**POSTER SESSIONS**

**Monday, June 18, 2018 & Tuesday, June 19, 2018**

**Attended Monday, June 18 - 9:30AM – 10:00AM/12:15PM – 1:15PM/2:15PM – 2:45PM**

**P1. Investigating the institutional support needs of partnered mature students in university study**

Tricia van Rhijn, Assistant Professor, University of Guelph; Amiah Keresturi, BASc Student, University of Guelph; Caitlyn Osborne, PhD Student, Ryerson University

This dyadic, mixed-methods study examines relationship and school experiences when one partner is enrolled in post-secondary study with a goal of developing an understanding of how romantic relationships are affected by one partner attending school as well as how academic success is influenced by support from a romantic partner. This research presentation will discuss findings relating to ways that institutions can better support partnered, mature students to be successful and to make post-secondary programs more accessible to adult learners.

**Competency:** Equity, diversity and inclusion,Student advising, support and advocacy

**Room:** Sir John A. MacDonald

**P2. Developing strategy: Investigating how Divisions of Student Affairs in Canadian institutions of higher education engage in strategic planning**

Shermin Murji, Doctoral Candidate, Florida State University

Strategic planning can be used to ensure Student Affairs Divisions have a clear purpose, vision, mission, and direction. While this approach can be beneficial, little research has examined this topic. This poster will present the research question, methodology, key findings, and implications of a doctoral dissertation investigating “How do Divisions of Student Affairs in Canadian institutions of higher education engage in strategic planning?” At the 2016 CACUSS conference, the initial idea and framework was presented. From feedback gained from this interaction, the dissertation was completed and this poster will share the final approach and result.

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Room:** Sir John A. MacDonald

**P3. Better Practices to Train Educators and Students to Better Utilize Assistive Technology (AT) in the Classroom**

Rob Pafford, Assistive Technology Support Specialist, University of New Brunswick Saint John

Formal training with Assistive Technology (AT) for students and educators in the public school system often occurs sporadically, on the fly, or occasionally not at all. This can leave many new post-secondary students registering for accessibility services at a loss. This poster presentation examines better practices to train teachers and students to use AT for their learning, in the classroom, and to ensure AT remains a vital tool upon transition from public school into post-secondary.

**Competency:** Student learning and development, Technology and digital engagement

**Registrarial Practice:** One Stop Client Services, Student Recruitment

**Room:** Sir John A. MacDonald

**P4. Implementation of a Meal Support Group on campus to address dietary inadequacy impacting mental health**

Lindzie O'Reilly, Registered Dietitian, University of Guelph; Samantha Durfy, Counsellor, University of Guelph

Meal Support Group began at the University of Guelph during the Winter 2017 semester. It runs for six weeks each semester. The group is co-led by a dietitian and counsellor and aims to provide a supportive environment for students to complete meals, process any physical symptoms, emotions, and urges that come with meal completion, and to develop skills to improve their relationship with food. The group is helpful for students who need assistance prioritizing meal preparation and eating, who wish to improve their confidence when eating with others, and who would benefit from education about the benefits of balanced eating.

**Competency:** Student learning and development

**Room:** Sir John A. MacDonald

**P5. Advising Student Athletes: Are they Really all that Different than your "Typical" University Student?**

Carmen O'Callaghan, Business Academic Advisor, Mount Royal University

This poster presentation will highlight some of the considerations an advisor must be aware of when advising a student athlete in comparison to a "typical" university student. The poster will highlight some of the research about advising student athletes, some of the challenges that the advisor faces trying to navigate university and U Sports policy, and provide information on how to understand some of the demands facing students representing their institutions on a national stage.

**Competency:** Student advising, support and advocacy

**Room:** Sir John A. MacDonald

**P6. Moving Beyond Knowledge and Learning Skills: Fostering Attitudes and Dispositions**

Leslie Paterson, Learning Strategies Advisor, Student Academic Success Services, Queen’s University

This poster will summarize the recent literature on what has variously been called "habits of mind" or non-cognitive skills or soft skills. These terms refer to attitudes, dispositions, feelings or behaviours that, when combined with content knowledge and proficient learning skills, better enable a student to reach their academic potential. Examples include openness, motivation, perseverance of effort, and resilience. If specific skills are identified in the literature that appear to be malleable, then suggestions for enhancing their development may be offered.

**Competency:** Student advising, support and advocacy, Student learning and development

**Room:** Sir John A. MacDonald

**P7. Rapid Tides in Residence Life: Relaunching Living and Learning Programs**

Jenn McCulloch, Coordinator, Residence Orientation and Community Development, Simon Fraser University

Simon Fraser University relaunched its Living-Learning Community program in 2016 with the Indigenous Student Cultural House, followed by three additional communities in 2017 (Engaged Global Citizenship, Leadership Empowerment and Development, and the Beedie School of Business). This poster presentation will provide an overview of the program with information regarding each community and their structure, touch on experiences from this year’s communities, and highlight potential changes for 2018. The poster presentation will also allow participants to offer suggestions for potential research topics within Living-Learning Communities.

**Competency:** Intercultural fluency,Student learning and development

**Registrarial Practice:** Student Recruitment

**Room:** Sir John A. MacDonald

**P8. How Data can Drive Policy Decisions - The University Timetable**

Nicole Riley, Enrolment Data & Process Analyst, Bishop's University; Hans Rouleau, Registrar, Bishop's University

Without a scheduling policy, timetabling and efficient use of classroom space is challenging. Our academic departments had effective “ownership” over classrooms, courses were scheduled outside approved timetable blocks, and there was momentum on campus to “tear down walls” and make larger classrooms. A policy was needed, but what issues should it regulate, and how could we rally support for a policy that would, in effect, reduce departmental freedom and control? A strong analysis was needed – it’s hard to argue with numbers. See how we analyzed the situation, presented the results, passed a scheduling policy, and put it into action.

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Registrarial Practice:** Scheduling & Examinations

**Room:** Sir John A. MacDonald

**P9. Internationalization at Home: The Global Learning Program**

Scott MacDonald, Global Mobility Coordinator, University of Toronto Scarborough

Internationalization at home is an increasingly important means of embedding international and intercultural dimensions into the student experience. This poster presentation explores the Global Learning Program’s successes and challenges at providing internationalization-at-home programming to a culturally diverse commuter campus. Explore opportunities to support and recognize student learning through internationalization-at-home activities through the Co-Curricular Record.

**Competency:** Intercultural fluency, Student learning and development

**Room:** Sir John A. MacDonald

**P10. Strategic Collaborative Initiatives: Supporting Academically At-Risk Students through Leadership Opportunities**

Megan Welford, Student Success Advisor, Fraser International College; Sandra Kimber, Student Experience Coordinator, Fraser International College

Holistic support for student communities offers opportunities outside of the classroom for skill development, relationship building, and personal growth. Even when taking advantage of these growth opportunities, at-risk students still face the barrier of having their enrolment timeslot determined by their GPA. A collaborative initiative between Registrarial Services and Student Affairs has sought to remove this barrier facing at-risk students who are aiming to get back on track. Using student engagement and strategic enrolment management, we can allow equitable access to classes and observe our findings on how this initiative has impacted retention rates, academic improvement, and our volunteer community.

**Competency:** Strategic planning, research and assessment, Student learning and development

**Registrarial Practice:** Student Records, Systems

**Room:** Sir John A. MacDonald

**P11. Student Parenthood and On-Campus Childcare in Canada**

Caitlyn Osborne, PhD Candidate, Ryerson University; Tricia Van Rhijn, Assistant Professor, University of Guelph; Bailey Stevenson, Student, Wilfred Laurier University

This exploratory study used document analysis to examine the number of on campus childcare centres at Canadian Universities by using university websites. The goal of the study was to determine if on campus child care existed in Canada, as well as understanding the impacts that these centres have on student parents. This research presentation will discuss the availability of on campus childcare, the characteristics of these childcare centres, as well as the ability for student parents to access these centres.

**Competency:** Equity, diversity and inclusion,Student advising, support and advocacy

**Room:** Sir John A. MacDonald

**P12. From Rough Waters to Smoother Sailing: Outcomes of a Project Supporting the Transitions of Students with Autism Spectrum Disorders (ASDs) into College and University**

Heather Thul Peace, Disabilities Counsellor, Transition Support Centre, Centre for Accessible Learning, Algonquin College

Students with Autism Spectrum Disorder (ASD) have much to offer their post secondary programs. Yet, for many post secondary institutions, understanding and meeting the often complex needs of students with ASD can seem a daunting task. This poster presentation outlines the shared core principles that two pilot programs at an Ontario college and university used to build customized approaches supporting successful transitions for students with ASD and promote smoother sailing. The presentation describes the format and outcomes of each pilot, the Core Principles and the application of those principles to achieve student success in two distinct post secondary settings.

**Competency:** Equity, diversity and inclusion,Student advising, support and advocacy

**Room:** Sir John A. MacDonald

**P13. Visually Representing a Student's Journey Through Our Systems**

Paula Greenwood, Manager, Student Advising, Centennial College

Student and Registrarial Services Professionals educate students on how to navigate often complex systems, so how confident are staff and faculty in understanding this journey ourselves? A Visual Student Roadmap was collaboratively created, and what started as a simple project, turned out complex; ultimately, it allowed a collective understanding of previous siloed units, towards spider web interconnected services that support student success (Seifert, T., et. al. ((2011). Resulting in capacity-building, towards the ideal state of creating a seamless, holistic, relational, empowering student experience, deeply rooted in learning.

**Competency:** Communication,Student advising, support and advocacy

**Registrarial Practice:** One Stop Client Services, Systems & Operations Support

**Room:** Sir John A. MacDonald

**CONCURRENT SESSIONS 1**

**Monday, June 18, 2018**

**10:00AM – 11:00AM**

* 1. **ARUCC/CACUSS - Aligning Two Worlds: Part 1 “ Getting to Know You”**

Chantal Joy, Director, Advising and Student Academic Support, Humber Institute of Technology & Advanced Learning; Deanne Fisher, Vice-Provost, Students & International; Kandi McElry, Director, Wellness Services, Mt Royal University; Angela Saweczko, Registrar, University of Calgary; Ray Darling, Registrar, University of Guelph

As pan-Canadian associations coming together at this first-ever joint ARUCC / CACUSS conference, we have a unique opportunity to learn more about how each creates exemplary student experiences and fosters student success. Our work intersects to support students throughout their academic journey yet amid ever-increasing examples of collaboration there is still much room to identify and discuss new ways of working together. In order to do this, we may need to get to know each other a bit better.

Join your conference co-hosts, Chris McGrath, Vice-President, Student Success at George Brown College and Charmaine Hack, Ryerson’s University Registrar as they moderate two panel discussions that respond to the questions and insights each division would most like to know about the other and the misconceptions about - or stale perceptions of - their work they would like to dispel. Topics will be based on delegate feedback to a pre-conference survey. The panels will feature seasoned leaders with a broad perspective of multiple units, mid-level career professionals as well as newer entrants to both the ARUCC and CACUSS organizations.

