of Alberta Career Centre where she plans and delivers a career mentoring program, job shadow programming, and a summer career camp for high school students.

**Getting students where they need to go - ACCESS Outreach**

Chris Avelar

Staying up-to-date on student services on campus can be a hassle. Between position transition, title changes, departmental changes etc., it can be tough for student affairs professionals to keep tabs on everything that’s happening. For students who don’t know where to even start, it can almost seem impossible to get the help that they need. The ACCESS Outreach Team is hoping to help change that by bringing information and supports to students around campus, earlier. Come learn about the strategies they’re using to engage with students and provide them the supports and skills they need to navigate ever-changing systems. We’ll provide a basic overview of our program and strategies, an activity to get people thinking about the challenges students might face in navigating services, and an opportunity to provide input and ideas for future collaboration to better serve all students!

**Chris Avelar** is the Team Lead for the ACCESS Outreach Team within the Office of the Dean of Students. His previous work leading volunteer teams within the Students’ Union has shown him the importance of collaboration and connecting with students to give them the skills they need to succeed. He hopes to bring that mentality to the forefront even more so in his work with the Office of the Dean of Students.
If you don’t Know, Ask (and if you do, Offer!)

Chloe Chalmers

Student Advisors are tasked with answering some of the most important questions of a student’s academic career. But there are some questions an advisor can’t answer - luckily, UAlberta has a community of students, staff and alumni willing and able to help. Students can access that community and crowd-source advice online at uab.ca/sboard. Learn how easy it is to Ask or Offer advice in this Ignite session designed to help you make the most of your network.

Chloe Chalmers is a committed community-builder with over a decade of program development experience in the Arts and Post-Secondary sectors. She is the manager of Alumni Career Services of the University of Alberta Alumni Association and a part-time Masters student in the Faculty of Kinesiology, Sport and Recreation.