**Room:** Coles/Gray/Palmer

**1.02. Shifting Tides: Exploring the Cultural Context of Indigenous Student Services**

Shawna Cunningham, Director, Indigenous Strategy, University of Calgary

This session will explore the evolving role of Indigenous student centres with respect to the impact, challenges, and opportunities presented within the current climate of indigenization and transformative education. Institutions are moving towards the development and implementation of institutional Indigenous strategies that engage the Indigenous community in teaching and learning culturally and help to create inclusive campus. The session will allow participants to share:

1. reflective thoughts about the evolution of Indigenous student services

2. lived experience as student services providers within the current climate of ‘Indigenization’

3. ideas about challenges, opportunities facing indigenous student services in transformative ‘indigenized’ education

**Session Type:** Roundtable Discussion

**Community/Network Stream:** Accessibility & Inclusion; Orientation, Transition, & Retention

**Competency:** Indigenous cultural awareness, Intercultural fluency

**Stream:** Indigenous Cultural Competency

**Room:** Chandler

**1.03. Suicides on campus: More than just supporting students**

Brenda Whiteside, Associate VP student affairs, University of Guelph; Janet Teasdale, Managing Director, Student Development and Services, University of British Columbia; Ann Tierney, Vice-Provost and Dean of Students, Queens University

In this session, three senior student affairs professionals will share their experience in dealing with public suicides on campus. They will discuss how social media and media in general has moved the senior student affairs professional role from a primary focus on student and team support to also include one of public relations, risk management, and board and senior administration relations. In this session we will unpack the implications of this shift in terms of professional development for senior student affairs officers, support services on campus, and the crucial need for collaboration within and with external partners.

**Session Type:** Campfire Session

**Competency:** Emotional and interpersonal Intelligence, Leadership, management and administration

**Stream:** Senior Leaders

**Room:** Ocean (Holman Grand)

**1.04. More than just money: supporting award recipients**

Liz Hilliard, Manager, Student Engagement, University of British Columbia, Okanagan campus; Darran Fernandez, Associate Registrar and Director Student Support and Advising, University of British Columbia; Adrian Monthony

An award offer comes with a financial promise, but UBC’s also comes with a promise of support. With the evolution of award programs that are now inclusive of academic merit and of students in high financial need UBC’s Okanagan and Vancouver campuses built communities of support for our highest achieving award recipients - the Society of Scholars and the Scholars Community, respectively. Through a narrative approach, this presentation will explore the impact of the programs and our students’ stories and share how two campuses, two programs, two approaches can support one overarching goal: to provide holistic support to our Scholars.

**Session Type:** Storytelling

**Competency:** Student advising, support and advocacy

**Registrarial Practice:** Scholarships & Awards, Academic Advising

**Room:** Dunes (Holman Grand)

**1.05. Leadership and Change in Student Services**

Victoria Chio, Academic Operations Manager (previously Learner Engagement and Employment Coordinator), Bow Valley College; Arif Ansari, Assistant Registrar, Bow Valley College

What role does leadership play in enabling successful organizational change, particularly in the unique in the realm of student services? And what is common but also different when that happens in student services versus the registrar's office?

The presenters will share theory and research on team work, collaborative practice, role of leadership, and change readiness in student services through their post-graduate research project/thesis and link to the systems, processes, and supports that define student services operations in colleges and universities. Explore leadership influence over united vision, employee engagement, effective communication, and inter-professional collaborations across the student services spectrum.

**Session Type:** Research Presentations

**Competency:** Leadership, management and administration

**Registrarial Practice:** All Areas

**Room:** Archibald

**1.06. University 101: High School Advising with a Personal Touch**

Echo Pittman, Associate Registrar, Memorial University; Ron O'Neill, Academic Advisor/Coordinator, University Liasion, Memorial University

University applicants often have many questions but do not know who to contact after applying. Prior to their entry to Memorial, our centre collaborates with our academic partners to provide students with in-person academic advising sessions at their high schools. We strategically match students with an appropriate university representative with an aim to form a personal connection and to address their academic concerns. In this presentation, we will provide an overview of the advising program and present how we collaborate with multiple partners to enhance pre-entry advising supports. We will also share our training program and discuss benefits and challenges.

**Session Type:** Alternative Session Type

**Competency:** Student advising, support and advocacy

**Registrarial Pratice:** Student Recruitment

**Room:** McDougall

**1.07. What's Measured Counts**

Tayyab Rashid, Psychotherapist, University of Toronto Scarborough; Lina De Genova, Associate Director – Assessment, Learning, and Evaluation, McGill University

Professionals in student affairs appear to be operating from a longstanding assumption that assessment and research is important but is too time and resource intensive. Many professionals also feel that they lack the research background to implement effective assessment practices. This expert lecture, given by two processionals with considerable experience in student affairs bring two distinct perspective regarding assessment and research.

The presentations demystify research and assessment into steps that are easy to follow, practical to implement, and responsive to campus needs. With the help relevant illustrations, presenters will share the benefits of research and assessment.

**Session Type:** Expert Lecture

**Competency:** Leadership, management and administration

**Registrarial Practice:** All Areas

**Room:** Brown

**1.08. Changing the Culture of Mental Health on Campus Through Evaluation**

Debra Bruckner, Senior Director, Student Wellness, Access & Support, University of Calgary; Andrew Szeto, Director, Campus Mental Health Strategy, University of Calgary; Susan Barker, Vice-Provost (Student Experience), University of Calgary

Embracing the need to enhance campus mental health includes the development of a strategic process, one that is motivating and engaging, and truly resonates with the community. With our Campus Mental Health Strategy, campus stakeholders have taken up program evaluation as a means to our goal of creating a holistic mental health culture and experience for our staff, faculty, students, and post-doctoral scholars. Using our institution as a case example, discussion will focus on evaluation best practices, learnings, and next steps related to participant’s unique institutional experiences.

**Session Type:** Workshop

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Room:** Campbell

**1.09. Moving with the Tide: Supporting Students with Autism on Campus**

Stephanie Ziolkowski, Accessible Learning Advisor, Sheridan College; Janice Galloway, Learning Strategist, Sheridan College

Post-secondary institutions across Canada are seeing an increase of first year students with Autism Spectrum Disorders (ASD). These students identify with unique needs that have influenced new initiatives on campuses to help support their success. Like the sea, these students begin their journey ‘tossing and twirling’ in this new environment, working to overcome obstacles. This session will explore successful initiatives and collaboration across Student Affairs in supporting students with ASD: FACE IT club and Through Your Lens transition program. Participants will also hear directly from students (via video) about how these initiatives encourage their success.

**Session Type:** Storytelling

**Community/Network Stream:** Accessibility & Inclusion, Orientation Transition & Retention

**Competency:** Emotional and interpersonal Intelligence, Student learning and development

**Registrarial Practice:** One Stop Client Services, Student Recruitment

**Room:** Steeves

**1.10. An overview of sexual violence in LGBTQ+ communities and of rape culture on dating apps**

Christopher Dietzel, PhD student, McGill University

As compared to heterosexual individuals, lesbian, gay, or bisexual people experience elevated risks of being victims of sexual violence (NISVS, 2010), with transgender people as the most victimized (Grant et al., 2011). The first half of this presentation examines sexual violence in LGBTQ+ communities, while the second half looks at rape culture on dating apps. Sexual violence and rape culture permeate LGBTQ+ communities and educators should be aware of what they can do to help students navigate the challenges and help keep all spaces, virtual or real, safe for those using them.

**Session Type:** Research Presentations

**Community/Network Stream:** Student Conduct

**Competency:** Equity, diversity and inclusion

**Room:** McCully

**1.11. Unpacking the NPI Experience**

Joined by participants and facilitators of the 2017 NPI includingMike Aguiar, International Student Advisor: Student Engagement, Wilfrid Laurier University; Haley Doherty, Student Success Advisor, Lakehead University

In November 2017, CACUSS held its inaugural New Professionals Institute (NPI) in London, Ontario. Although designed with new professionals in mind, it was open to all those in the post-secondary field that might have changing roles or responsibilities, or for those looking to enhance their skills. Twenty-six new SAS professionals participated in the program from various departments including Residence Life, International Student Support, Accessibility Services, Wellness, Career Education, Advising, and Community Engaged Learning. In this panel discussion, NPI graduates and facilitators will share their experiences from the program and how it has since impacted their work as SAS professionals.

**Session Type:** Panel

**Competency:** Post-secondary acumen, Strategic planning, research and assessment

**Room:** Cartier

**1.12. Dalhousie's Online Orientation Program: Helping Students to "Start on Track"**

Heather Doyle, Senior Advisor on Retention and Director, Student Academic Success, Dalhousie University; Krista Cross, Director, Communications & Assessment, Dalhousie University; Anne Forrestall, Senior AVP, Student Affairs, Dalhousie Univeristy

Dalhousie University's Student Affairs developed a first-year curriculum called On Track to facilitate the transition of new students to Dalhousie. Start on Track (Online), the first in the series of On Track programming, is aimed at providing students the information and resources (online) they need as they make the transition to campus and university-level study. By exploring Dalhousie's Start on Track programming, participants in this session will gain an understanding of how to develop and implement a similar online orientation program, including program level learning outcomes and plans for promoting and assessing the program.

**Session Type:** Expert Lecture

**Community/Network Stream:** Orientation, Transition, & Retention; Digital Communication in Higher Education

**Competency:** Communication,Student advising, support and advocacy

**Room:** Beach (Holman Grand)

**1.13. Researching the Sea of Change: Assessment of Functional Impairment in Disability Services**

Boris Vukovic, Disabilities Specialist, Carleton University

There is a sea-change in disability and accessibility services. Students with non-visible disabilities – learning disabilities, ADHD, mental health, medical – now make up 80-90% of our clients. With recent trends, what constitutes a disability and requires accommodation is more than ever difficult to establish. Assessment of Functional Impairment (AFI) is a set of validated instruments that assists in determining disability-related needs. Research on the AFI with a large sample of university students will be presented with implications for disability and accessibility services.

**Session Type:** Research Presentations

**Community/Network Stream:** Accessibility & Inclusion

**Competency:** Equity, diversity and inclusion, Strategic planning, research and assessment

**Registrarial Pratice:** Communications, Front-line Client Services, Financial Assistance, Scheduling and Examinations, Systems & Operations

**Room:** Langevin

**1.14. Giving Students a Headstart: How Humber College Developed a Summer Through Academic Year Transition Program**

Cory Coletta, Coordinator, Orientation & Transition Programs, Humber College; Thomas Kaddour, Coordinator, Student Life, Humber College

Through assessment data of retention and persistence of students at Humber College, it was recognized that the summer melt of students before the academic year began was significant. Student transitions and first year experience departments collaborated and worked to change that.

Incorporating Schlossberg’s transition theory, cultivating opportunities for support and strategy in this time frame was integral for program development. The result was a summer through academic year transition program that enhanced retention and student persistence.

Come see how Humber College student affairs staff engaged faculty, and worked to create engagement opportunities for students, summer connections, and academic year mentorship.

**Session Type:** Workshop

**Community/Network Stream:** Student Peer Support Programs; Orientation, Transition, & Retention

**Competency:** Leadership, management and administration,Student advising, support and advocacy

**Room:** Tupper

**1.15. Healthy Students Make Better Learners – Building student resilience and capacity to respond to mental and personal wellbeing challenges during clinical placement**

Juannittah Kamera, Coordinator, Health Promotion Programs, Ryerson University; Allan Macdonald, Director, Student Health and Wellness, Ryerson University

Healthy students make better learners, but how do they cope when they struggle when away from the resources setup to support them? Students in clinical placement experience high mental and wellbeing challenges that can have devastating impacts on their academic standing. So; how can we support students so that in instances when they are off campus at placements they are able to recognize their strengths and turn them into skills for success? We developed a program that emphasizes strengths, resiliency and wellness for students especially while learning off campus.

**Session Type:** Storytelling

**Competency:** Student advising, support and advocacy,Student learning and development

**Room:** Johnson

**1.17. Career Health: A New Wave in Career Development Theory**

Sonya Flessati, Associate Professor, Mount Royal University; Dr. Janet Miller, Professor, Mount Royal University; Dr. Anna-Lisa Ciccocioppo, Counsellor, University of Calgary

What does high career health look like? And how do we promote flourishing among ourselves, our colleagues and our students? We have been inspired by Keyes’ (2007) dual continua model of mental health to create a parallel model of career health. We propose that high career health is available to each of us, regardless of level of employment, work experience or income. We want to share our emerging model and hear about your experiences. Want s’more? Join us by the campfire (we’ll bring the marshmallows) for this discussion of a sea change in career development.

**Session Type:** Campfire Session

**Competency:** Student advising, support and advocacy, Student learning and development

**Room:** John Hamilton

**1.18. The Ontario Faculty Strike: A Lesson in Student Engagement and Retention**

Krista Vogt, Senior Associate Registrar, Admissions, Domestic & International, Fanshawe College; Janice Lamoureux, Registrar, Fanshawe College; Elaine Gamble, Senior Manager, Corporate Communications, Fanshawe College

The cancellation of classes for six weeks had a major impact on our Ontario College communities. Students, faculty, and staff alike struggled to sustain academic work and maintain personal/professional connections. Leadership who modeled kindness and respect, strategic thinking, and extensive collaborations allowed us to pull through. Our communication with students, facilitation of withdrawals and refunds, and re-recruitment of students were three successes during the strike that are informing new thinking about our business process. Join us as we share our positive outcomes from the strike from the perspective of Corporate Communications, Student Services and the Office of the Registrar.

**Session Type:** Panel

**Competency:** Leadership, management and administration,Student advising, support and advocacy

**Registrarial Area:** Admissions & Transfer Credits, Student Recruitment, Front-line Client Services

**Room:** Henry

**1.19. Closing the Gap in the Transition of Students with Disabilities into Postsecondary Education: The CNIB as a Model for the Role of Community Agencies**

Mahadeo Sukhai, Head of Research and Chief Accessibility Officer, Canadian National Institute for the Blind

Students with disabilities face significant barriers in transition from K-12 into college or university. Existing campus-based transition programs suffer from their location in time, just prior to the start of the first term. Community agencies, such as CNIB, are well positioned to assist in delivering effective transition programming, and to work with campus practitioners to ensure the smooth integration of students with disabilities in academic and campus life. This session presents an overview of CNIB's and Vision Loss Rehabilitation Canada's efforts in this area, and engages participants in dialogue about the importance of community partnerships in serving students with disabilities.

**Session Type:** Expert Lecture

**Community/Network Stream:** Accessibility & Inclusion; Orientation, Transition, & Retention

**Competency:** Equity, diversity and inclusion, Student advising, support and advocacy

**Registrarial Practice:** Admissions, Student Recruitment, Front-line Client Services

**Room:** Tilley

**1.20. Thriving in Action (Introducing an 11 week skills-based course curriculum for languishing students and research findings regarding impact on self-efficacy)**

Diana Brecher, Scholar in Residence, Positive Psychology for the ThriveRU initiative in Student Affairs, Ryerson University; Deena Shaffer, Coordinator, Student Transitions and Retention Special Projects, Student Affairs, Ryerson University

This course braids Positive Psychology and progressive learning strategies designed to support students’ resilience through postsecondary’s transitions, expectations, and demands. The research of Martin Seligman, Kristen Neff, Angela Duckworth, Mihaly Csikszentmihalyi, and Jon Kabat Zinn inform the conceptual basis of this program. Thriving in Action offers a scalable, flexible, group-based model to reach struggling students, prevent distress, bolster self-efficacy, and support persistence. The curriculum focuses on mindfulness, learned optimism, gratitude, grit, and self-compassion. These are entwined with such essential learning skills as note-taking and time management, taught within a holistic framework to empower agency, restore focus, and deepen belongingness.

**Session Type:** Workshop

**Community/Network Stream:** Orientation, Transition, & Retention

**Competency:** Emotional and interpersonal Intelligence, Student learning and development

**Registrarial Practice:** Admissions and Transfer Credits, Student Recruitment, Front-line Client Services

**Room:** Pope

**CONCURRENT SESSIONS 2**

**Monday, June 18, 2018**

**11:15AM – 12:15PM**

**2.01. Policy and Practice: Perspectives and Approaches for Straddling the Divide**

Alison Pickrell, Assistant Vice-Provost, Strategic Enrolment Management, University of Saskatchewan; Kim Bartlett, Director, Admissions, McGill University

This session will include a brief refresher regarding the valuable resources and research available in the ARUCC/PCCAT Transcript and Transfer Guide (http://guide.pccat.arucc.ca/en/) with a focus on a participant roundtable regarding post-secondary issues related to transcript standards and transfer credit. Participants will come prepared to share how they have used the guide to inform policy and practice or resolve issues within their own institution, and to share issues they are experiencing at their institutions/in the system regarding transcripts and transfer credit. Discussion will include use of the guide’s resources to help address issues. The issues shared will also help inform additions or revisions to the guide’s contents and its use. Feedback about the guide is welcome.

**Registrarial Practice:** Admissions, Transfer Credits, Student Records/Transcripts, Electronic Data Exchange, Student Mobility

**Room:** Brown

**2.02. Bimaadiziwin Ka’nikonhriyo: An Indigenous & Allies Living Learning Community**

Vanessa McCourt, Aboriginal Advisor, Four Directions Aboriginal Student Centre, Queen's University; Molly Raffan, Manager (Education), Residence Life, Queen's University

Timmons’ research indicates that Aboriginal students identified racism and discrimination as a significant barrier to success. Students reported feeling isolated because of their ethnicity and entrance into a new and different environment (2008). Residence Life and the Aboriginal Student Centre at Queen’s University collaborated to develop Bimaadiziwin Ka’nikonhriyo Indigenous & Allies Living Learning Community (LLC) in residence for first year students. The LLC provides specific programming, engages and invites students to reflect on their own positionality vis a vis Indigeneity. This session will present the importance for creating an Indigenous specific LLC in Residence and the key findings that resulted.

**Session Type:** Storytelling

**Competency:** Indigenous cultural awareness, Student learning and development

**Stream:** Indigenous Cultural Competency

**Room:** Chandler

**2.03. What do you mean there’s an “ambulance bus”? Lasting lessons learned from Norovirus in residence and how we do emergency campus response**

Jen McMillen, Dean of Students, Humber College; Meg Houghton, Associate Dean, Student Wellness & Equity, Humber College

In January 2017, several residences experienced an outbreak of Norovirus. Within hours of becoming aware of potential illness, hundreds of students were transported to hospital and media was on-site. Our Public Health unit indicated it was the largest outbreak they’d seen in an educational environment. This presentation will share the timeline of events, how we responded, and what lessons we learned. We’ll discuss our interactions with Public Health, our media relations strategy, and the campus emergency management approach. We’ll highlight how this informed our response to future crises, and how the inclusion of student affairs pros has become more valued.

**Session Type:** Storytelling

**Competency:** Communication,Leadership, management and administration

**Stream:** Senior Leaders

**Registrarial Practice:** Student Records, Systems & Operations Support, Front-line Client Services, Communications

**Room:** Beach (Holman Grand)

**2.04. Shifting the Assessment Paradigm: Building a Learning Organization**

Gavin Henning, Professor and Academic Program Director, New England College (New Hampshire, USA)

Assessment has become a critical component in student affairs practice. While more people are performing assessment, it is still a challenge to build a culture of assessment in a unit or division. Given the negative connotations with assessment, a shift in paradigm is needed. In addition to focusing on accountability and assessment, assessment should also invite inquiry and learning with an end result of creating an organization that is always learning what works and what doesn’t.

**Session Type:** Workshop

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Room:** John Hamilton

**2.05. Findings and Recommendations of the AACRAO Working Group on Disciplinary Notations**

Angelique Saweczko, University Registrar, University of Calgary/AACRAO

In light of several states mandating institutions to note non-academic misconduct penalties on the transcript, AACRAO formed a working group of registrar's and student service professionals to review current regulations and to have a wholesome discussion on the topic of non-academic disciplinary notations and how these should be reflected on the official transcript. The presentation will highlight the findings of the group and the recommendations being made that may influence future transcript guides.

**Session Type:** Research Presentations

**Competency:** Leadership, management and administration

**Registrarial Practice:** Student Records

**Room:** McCully

**2.06. Parenting and the Professional**

Sarah Knitter, Accessibility Advisor, University of British Columbia; Heather Morris, Student Advocate, Student Advocacy office, University of Manitoba

Join our “Talk Show” discussion with a dozen professionals from across the country, in various roles and stages of parenthood. Share common experiences of the trials and tribulations, laughter and tears, trends, challenges and benefits. Our goal is to identify common themes that can better inform our work with students, achieve work-life balance, as well as strategies and recommendations for managers and supervisors on how to best support staff who are parents. Help inform and co-create a legacy resource and network.

**Session Type:** Alternative Session Type

**Competency:** Emotional and interpersonal Intelligence, Leadership, management and administration

**Room:** Pope

**2.07. Communicating with today's diverse and digitally connected students: Transforming our approach**

Janet Teasdale, Managing Director, Student Development and Services, UBC; Kate Ross, Associate Vice-President, Enrolment Services and Registrar, UBC; Duke Indrasigamany, Director of Student Communication Services UBC

At UBC, two critical facing student divisions - Enrolment Services and Student Development and Services - are partnering to transform the way the University communicates with today's diverse and digitally connected students. Through the implementation of a singular student digital portal, the goal is for all students to gain access to information and services in a consistent, seamless, way - when they need it and wherever they are. This session will invite dialogue about the potential for this approach to engage students more meaningfully and enhance their student experience. It will also explore UBC's lessons learned along this process of transformation..

**Session Type:** Storytelling

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Communication

**Registrarial Practice:** Communications, Systems and Operations Support, Front-line Client Services

**Room:** Dunes (Holman Grand)

**2.08. Accessibility Beyond Academia: Support and Engagement for Students with Disabilities**

Rachel Desjourdy, Access Services Advisor, McGill University

This workshop explores the role of disability resource offices to support accessibility on campus beyond academics, to include the social experience. It highlights three initiatives promoting co-curricular access: Tuesday Tea, Access Ambassadors Program, and Fitness Access McGill (FAM). The goal of the session is to create a forum for student affairs professionals to exchange ideas on how to lead change through collaborations with other campus partners by empowering them to see through an accessibility-lens, thereby expanding the responsibility for 'accessibility' beyond the borders of the disability services office. The role of student leaders as change-agents will also be highlighted.

**Session Type:** Campfire Session

**Community/Network Stream:** Accessibility & Inclusion

**Competency:** Equity, diversity and inclusion

**Room:** Cartier

**2.09. Keep Calm & Conduct On: Freedom of Speech**

Student Conduct Community of Practice

Keep Calm & Conduct On is a series of roundtable discussions hosted by the Community of Practice of Student Conduct to create an opportunity for members to discuss current trends, best practice, share resources and ask questions on a series of hot topics. Come out to join us for Keep Calm & Conduct On: Freedom of Speech

**Session Type:** Campfire Session

**Community/Network Stream:** Student Conduct

**Competency:** Equity, diversity and inclusion,Student advising, support and advocacy

**Room:** Coles/Gray/Palmer

**2.10. A+ for Mentoring: A Blueprint for creating a Peer-Mentor Internship Course**

Jessica Silver, Student Transition Manager, University of Toronto Mississauga; Laura Walkling, Student Success Coordinator: Transition Programs, University of Toronto Mississauga

3 years ago, the University of Toronto Mississauga was faced with how to grow their first-year transition program (LAUNCH) without growing their budget. They embarked on collaboration with the Registrar, Student Affairs and Services and academic departments to create an internship for-credit course for their peer-mentors. Hear the story as told by the Manager, Coordinator and the students themselves, as they share a blueprint you can use to create your own peer-mentor internship course.

**Session Type:** Storytelling

**Community/Network Stream:** Leadership Educators; Student Peer Support Programs

**Competency:** Leadership, management and administration,Student learning and development

**Registrarial Practice:** Academic Advising

**Room:** Johnson

**2.12. Could the UK’s ‘Fitness to Study’ approach be successful in the Canadian post-secondary environment?**

Peter Hedley, Director, Student Affairs and Services, University of Saskatchewan

There are significant challenges with supporting increasing numbers of students with multiple/complex diagnoses who are experiencing ongoing issues – that cannot be managed by supports or accommodations – which may cause harm to them or others by remaining in studies. The UK HE ‘Fitness to Study’ approach may provide a solution. Its goal is to:

• Create a supportive, enabling learning environment wherein students suffering from illness, addiction or disability can be proactively supported and accommodated

• Identify and support those students better served by a pro-actively enabled or mandated withdrawal from studies with planned/managed re-entry at a later date

**Session Type:** Expert Lecture

**Competency:** Equity, diversity and inclusion

**Community/Network Stream:** Accessibility & Inclusion

**Registrarial Practice:** Student Records, Student Recruitment

**Room:** Langevin

**2.13. The Glue: How Mental Health and Wellness Initiative Are Critical to Student Success**

Amiga Taylor, Student Health and Well-being Navigator, Ryerson University

This session is intended for students, faculty and staff to share ideas about how programs like a Student Health and Well-being Navigator (SHaWN)) can improve its overall student mental health and wellness support services. In this presentation we will discuss common health and wellness themes, their impact on students and how faculty and staff are currently managing the increase of reported student mental health issues university-wide.

**Session Type:** Campfire Session

**Competency:** Student advising, support and advocacy,Student learning and development

**Registrarial Practice:** One Stop Client Services

**Room:** Steeves

**2.14. Manage the Masses: The Logistical Planning and Communication Essentials Required to Make Large-Scale Events Work**

Greg Langstaff, YU START New Student Transition Coordinator, York University; Ross McMillan, Director, Student Engagement and First Year Experience, York University; Lyna Truong, Student Success Program Administrator York University

A well-planned large-scale event can create a powerful positive memory for an incoming student. However, if not carefully planned and managed, a new student can feel lost, overwhelmed and out of place. Managing the positioning, movement, and physiological needs of hundreds or thousands of students can be a bit intimidating. Join the York University Orientation team as they take you through icebreakers, simulations, and thoughtful discussion to share with you the lessons learned managing over 8,500 new students at their annual York Orientation Day.

**Session Type:** Workshop

**Community/Network Stream:** Orientation, Transition, & Retention

**Competency:** Communication,Leadership, management and administration

**Registrarial Practice:** Student Recruitment

**Room:** Henry

**2.16. All hands on deck!: Engaging faculty in SEM**

Tamara Leary, Associate Professor/Program Head, Royal Roads University

Faculty occupy a pivotal role in the development and delivery of academic programming while institutional administration typically oversees SEM processes focused on student recruitment. SEM offers an overarching approach to connect student recruitment with student retention. Faculty are often not part of SEM planning and implementation. This presentation draws on our experience and research as current faculty members and former senior Student Affairs administrators, as well as Keeling and Hersh’s (2012) work to facilitate dialogue on ways to engage faculty in the development and delivery of SEM initiatives.

**Session Type:** Expert Lecture

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Registrarial Practice:** Student Recruitment, Admissions, Transfer Credits, Records, Systems and Reporting

**Room:** Ocean (Holman Grand)

**2.17. Leading Big Change: Tips, Tricks, and Learning from the University of Alberta SEM Journey**

Melissa Padfield, Deputy Registrar, University of Alberta; Lisa Collins, Vice-Provost and University Registrar, University of Alberta

Every day we are confronted with opportunities for organizational change. We imagine what could be better, but often we are paralyzed when changes seem too daunting, too big, and too out of reach. During this interactive case exploration, participants will be introduced to the techniques used by one Office of the Registrar to lead the development and implementation of a new Strategic Enrolment Management framework. Through discussion of key learnings and outcomes from the past four years, we will help participants build their toolkit for tackling and sustaining large scale organizational change, whether in SEM or beyond.

**Session Type:** Storytelling

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Registrarial Practice:** Student Recruitment, Admissions, Transfer Credits, Records, Systems and Reporting

**Room:** Archibald

**2.18. Beyond the pages: What we really learned while pursuing a doctorate**

Stephanie Muehlethaler, Director of Colleges, Trent University; Adam Lawrence, Dean of Students, Wilfrid Laurier University- Brantford Campus

Pursuing a doctorate when working fulltime is no easy feat. Doctoral students immerse themselves in a specialized topic for hundreds of hours. Maintaining an interest and even a passion for that topic while balancing work and life teaches many lessons beyond the thesis subject matter. In this session, both of us who are at different points in our  journey reflect and share what we have learned, from navigating the storm to cultivating resilience, compassion and gratitude. We intend to lean into our own vulnerability in the hope of creating connection and community by sharing our stories and experiences.

**Session Type:** Storytelling

**Competency:** Emotional and interpersonal Intelligence, Post-secondary acumen

**Room:** Campbell

**2.19. Above the Salt: A Healing Circle for Racialized Student Affairs Professionals: Part 1**

Nadia Rosemond, Senior Manager, Student Life and International Experience, University of Toronto Scarborough; Jen Gonzales, Director, Student Life, Ryerson University; Pearl Mendonca, Manager, MCACES Resource Centre & Learning Support Centre, Mohawk College

To Sea Change and seek equity for students, colleagues and ourselves can be exhausting, emotional and at times, a source of pain. This session welcomes all self identifying racialized, Indigenous, and persons of colour for sessions on processing, reflection and healing. In part one, participants will examine theory and concepts which include microaggressions, professional identity, systems of oppression, and intersectionality. In part two, participants will explore healing modalities such as gratitude, Reiki, Yoga, and Emotional Freedom Technique in order to learn how to amplify their gift, and fulfill their vision, resulting in a revolutionary validation of themselves and our community.

**Session Type:** Alternative Session Type

**Competency:** Emotional and interpersonal Intelligence, Equity, diversity and inclusion

**Room:** Tupper

**2.20. Scene Change: Navigating Transition Between Institutions**

Krista Kermer, Manager, Advising and Student Experience, York University: Schulich School of Business; Lesley D'Souza, Manager, Communications and Assessment, University of Ontario Institute of Technology

We spend a lot of time strategizing, planning, and analyzing periods of transition for our students, but sometimes we forget to invest some time in understanding how to best manage change in our own careers. One of the most common transitions for professionals in Student Affairs is the one that occurs when changing institutions. Participants will do a self-assessment developed specifically for this session to identify coping strategies for change they rely on and how those might impact their experience and place in the culture when navigating transition.

**Session Type:** Workshop

**Competency:** Emotional and interpersonal Intelligence, Leadership, management and administration

**Room:** Tilley

**CONCURRENT SESSIONS 3**

**Monday, June 18, 2018**

**1:15PM – 2:15PM**

**3.01. Comprehensive Student Service: The Convergence of Registrarial and Student Affairs Practice**

Brendan Schulz, Executive Director, Student Success, York University; Carol Altilia, University Registrar, York University

Stronger together! Student Affairs and Registrarial Services have traditionally operated independently. In this session, York’s University Registrar and York’s Executive Director, Student Success discuss their partnership in integrating their services for a cohesive, holistic approach to student success. Examples will be drawn from their joint innovations in “wayfinding”, referral and service excellence as well as planned innovation for York’s new Markham campus. Participants will be encouraged to discuss possibilities for integration and change in their own institutions.

**Session Type:** Expert Lecture

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Stream:** Senior Leaders; Senior Registrarial Leaders

**Registrarial Practice:** One Stop Client Services

**Room:** Dunes (Holman Grand)

**3.02. Inclusive Excellence in Student Services: Campus-specific context and content**

Maryam Nabavi, Strategist, Student Diversity Initiative, The University of British Columbia; Tracy Wideman, Organizational Diversity Strategist, The University of British Columbia; Zenia Ferreira, Planning & Evaluation Strateigst, The University of British Columbia

This session will provide participants with a comprehensive overview of the conceptual and empirical contexts of Inclusive Excellence and UBCs early experiences of adopting and implementing an IE framework to working with students. Following this, we will invite student services staff working across units to examine the critical role of equity, diversity and inclusion in their work– at both institutional and unit levels– through an IE lens. Audience members will have the opportunity to explore structural and local changes in practices that can support them in their work with diverse students on their campus.

**Session Type:** Campfire Session

**Competency:** Equity, diversity and inclusion, Student advising, support and advocacy

**Registrarial Practice:** Admissions and Transfer Credit, Student Recruitment, Systems & Operations Support, Front-line Client Services

**Room:** Brown

**3.03. Advancing Academic Advising and Student Success – An Institutional Approach**

Lara Ubaldi, Director, Academic Advising, York University

Students require and deserve timely, accessible and accurate academic advice from caring and accountable advisors. Recognizing that academic advisors play a key role in student success, learn how institutional commitment is leading the way for a collaborative and multi-pronged approach to enhancing and strengthening academic advising service at one large, urban, commuter university. Staff engagement, advisor professional development, communication, process improvement and technological advancement feature prominently in this presentation. Participants will learn about some of the early accomplishments of this institutional imperative and will have the opportunity to reflect upon and share successes from their own experience.

**Session Type:** Storytelling

**Competency:** Leadership, management and administration, support and advocacy

**Room:** Steeves

**3.04. Guiding Students from Academic Advisement Through to Course Planning and Enrolment**

Sarena Knapik, Assistant Registrar, Curriculum Management, Ryerson Unversity; Pierre Guay, Senior Director of Sales, Visual Schedule Builder

Fall 2016 we launched PhaseI of a course enrolment planning tool for a modernized student experience.

Visual Schedule Builder (VSB) is an intuitive planning tool. Students "reserve" timeslots for personal activities e.g. employment. They can search drag/drop and filter ‘best fit’ course selections. From multiple schedule choices, they pick their favourite and push courses to enrolment in one click.

It gets better! PhaseII launching Fall 2018. Enhancements support degree progression through ‘smart’ course enrolment using the Academic Advisement Report (self-service degree audit), now linked to VSB. Students only see and select courses that satisfy graduation requirements. No more non-applicable courses!

**Session Type:** Sounding Board/Consultations

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Student advising, support and advocacy,Technology and digital engagement

**Registrarial Practice:** Curriculum & Calendar, Systems & Operations Support

**Room:** McGee

**3.05. At-Risk Students: Improving our Retention Initiatives to Enhance their Success**

Sarah Rude, Student Success Coordinator, Mount Royal University

Retention initiatives are not a new undertaking for higher education institutions. A multitude of initiatives exist, resulting in a variety of approaches to identifying students as “at-risk”, supporting these students, and assessing success. This presentation will provide an overview of student retention literature, and present the findings of secondary research undertaken to answer the research question how are Canadian higher education institutions utilizing retention initiatives to address at-risk students. Opportunities to improve retention initiatives will be discussed, and time for reflection will allow attendees to consider how these opportunities can be addressed within their own roles and institutions.

**Session Type:** Research Presentations

**Community/Network Stream:** Orientation, Transition, & Retention

**Competency:** Post-secondary acumen,Strategic planning, research and assessment

**Registrarial Practice:** Academic Advising, Student Records, Systems & Operations Support

**Room:** Henry

**3.06. Peerconnect: Connecting emotional awareness and resiliency to Student Learning & Development**

Jacqueline Macchione, Student Success Initiatives Coordinator, George Brown College; Diana McIntyre, Student Success Initiatives Coordinator, George Brown College

How do you provide personal and professional growth opportunities for college students who are employed as Peer Coaches so that they have the skills they need to support both themselves and the larger student population to thrive and flourish on campus? This 60-minute session will explore how one college embedded self-regulation and emotional awareness skill development opportunities into their peer programming. Presenters will share reflections on the development of this program as well as on how other post-secondary institutions can create similar opportunities for their peer workers.

**Session Type:** Workshop

**Community/Network Stream:** Leadership Educators; Student Peer Support Programs

**Competency:** Emotional and interpersonal Intelligence, Student learning and development

**Room:** Chandler

**3.07. First-Year Students and Sexual Violence Prevention Education: Leveraging Technology and Orientation**

Mitchell Miller, Training & Development Manager, McGill University; Bianca Tétrault, Sexual Violence Education Advisor, McGill University

For institutions and staff looking to educate students on consent, sexual violence prevention, and safer partying, the first-year population has emerged as a critical group to engage. Educating new students on these topics also requires timely and pervasive implementation. This session will provide an overview of how McGill University successfully leveraged existing, popular first-year tech platforms to integrate consent and active bystander education to thousands of new students; discuss the outcomes; and highlight key design considerations that emerged. Participants will then design and workshop their own digital educational resources related to sexual violence prevention or another relevant topic.

**Session Type:** Workshop

**Community/Network Stream:** Orientation, Transition, & Retention; Digital Communication in Higher Education

**Competency:** Student learning and development,Technology and digital engagement

**Room:** Pope

**3.08. Career Counselling, Complexity, and Student Experience: A Story-Based Approach to Assessment**

Juliana Wiens, Career Counsellor, Saint Mary's University

University Career Counsellors have a responsibility to engage in ongoing assessment to ensure that the services we offer meet the needs of our students. But how do we assess those needs effectively? Surveys and focus groups can provide some information, but fail to capture the complexity of student experience. Career Counsellors at Saint Mary’s University are engaging in narrative, story-based research to learn more about student needs, expectations, and processes around accessing Career Counselling services on campus. Come hear some of the stories we’ve gathered, and learn more about this innovative approach!

**Session Type:** Research Presentations

**Competency:** Strategic planning, research and assessment

**Room:** Archibald

**3.09. Five Long Weeks: The Ontario College Strike Fallout and Recovery**

Sharon Kinasz, Registrar, Seneca College; Linda Dalton, Registrar, Sheridan; Christine Blake, Dean of Students, Seneca College

In the middle of the Fall 2017 semester Ontario College faculty went on strike. The challenge to the Registration offices and student services was to develop plans and processes to deal with what would be the longest strike in Ontario College history. This multi institution panel will share varying experiences with major college events such as convocation, revision of academic plans and calendars and how we communicated this to students. Additionally the panel will discuss both long term and short term challenges and issues that they encountered and even some that are ongoing.

**Session Type:** Panel

**Competency:** Leadership, management and administration, Post-secondary acumen

**Registrarial Practice:** Convocation, Systems & Operations Support, Admissions and Transfer Credits, Front-line Client Services

**Room:** Johnson

**3.10. Eat, Paint, Love: The Year of 40**

Chelsea Corsi, Wellness Coordinator, Thompson Rivers University

Are you living you your best life? Are you walking your own talk? As student affairs professionals, we spend our days supporting students on their voyage of personal and academic success. We listen, encourage, support, refer to appropriate resources and so much more. But, are we creating the same opportunities for ourselves? This storytelling session will discuss one woman’s story about her ‘Year of 40 Leave’ and her choice to live a more intentional, whole-hearted life. The work of Dr. Brené Brown will be discussed in order to provide a framework for participant self-reflection and dialogue about self-care.

**Session Type:** Storytelling

**Competency:** Emotional and interpersonal Intelligence

**Room:** Beach (Holman Grand)

**3.11. Deconstructing peer health education in the post-secondary context: an exploration of which program delivery models work and which ones necessarily do not**

Ravinder Gabble, Health Education Coordinator, University of Toronto Mississauga

As Health Promoters in higher education, we know how important it is for students to build healthy habits in support of their academic and personal goals. What we sometimes struggle with however, is how to best deliver this information to students so that they will receive it, feel engaged, and be inspired to apply it to their daily lives. In this workshop, the presenter will share his own professional experiences as a Health Promoter applying different health promotion intervention models, and try to answer the universal question of what works when it comes to health promotion, and what necessarily doesn’t.

**Session Type:** Workshop

**Community/Network Stream:** Student Peer Support Programs

**Competency:** Communication, Student advising, support and advocacy

**Registrarial Practice:** Systems

**Room:** Campbell

**3.12. Front and Centre: Putting the Student Back in the Student Mental Health Strategy**

Mohsan Beg, Director, Student Counselling Centre, University of Windsor; Katie Chauvin, Student Researcher, Student Mental Health Strategy, University of Windsor; Ary Maharad, Research Assistant, University of Toronto Scarborough (UTSC)

How do we model the values of a Student Mental Health Strategy while we build it? As Student Mental Health Strategies continue to be developed, how can post-secondary institutions purposefully engage with this development process to create opportunities for students to feel seen, heard, understood, valued and cared for by their school? How can we use the process itself to foster student connection, engagement, and purpose? Join us as we share our experience of empowering students through a rigorous approach to crafting a Student Mental Health Strategy that infuses best practice-driven research with student voice, lived experience, leadership, and wisdom.

**Session Type:** Storytelling

**Competency:** Equity, diversity and inclusion,Strategic planning, research and assessment

**Room:** John Hamilton

**3.13. NOW HIRING: The Quest for the Ideal Candidate**

Shaila Khan, Student Transitions Coordinator, York University; Greg Langstaff, YU START New Student Transition Program Coordinator, York University; Charmaine Hack, President, ARUCC; Laura Lee Noonan, Manager of Health Promotion, PEI Chief Public Health Office

Have you ever had the headache of sifting through too many cover letters and resumes that tell you little of value? Have you ever found yourself short of qualified candidates or hired someone that’s more headache than help? Take an interactive and experiential journey with three experienced York University Student Life Coordinators who show you their proven process of performance-based hiring. You will learn to define your student job requirements, advertise a unique and enriching experience, understand your candidates, and select a superstar.

**Session Type:** Alternative Session Type

**Community/Network Stream:** Leadership Educators

**Competency:** Emotional and interpersonal Intelligence, Leadership, management and administration

**Room:** Cartier

**3.14. More than bouncing back: Resilience strategies to enhance student (and staff!) wellbeing**

Cassie Wever, Coordinator, Citizenship & Community Based Learning, University of Guelph

“Resilience” is often discussed in terms of bouncing back from challenging or traumatic life events. However, resilience also consists of tools that can help one adapt to less severe daily stressors. In this session, participants will gain a more nuanced understanding of what resilience means, and the basic neuroscience and physiology behind resilience. Participants will learn how to apply practical micro-resilience strategies in their work, which is particularly applicable to those who directly support students through supervision, training, coaching, mentoring, and counselling. This session will employ research and theories from Positive Psychology, mindfulness, and neuroscience and neuroplasticity.

**Session Type:** Workshop

**Competency:** Emotional and interpersonal Intelligence, Student advising, support and advocacy

**Room:** Langevin

**3.15. From Sick Notes to Self-declaration: A Collaborative Effort to Support Students with Extenuating Circumstances**

Jennifer Dods, Executive Director, Student Wellness Services, Queen's University; Dr. Johanne Bénard, Associate Dean (Studies), Faculty of Arts & Science, Queen's University; Ann Tierney, Vice-Provost and Dean of Student Affairs, Queen's University

Every year students experience extenuating circumstances that limit their ability to complete academic work for varying lengths of time. This panel will discuss the collaborative effort of partners across Queen’s University campus to develop and implement a policy and procedure that provides academic consideration for students with extenuating circumstances. Key aspects of this process included the need for a consistent approach for students, and the move away from requiring students to provide a “sick note” for brief and acute illnesses. The panel members will discuss key elements of the policy development and implementation process from varying view points.

**Session Type:** Panel

**Competency:** Equity, diversity and inclusion,Student advising, support and advocacy

**Room:** Tilley

**3.16. Building a Transfer Culture: A Collaborative Approach between Registrar’s Office and Student Life Programs at Humber**

Judy Tavares, Manager, Student Transfer Services, Humber Institute of Technology and Advanced Learning; Shari Walsh, Manager, Transition & Leadership Programs, Humber Institute of Technology and Advanced Learning; Sarah Peake, Associate Registrar, Enrolment Services, Humber Institute of Technology and Advanced Learning

As one of the largest colleges in Canada, transfer students are 30% of Humber’s incoming population. In this session, participants will explore the journey Humber has taken to build a transfer culture: from cross-campus idea generation, to building key and new campus partners, and our data-driven next steps. The session will focus on how Humber identified and addressed the specific needs of our transfer students, while linking new initiatives to larger institutional retention goals. Participants will have the opportunity to participate in a discussion around successes, and challenges at their institutions with the goal of building their own transfer culture.

**Session Type:** Campfire Session

**Community/Network Stream:** Orientation, Transition, & Retention

**Competency:** Student advising, support and advocacy, Student learning and development

**Registrarial Practice:** Admissions, Transfer Credits, Student Recruitment

**Room:** Ocean (Holman Grand)

**3.17. Course Enrolment Made Easy: How Course Match Optimizes Both Student and Faculty Satisfaction**

Nicola Woods, Director, Academic Services and Registrar, University of Toronto - Rotman School of Management Director, Matt Boulos, CEO and Founder, Cognomos Inc

The Rotman School of Management at the University of Toronto recently implemented an innovative new course enrolment system for its elective courses: Course Match. Using complex algorithms based on Nobel Prize winning economics, Course Match acts on behalf of students to find them the best possible schedules based on their relative preferences while optimizing the allocation of seats for the entire student body. Attend this session to find out more about this next generation course enrolment system and how it might be applicable in your school.

**Session Type:** Demonstration

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Leadership, management and administration, Technology and digital engagement

**Registrarial Practice:** Scheduling, Enrolment Services, Systems and Operations

**Room:** McDougall

**2.19. Above the Salt: A Healing Circle for Racialized Student Affairs Professionals: Part 2**

Nadia Rosemond, Senior Manager, Student Life and International Experience, University of Toronto Scarborough; Jen Gonzales, Director, Student Life, Ryerson University; Pearl Mendonca, Manager, MCACES Resource Centre & Learning Support Centre, Mohawk College

To Sea Change and seek equity for students, colleagues and ourselves can be exhausting, emotional and at times, a source of pain. This session welcomes all self identifying racialized, Indigenous, and persons of colour for sessions on processing, reflection and healing. In part one, participants will examine theory and concepts which include microaggressions, professional identity, systems of oppression, and intersectionality. In part two, participants will explore healing modalities such as gratitude, Reiki, Yoga, and Emotional Freedom Technique in order to learn how to amplify their gift, and fulfill their vision, resulting in a revolutionary validation of themselves and our community.

**Session Type:** Alternative Session Type

**Competency:** Emotional and interpersonal Intelligence, Equity, diversity and inclusion

**Room:** Tupper

**3.18A. Addressing Mental Health Diversity Needs at a Small Rural College**

Marie Wanty, Medicine Hat College

At Medicine Hat College, we have addressed the changing mental health and wellness needs of a growing culturally diverse population through a stepped care approach. Traditionally, resources have been limited for mental health and wellness on our small rural campus but over the last couple of years demand and need for services has been increasing. This presentation looks at the solutions and innovations that have recently been introduced to meet the growing mental health, wellness and diversity needs of students.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Leadership, management and administration,Student learning and development

**Room:** Coles/Gray/Palmer

**3.18B. Making Space For Students: Creating Partnerships And Building Collaborative Relationships**

Ruxandra Pop, University of Toronto

Research shows that fostering a sense of belonging among students impacts academic performance through allowing students to develop a strong sense of self-efficacy. One of the ways of supporting students in developing a sense of belonging is by creating study communities that support each other’s academic goals. A crucial factor in developing such communities is the allocation of appropriate space on campus. The current presentation will discuss the approach undertaken by the University of Toronto Scarborough Campus’ Student Life Department and a variety of different other departments to maximize the amount and optimize use of community study space on campus.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Student advising, support and advocacy, Student learning and development

**Registrarial Practice:** Scheduling & Examinations

**Room:** Coles/Gray/Palmer

**3.18C. I Developed an Intervention for Students and Unintentionally Performed One on Myself Summary**

Heather Mitchell, University of Guelph

After CACUSS 2017 I developed and rolled out an online course based largely on Seligman’s PERMA theory and Csikszentmihalyi’s theory of Flow. Every step of the way I tried out each challenge. This PechaKucha explores my journey into positive psychology, how my interventions improved my own mental well-being and helped me to realize that my homesteading hobby mitigates the effects of depression and anxiety by building particular resilience skills and social networks. Like a pebble being shaped as it tumbles along the seashore, this journey has shaped my life, smoothed the sharp edges of anxiety, and made me more resilient.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Emotional and interpersonal Intelligence

**Room:** Coles/Gray/Palmer

**3.18D. Storytelling As a Path to Change**

Lesley D'Souza, Manager, Communications & Assessment, University of Ontario Institute of Technology

As humans, we tend to enjoy labelling ourselves with a variety of typology tools. We sort personalities into categories, including those who embrace their emotions versus those who rely on rational thought. The idea that emotions and logic are opposites has led to disastrous campaigns to effect change that appealed with facts and expert opinions. The true path to change is forged with empathy. Using storytelling as a vehicle to generate empathy, we can motivate people to act together and collectively solve problems.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Communication,Strategic planning, research and assessment

**Registrarial Practice:** Admissions & Transfer Credit, Student Recruitment

**Room:** Coles/Gray/Palmer

**3.18E. Life and Death: Lessons Learned from Working at Both Ends of the Spectrum**

Jamie-Lyn Minaker, Health Promotion Nurse, Mohawk College

In life, hindsight is 20/20. This presentation discusses lessons learned in an unlikely pair of professional fields - hospice palliative care and college health promotion. Through the presenter’s experience working both fields in tandem, the presentation will highlight that through an improved understanding and acknowledgment of death, one might learn to treat others and themselves with compassion and respect. This idea of death acceptance can help foster new perspectives on ways to frame holistic health promotion to students at the beginning of their adult lives. The presenter will also recount her experiences as a young professional in these two fields.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Emotional and interpersonal Intelligence, Student advising, support and advocacy

**Room:** Coles/Gray/Palmer

**3.18F. Getting involved: What I learned by attending 52 events in 52 weeks**

Meagan Lau, Student Life Officer, Clubs & Leadership Development, University of Toronto

As practitioners, we often encourage students to “get involved” on campus, but what does that actually mean? This year, I decided to practice what I preach and participate in one activity/event on campus every week for fifty-two weeks outside of work. As a result, the past twelve months have taught me an incredible amount about myself, my University, and the realities of involvement. In this session, I am excited to share what I have learned, and encourage everyone to find creative ways to challenge themselves as well.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Post-secondary acumen, Student learning and development

**Room:** Coles/Gray/Palmer

**3.18G. Painting a fuller picture: showing and telling a data story about the student experience**

Showing and telling a data story about the student experience: leveraging surveys, information or engagement systems, and visualizations to better understand our students, with a little help from technology.

Andrew Drinkwater, Co-Founder and Director, Plaid Consulting; Patrick Lougheed, Co-Founder and Director, Plaid Consulting

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Room:** Coles/Gray/Palmer

**CONCURRENT SESSIONS 4**

**Monday, June 18, 2018**

**2:45PM – 3:45PM**

**4.01. Evolution of BC Aboriginal Post Secondary Committee**

Dan Odenbach, Aboriginal Program Administrator, University of British Columbia Okanagan campus; Marlene Erickson, chair of the BC Aboriginal Post-Secondary Committee (BCAPSC), College of New Caledonia

Through a unique partnership, between the British Columbia Ministry of Advanced Education and Post Secondary Institutions (PSI) across the province, a lasting partnership has evolved to improve learning outcomes and retention among Indigenous students. The BC Aboriginal Post Secondary Committee (BCAPSC) is government funded and promotes semi-annual dialogue between frontline student service staff and the Ministry of Advanced Education. Positive outcomes include $600,000 in funding per institution to support physical Gathering Spaces and the Aboriginal Emergency Fund which is administered directly out of the Indigenous student departments.

**Session Type:** Workshop

**Competency:** Indigenous cultural awareness,Student learning and development

**Stream:** Indigenous Cultural Competency

**Registrarial Practice:** Systems & Operations Support, Academic Advising, Front-line Client Services

**Room:** Chandler

**4.02. A year in the Life of Decolonization for me and for my institution**

Mark Solomon, Associate Dean, Student Services and Indigenous Education, Seneca College

A self reflective piece that will journey through a year in a Senior Indigenous Leader during the "time of reconciliation". Conversation will happen around capital projects, strategic plans, and Human Resources. Discussion with focus on the impact of the work on community and self.

Participants will explore the journey with leaps forward and set backs in Seneca College’s response.

**Session Type:** Storytelling

**Competency:** Indigenous cultural awareness,Leadership, management and administration

**Stream:** Senior Leaders; Senior Registrarial Leaders

**Stream:** Indigenous Cultural Competency

**Room:** Ocean (Holman Grand)

**4.03. Not Just A Buzzword: How to Use Strategic Storytelling in Higher Education**

Bailey Parnell, Storyteller: Marketing Specialist, Ryerson University

Storytelling is the base unit of human understanding, yet many of us never critically engage with the concept after grade school. While professions like marketing thrive on well-crafted stories, other professions like those of us in student affairs and registrarial services would benefit greatly from using storytelling as a business tactic to meet our goals. When done well, storytelling will help you spread awareness, gain buy-in from stakeholders, justify resources, and more. In this session, you will learn how storytelling connects to your professional practice, tips for strategically delivering that story, and ways to make this part of your culture.

**Session Type:** Expert Lecture

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Communication,Technology and digital engagement

**Registrarial Practice:** All Areas

**Room:** John Hamilton

**4.04. Intercultural advising for Chinese international students: From recruitment to ongoing**

Xiaobing Lin, International Student Specialist, University of Alberta; Kumarie Achaibar-Morrison, Associate Director, International Student Services, University of Alberta

In the past decade, there has been a quick increase in the number of Chinese international students studying in major destination countries including Canada and a corresponding increase in the research literature and media stories showing the cross-cultural difficulties experienced by Chinese international students. Reported in this study is a reflective inquiry into our work as a recruiter and an advisor for international students in a Canadian university. We will present the key challenges faced by Chinese students in Canada, reflect on the intercultural reasons behind, and discuss the implications and suggestions for our work practice with our fellow colleagues.

**Session Type:** Research Presentations

**Community/Network Stream:** Digital Communication

**Competency:** Intercultural fluency, Student advising, support and advocacy

**Registrarial Practice:** Student Recruitment

**Room:** McDougall

**4.05. Evolving an academic course scheduling model**

Oana Toma, Manager, Scheduling Services, UBC; Annie Yim, Associate Registrar & HR Director, UBC

Scheduling Services (UBC Vancouver Campus) is considering evolving the academic course scheduling model to enhance student success and effectively support the teaching and learning mission of the University. This is a significant initiative involving transformation of culture and long-standing business processes and the leveraging of scheduling software. In this sounding board session, we will seek participant feedback on an approach to change management and stakeholder engagement, ideal future state scheduling patterns and models, and measures of success. We will also solicit pitfalls and lessons learned from participants who have led or experienced a scheduling model change at their post-secondary institution.

**Session Type:** Sounding Board

**Competency:** Strategic planning, research and assessment

**Registrarial Practice:** Scheduling & Examinations

**Room:** McCully

**4.06. Roundtable discussion on registration time assignment**

Stephanie Boudreau, Team Lead, Scheduling & Student Records Management, The University of British Columbia; Annie Yim, Associate Registrar & HR Director, Student Records & Systems Management, The University of British Columbia

Join us in a roundtable discussion about course registration time assignment practices and challenges. The discussion will explore how registration time assignments are determined and various challenges and associated issues involving priority seats, waitlists, registration apps, bots, and seat selling. This session will be an opportunity to engage in conversation and share ideas and best practices.

**Session Type:** Roundtable Discussion

**Competency:** Student advising, support and advocacy

**Registrarial Practice:** Student Records, Enrolment Services

**Room:** Tupper

**4.07. International Students’ Conceptions of Education, Leadership, and Citizenship: Student Leadership Development for Global Citizenship**

Christopher Dietzel, Student leadership development coordinator, McGill University

How are education systems preparing students to address problems in society? My research examines international students’ conceptions to (1) discover variations in students’ understandings of education, leadership, and citizenship; (2) explore connections between leadership development and global citizenship; (3) offer suggestions of how universities might better align with the needs, understandings, and experiences of undergraduate students. The findings of this research present guidance in providing inclusive educational opportunities for all students that are relevant, challenging, and meaningful for international undergraduate students of the 21st century.

**Session Type:** Research Presentations

**Community/Network Stream:** Leadership Educators

**Competency:** Intercultural fluency,Leadership, management and administration

**Room:** Pope

**4.08. Clinical Accommodations in Health Sciences programs: Developing a decision making framework**

Shanda Vitt, University of Manitoba; Maxine Kinakin, University of Saskatchewan

Professional programs are seeing an increase in students with disabilities requesting accommodations. How do we develop inclusive, effective and reasonable accommodation plans for students with disabilities in health science programs? How do institutions determine what is possible within the framework of reasonableness? When students request clinical accommodations, do you know how to determine what is appropriate and reasonable? Two large western Canadian universities have teamed up to share the best in their models when it comes to determining clinical accommodations.

**Session Type:** Expert Lecture

**Community/Network Stream:** Accessibility & Inclusion

**Competency:** Equity, diversity and inclusion, Student advising, support and advocacy

**Room:** Dunes (Holman Grand Hotel)

**4.09. Dreaming Up How to Do Better Together: creating collaborative institutional processes**

Kate Klein, Research & Education Coordinator, Healthy Campus Initiative, George Brown College

In 2016, we began exploring how best to meet the needs of our entire college community in grappling with the issue of student distress. Though effective institutional change requires deep stakeholder engagement, those of us who have been involved in collaborative institutional processes know that they can be bureaucratic nightmares: slow, unwieldy, and challenging. Is it possible for things to go differently? This interactive session will share the strategy and lessons from our process of collaboratively developing emotional distress guidelines. Then, participants will be guided through an activity to help them think through their own institutional change challenges.

**Session Type:** Alternative Session Type

**Competency:** Emotional and interpersonal Intelligence, Strategic planning, research and assessment

**Room:** Archibald

**4.10. Walk In Counselling: Managing the Volume**

Laura Boyko, Assistant Dean, Health, Wellness, Physical Activity, Recreation & Sport, University of Toronto Scarborough; Erin Bradford, Team Leader/Therapist, Counselling Supports & Services, University of Toronto Scarborough

Mental health needs continue to grow at a faster pace than funding and new resources. Through use of Lean process Improvement techniques, we investigated the student’s use of counselling services from intake to discharge, including crisis support. Our counselling support processes were transformed to address wait list concerns and limited resources. The new process has allowed us to provide same day counselling within a walk in model with enhanced ongoing counselling capacity. Evaluation and lessons learned will be shared with an opportunity for others to share their own experiences of shifting models of care and best practice.

**Session Type:** Campfire Session

**Competency:** Strategic planning, research and assessment,Student advising, support and advocacy

**Room:** Campbell

**4.11. Navigating the waters: student housing and residence life across Canada**

Tracey Mason-Innes, Director, Residence and Housing, Simon Fraser University; Ian Crookshank, Director, Housing and Residence Life, Ryerson University; Lynn Cashen Basso Manager, Residence Life, Mount Saint Vincent University

The Senior Housing Officers from across Canada have been meeting for a few years to talk about student housing issues on our campuses. We will introduce the top issues and emerging trends that student housing professionals are facing and how they are impacting other student services and affairs professionals and our campuses as a whole.

**Session Type:** Roundtable Discussion

**Competency:** Strategic planning, research and assessment, Student learning and development

**Registrarial Practice:** Student Recruitment, Systems

**Room:** Cartier

**4.12. Meeting Students Where They Are: International Student Support**

Stephanie Walker, Director, Student Support, guard.me/Morneau Shepell; Clark Horsting, Vice President, guard.me; Dr. Mohsan Beg Director, Student Counselling Centre, University of Windsor

In this session we will present how implementation of an International Student Support Program (ISSP) dramatically increased students’ willingness to utilize mental health services both on and off campus. International students often resist seeking help for many reasons (perceived personal stigma, cultural/linguistic barriers) and by doing so place themselves and their institution at greater risk of significant harm. The introduction of the ISSP also supported the student affairs professionals serving this population and showed that getting assistance while studying abroad doesn’t need to be a challenge for international students.

**Session Type:** Storytelling

**Competency:** Student advising, support and advocacy

**Room:** McGee

**4.13. Turning the tide to retention and graduation- Working with Students with Autism Spectrum Disorders (ASDs): Core principles to encourage success**

Maureen Barnes, Director, Student Accessibility Services, York University

How does your campus meet the needs of academically competent, overwhelmed and needs-intensive students with Autism Spectrum Disorders (ASDs)? These students can excel academically, but often do not, as a result of their social, emotional, and sensory challenges. Five Core Principles grounded in a collaborative approach will be discussed that are crucial to the successful transition of students with ASDs. Hear about the learning/findings as we incorporated these core principles.

**Session Type:** Storytelling

**Community/Network Stream:** Accessibility & Inclusion; Orientation, Transition, & Retention

**Competency:** Equity, diversity and inclusion,Student advising, support and advocacy

**Room:** Langevin

**4.14. Leveraging Financial Aid to support Student Success Outcomes**

Chantal Joy, Associate Dean, Transition & Academic Support, Humber Institute of Technology & Advanced Learning; Daniel Castillo-Sanchez, Manager, Financial Aid, Humber Institute of Technology & Advanced Learning

Humber’s SEM Student Success & Retention Committee undertook a review of our financial aid program with an eye to maximizing the impact on measures of academic success and retention.  The data analysis yielded some valuable findings about where our investment of discretionary financial aid dollars is yielding the biggest returns.  Join us as we share the key findings from our review , the lessons we learned about our approach to financial aid, and the key areas of focus for our program moving forwarand invite dialogue on the the critical intersection of student affairs and financial aid in advancing students success.

**Session Type:** Storytelling

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Registrarial Practice:** Financial Assistance

**Room:** Tilley

**4.15. Paths to Success: Technological Partnerships on Student Success**

Summer Prejean, Consultant, Campus Success, Campus Labs; Amber Scholtens, Manager, Student Leadership & Engagement, Brock University

Campuses across the globe have utilized the Co-Curricular Paths tool within the Campus Labs Engage platform with great success. Through this tool, campuses can tailor high-impact, outcome-based programs, which allow administrators to track a student’s progress through targeted learning opportunities. Campus Labs and Brock University will provide a demonstration of the Campus Labs Engage Paths tool and how engagement can be tracked throughout the platform, and discuss ways that different campuses leverage technology on campus.

**Session Type:** Demonstration

**Community/Network Stream:** Digital Communication in Higher Education; Co-Curricular Record

**Competency:** Technology and digital engagement

**Registrarial Pratice:** Systems

**Room:** Henry

**4.16. Aligning Complaint Procedures with a New Policy on Sexual Violence: A Case Study and Discussion**

Brock Richardson, Director of Student Services, St. Thomas University; Scott Duguay, Associate Vice-President (Enrolment Management), St. Thomas University

Like many institutions across the country, St. Thomas recently implemented a survivor-centered, standalone policy on sexual violence. As progressive as that new policy was, however, it relied on our Code of Conduct for complaint procedures. We soon recognized that our procedures were not aligned with the values of our new policy. In this case study presentation/discussion, we will explore some of the key dynamics affecting sexual violence complaint processes and discuss various procedural options for addressing them.

**Session Type:** Expert Lecture

**Community/Network Stream:** Student Conduct

**Competency:** Equity, diversity and inclusion, Post-secondary acumen

**Room:** Beach (Holman Grand)

**4.17. All for one – A collaborative approach towards individualized student success**

Echo Pittman, Associate Registrar, Memorial University; Natalie Spracklin, Academic Advising Officer, Memorial University

Through the generosity of Dr. Ronald V. Joyce, our institution established a bursary and student success program to support students with critical financial need. Since minimizing the economic barrier is just the first step to support these students, we also created a holistic support program that is structured, yet flexible and adaptive enough to address individuals’ diverse needs. Our presentation will discuss early days and challenges encountered during development and delivery of our collaborative, multi-unit/multi-campus bursary program. We will discuss solutions employed to overcome challenges. We will also share lessons-learned, student feedback and celebrate our success stories!

**Session Type:** Alternative Session Type

**Competency:** Student advising, support and advocacy,Student learning and development

**Registrarial Practice:** One Stop Client Services, Scholarships & Awards

**Room:** Steeves

**4.18. Examining Exams and Improving Student Experience**

Michelle Green, Manager of Examinations and Special Projects, Ryerson University

While we might not be able to make exams stress-free, we can improve student well-being through administration, procedures, and supports. This session will discuss ways to improve the examination experience, from physical environment and procedures, to staffing and invigilator training, all with the intention to support students while maintaining academic integrity. See how we garnered partnerships and support across campus, the latest technology used in academic misconduct, and demonstration of online invigilator training. You will also be invited to share your own exam initiatives and challenges with the wider group.

**Session Type:** Storytelling

**Competency:** Leadership, management and administration,Student advising, support and advocacy

**Registrarial Practice:** Scheduling & Examinations

**Room:** Johnson

**4.19. SAVE lives: UBC Vancouver’s campus response to the opioid crisis**

Amanda Unruh, Health Promotion Specialist, University of British Columbia; Kate Kinloch, RN, University of British Columbia

Across Canada, post-secondary institutions are grappling with how to respond with policies, education and messaging to students, faculty and staff about the current opioid crisis. Using a harm reduction framework, this presentation will review work the University of British Columbia has done on the implementation of naloxone distribution and training, developing and providing education for front line workers and student leaders, and the evaluation and frameworks that track these efforts. There will be a focus on sharing this information with stakeholders across the university who have different mandates and priorities when it comes to harm reduction and prevention.

**Session Type:** Expert Lecture

**Competency:** Post-secondary acumen, Student learning and development

**Room:** Brown

**4.20. Reducing Stigma and Improving Mental Health in the Campus Community through Three Evidence-Based Programs**

Andrew Szeto, Director of the Campus Mental Health Strategy & Assistant Professor, University of Calgary; Sue Mercer, Manager, Mental Health Commission of Canada

Although many campus mental health programs target a single group, there are distinct advantages to conceptualize the entire campus community as the appropriate focus for intervention. The Inquiring Mind, The Working Mind, and The Working Mind for Academics follow an integrated community approach to mental health on campuses, as they reduce the stigma of mental illness, reconceptualize how to think and talk about mental health, increase resiliency, and create a supportive campus environment. Evaluation results from these programs will be presented, along with the development of The Working Mind for Academics. Participants will experience some program components in this session.

**Session Type:** Research Presentations

**Competency:** Equity, diversity and inclusion

**Room:** Coles/Gray/Palmer

**Monday, June 18, 2018**

**3:45PM – 4:45PM**

**4A. Overview of the ARUCC Groningen and Student Mobility Project**

Charmaine Hack, Chair, ARUCC Groningen & Student Mobility Project & President, ARUCC, Ryerson University; Romesh Vadivel, Vice President, ARUCC, McGill University, Andrew Arida, ARUCC Executive, University of British Columbia

Join us to learn and share about ARUCC’s vision for a national data exchange environment to support student mobility. The ARUCC Groningen and Student Mobility seeks to advance national and international mobility through trusted data exchange in partnership with the Pan-Canadian Consortium on Admissions and Transfer (PCCAT), the Canadian Post-Secondary Education Standards Council (CanPESC) and the Canadian University Council of Chief Information Officers (CUCCIO).

Project Goals:

-Supporting students by facilitating trusted digitized credential exchanges

-Enabling student focused service delivery by creating transformational and scalable delivery frameworks

Accelerating connectivity between institutions and international organizations

**Registrarial Practice:** Admissions and Transfer Credits, Student Records, Systems

**Room:** Coles/Gray/Palmer

**CONCURRENT SESSIONS 5**

**Tuesday, June 19, 2018**

**9:30AM – 10:30AM**

**5.01. Supporting Indigenous students into university: A bridge to success**

Carla Loewen, Student Advisor, University of Manitoba

The Qualico Bridge to Success (QBTS) program was created by the Indigenous Student Centre at the University of Manitoba to facilitate the transition of first year students with the ultimate goal of improving retention rates from Year 1 to 2. This session will provide an overview of QBTS, including theoretical foundations, and offer an in-depth look at one of its core components - the Neechiwaken Indigenous Peer Mentor program. This session will provide participants the opportunity to gain and share ideas about developing Indigenous student programming through a formal presentation of the QTBS program and small group discussions.

**Session Type:** Campfire Session

**Community/Network Stream:** Student Peer Support Programs; Orientation, Transition, & Retention

**Competency:** Intercultural fluency,Student advising, support and advocacy

**Stream:** Indigenous Cultural Competency

**Registrarial Practice:** Student Recruitment, Admissions, Transfer Credits

**Room:** Chandler

**5.02. Other Duties as Assigned: The Changing Role of the Senior Student Affairs Professional**

Ann Tierney, Vice Provost and Dean of Student Affairs, Queen's University; Brenda Whiteside, Associate Vice President (Student Affairs), University of Guelph; David McMurray, Vice President Student Affairs, Wilfrid Laurier University

Three senior student affairs professionals with over 70 years of combined experience at six universities, discuss how the senior student affairs professional role has changed over time from a primary focus on student development to a focus on wellness, risk management and legislative compliance. How have the needs of students and community, as well as university and parental expectations, influenced this change? How can we adapt while maintaining the core values of student development and engagement, focusing on equity, inclusivity, accessibility and the appreciation of cultural diversity? What are the new competencies required, and where is the profession headed next?

**Session Type:** Panel

**Competency:** Leadership, management and administration, Post-secondary acumen

**Stream:** Senior Leaders

**Registrarial Practice:** Student Recruitment

**Room:** Pope

**5.03. Mind the Gap: Considering Tests for English Language Learners**

Lauren Kennedy-Barrows, Senior Product Development Specialist and Assistant Manager, Test Research & Development, Paragon Testing Enterprises; Marcie Mealia, Manager of Academic Relations, Paragon Testing Enterprises

Recently, new language assessments have been developed for non-native English speakers to demonstrate their readiness to study in English-language institutions. This has increased the number and variety of language tests that could be accepted or recognized by institutions. In some cases there is an expectation gap between test providers and institutions- a difference between what institutions expect from the test provider and the test score(s), and the reality of what the test will deliver. Participants in this session will review technical elements of assessments that can support candidate selection, learn what questions to ask developers, and discuss English language learners.

**Session Type:** Campfire Session

**Competency:** Equity, diversity and inclusion,Strategic planning, research and assessment

**Registrarial Practice:** Admissions & Transfer Credit, Student Recruitment

**Room:** McDougall

**5.04. See Change: Redefining Academic Advising in the Canadian Setting**

Shea Ellingham, Manager, Academic Advising Services, Mount Royal University; Brigitte Wiebe, University Advising Services Coordinator, University of Manitoba; Darran Fernandez, Associate Registrar, Director Student Support & Advising, University of British Columbia; Heather Doyle, Senior Advisor on Retention and Director, Student Academic Success, Dalhousie University; Paul Sileika Coordinator, University Academic Advising, Ryerson University; Paula Greenwood, Centennial College

Recently, the role of Advising Services Coordinator has emerged at Canadian post-secondary institutions. Charged with the task of overseeing advisor training and development, these Student Affairs professionals from a cross-section of higher education institutions, will participate in a panel discussion sharing their expertise in the implementation of this uniquely Canadian role. Bridging the space between academic and student affairs, these advising coordinators are well-positioned to examine best practices for professional development including the recently launched CACUSS and NACADA competencies. Important outcomes include increased awareness of this role and its contributions to advancing the practice of academic advising across Canada.

**Session Type:** Panel

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Registrarial Practice:** Academic Advising

**Room:** Steeves

**5.05. Working together to help Learners gain Recognition for International Studies**

Joanne Duklas, Researcher and Consultant, Duklas Cornerstone Consulting

Join this session to hear and discuss the latest research focused on international credential assessment practices towards improved transfer and exchange credit. Find out what institutions, governments, and allied organizations from within Canada and around the world are implementing to improve service to students and recognition of learning through collaboration, digitization, and exemplar practices. Joanne Duklas, primary investigator, will share findings from a national, peer reviewed research study funded by the British Columbia Council on Admissions and Transfer that examined practices, findings, and perspectives on best practice recommended for Canadian institutions.

**Session Type:** Research Presentations

**Competency:** Leadership, management and administration,Post-secondary acumen

**Registrarial Practice:** Admissions & Transfer Credit, Student Records

**Room:** McGee

**5.06. Student Success: Advising 2.0**

Paula Greenwood, Manager, Student Advising, Centennial College; Neil Buddel, Dean of Students, Centennial College

The general consensus: get advising right and you will have made significant strides to maximizing student learning, satisfaction, and success. Advising strives to be a seamless partnership bridging academic, registrarial services, and student affairs – and is designed to maximize students’ personal, academic, and social learning as students transition in, through and beyond the institution.

Last year we presented the framework (model, rationale, roles and responsibilities). This year, we share approaches for advisor and partner competency development, academic-registrarial-student affairs partnered approaches to student success/persistence planning, and maximizing the use of systems, including the CRM Advise platform.

**Session Type:** Expert Lecture

**Competency:** Student advising, support and advocacy, Technology and digital engagement

**Registrarial Practice:** Student Recruitment, Admissions, Transfer Credit, Academic Advising, Front-line Client Services, Systems

**Room:** Henry

**5.07. Let’s Give Them Something to Talk About: Fostering Campus-Wide Dialogue Around Identity and Resilience Through a Common Reading Program**

Kevin Collins, Coordinator, Community Engaged Learning, Queen's University; Vanessa McCourt, Aboriginal Student Advisor, Queen's University

What avenues do we have for initiating dialogue on subjects like sexual violence or Indigenous culture? A common reading program was utilized to start conversation around themes of resilience and identity on our campus. The Break, by Katherena Vermette, was chosen as the novel for 2017-2018 and programming provided opportunities to discuss the book’s important messages. In this presentation, we will tell the story of how partners from across campus worked collaboratively to develop the program with the goal of engaging students, staff and faculty in dialogue around themes of identity, diversity, Indigenous culture, sexual violence, and resilience.

**Session Type:** Storytelling

**Competency:** Equity, diversity and inclusion, Indigenous cultural awareness

**Room:** Ocean (The Holman Grand)

**5.08. Decision Making Without Regret**

Robyn Parr, Assistant Registrar, Student Financial Services, Ryerson University

There never seems to be a time when we aren’t busy in our roles supporting student success. Increasingly, we’re asked to make faster decisions with limited information and potential long-term effects. Decision making is a process that needs to respond to inputs as you interact with the world. Inputs are those things that influence which direction you take. As inputs change, so does your decision. In my career as a project manager and higher education administrative leader I’ve leveraged two approaches to guide my decision making and incorporating self-reflection makes it possible to make decisions without regret.

**Session Type:** Workshop

**Competency:** Communication, Leadership, management and administration

**Room:** Johnson

**5.09. Breaking the Habit: Rebuilding Residence Communities through Restorative Justice**

Jacqueline De Leebeeck, Director of Student Life, St. Francis Xavier University; Matt Girard, Student Conduct Officer, St. Francis Xavier University

Restorative Justice is one method for addressing student misconduct. At least that was what we expected when we sought to introduce it at StFX. What we learned is that the principles of RJ describe the ideal community where members support, include, and learn from one another, especially when behaviour goes against community values. We will share our journey in implementing restorative justice and flipping our residence community approach on its head.

**Session Type:** Storytelling

**Community/Network Stream:** Student Conduct

**Competency:** Emotional and interpersonal Intelligence, Student learning and development

**Room:** Dunes (Holman Grand)

**5.10. Curbing the Tide: A Wellness Centre’s Response to British Columbia’s Opioid Overdose Public Health Emergency**

Chelsea Corsi, Wellness Coordinator, Thompson Rivers University; Kirstin McLaughlin, Lecturer, School of Nursing, Thompson Rivers University

April 14, 2016 marked a first in British Columbia’s history: the Provincial Health Officer’s declaration of a public health emergency in relation to the province’s opioid overdose crisis. In an effort to curb the tide, a campus Wellness Centre in Kamloops is piloting a student-led Take Home Naloxone Program in conjunction with the British Columbia Centre for Disease Control (BCCDC). The program aims to ensure that members of the campus community who identify a need for naloxone, a medication which reverses opioid overdose, have access to it. This peer delivery model aims to decrease barriers, enhance outreach, and build capacity.

**Session Type:** Research Presentations

**Community/Network Stream:** Student Peer Support Programs

**Competency:** Strategic planning, research and assessment,Student learning and development

**Room:** Tupper

**5.11. Conflict, Collaboration & Community: What we have learned from partnering to promote early and effective conflict management across the U of T graduate community**

Heather McGhee Peggs, Manager, Graduate Conflict Resolution Centre, University of Toronto; David Newman, Senior Director, Student Experience, University of Toronto

Imagine the complex, high-pressure, power-based structures and processes of graduate studies. Now imagine that you are a Masters’ or PhD student, deep in your studies, trying to navigate a difficult issue that has arisen with a supervisor, lab-mate, or fellow student. You might ask, who can help resolve this conflict?

We believe that the answer is you. The Grad CRC invites all members of the graduate community (students, staff and faculty) to play an active role in managing and resolving conflict, and works to build and support best practices. Effective conflict management is an individual and a community responsibility.

**Session Type:** Storytelling

**Community/Network Stream:** Student Conduct

**Competency:** Emotional and interpersonal Intelligence, Student advising, support and advocacy

**Registrarial Practice:** Graduate Studies, Front-line Client Services

**Room:** Beach (Holman Grand)

**5.13. Feminist Hour comes to CACUSS: Talking Art, Gender-Justice, and Feminism In Student Affairs**

Tesni Ellis, Coordinator, Student Affairs Storytelling, Ryerson University; Yamikani Msosa, Specialist, Office of Sexual Violence Support and Education, Ryerson University

A collaboration between Ryerson University's Consent Comes First office and Student Affairs Storytelling, Feminist Hour offers monthly gender-justice talks and our guests speakers include activists, artists, writers, and researchers doing varied work to address sexual and gender-based violence/oppression. From intimate groups to artist talks to lectures, each Feminist Hour is unique to the guest we’re holding space with and the participants who join us. Join Feminist Hour for a look at what we’ve done so far followed by a gender-justice talk where we’ll consider, together through dialogue and skill-sharing, feminist leadership and what it looks like at our institutions.

**Session Type:** Campfire Session

**Competency:** Emotional and interpersonal Intelligence, Equity, diversity and inclusion

**Room:** Langevin

**5.14. Policy that's not painful: Revising campus conduct policies to focus on prevention, education, and restorative practices**

Nona Robinson, Associate Vice President Students, Trent University

This session will discuss the creation and implementation of a student code of conduct that is centred on educational approaches to conduct prevention and behaviour modification, and on finding reparative solutions, rather than on judicial/punitive approaches. We will discuss the underlying theory, values and approaches, as well as ways to engage campus partners, including student leaders. Equitable access to behavioural support will be included. We will discuss the advantages and challenges of this policy approach. Participants will discuss their own policy environment and ways they could amend their own policies.

**Session Type:** Workshop

**Community/Network Stream:** Student Conduct

**Competency:** Equity, diversity and inclusion,Leadership, management and administration

**Room:** John Hamilton

**5.15. How do you make students care? You DARE them**

Sunand Sharma, Manager, Student Rights & Responsibilities, Sheridan College; Christine Haesler, Manager, Career Services, Student Leadership & Engagement, Sheridan College

Launched in 2015, Sheridan’s award winning “Dare to Care” campaign challenges our campus community to build and sustain a shared culture of caring. Intended to actualize compliance with Ontario’s Bill 132, the campaign has evolved beyond its original intention. Student leaders initiated programming, have become empowered and engaged to take action and lead a shift in campus culture by challenging their peers to ‘dare to care’. Explore the initiative’s success, participate in a dynamic discussion to share best practices and turn ideas in action which build safe and caring campuses.

**Session Type:** Campfire Session

**Community/Network Stream:** Leadership Educators; Student Peer Support Programs; Student Conduct

**Competency:** Equity, diversity and inclusion, Student advising, support and advocacy

**Room:** Cartier

**5.16. Keep Calm & Conduct On: Engaging Men In Sexual Violence Prevention**

Student Conduct Community of Practice

Keep Calm & Conduct On is a series of roundtable discussions hosted by the Community of Practice of Student Conduct to create an opportunity for members to discuss current trends, best practice, share resources and ask questions on a series of hot topics. Come out to join us for Keep Calm & Conduct On: Engaging Men In Sexual Violence Prevention.

**Session Type:** Campfire Session

**Community/Network Stream:** Student Conduct

**Competency:** Equity, diversity and inclusion,Student advising, support and advocacy

**Room:** Tilley

**5.17. Universal Design in Co-curricular Programming**

Mahadeo Sukhai, Head of Research and Chief Accessibility Officer, Canadian National Institute for the Blind (CNIB); Michaela Burton, Research Associate, National Educational Association of Disabled Students; Natalie Geiger, Research Associate, Canadian National Institute for the Blind; Ainsley Latour, Co-Investigator, National Educational Association of Disabled Students; Christine Arnold Assistant Professor, Memorial University of Newfoundland

Postsecondary students with disabilities often face barriers in engaging with co- and extra-curricular programming on their campus. These barriers can be due to the "time barrier" and prioritization that students with disabilities face in the postsecondary environment, or due to lack of accessible or universally designed programming on campus. However, engagement with co-curricular programming is increasingly recognized as important for the employability of students post-graduation. This session will highlight the principles of universal design and their application to co-curricular learning through interactive, professional practice case studies. From these scenarios, attendees will learn to engage students with disabilities in co-curricular programming.

**Session Type:** Workshop

**Community/Network Stream:** Accessibility & Inclusion; Co-Curricular Record

**Competency:** Equity, diversity and inclusion,Student advising, support and advocacy

**Registrarial Practice:** Front-line Client Services, Systems and Operations, Curriculum

**Room:** Campbell

**5.18. Meeting Enrolment Targets in Challenging Times – How the University of Alberta Projects Yield Rates among Admitted Applicants**

Douglas Akhimienmhonan, Assistant Registrar, Enrolment Management & Reporting, University of Alberta

This session will take a detailed look into a variety of factors that influence yield and provide evidence of such influence using applicant data from the University of Alberta. The presentation will showcase how the university uses a multivariate yield formula with different weights on several factors to predict yield rates among admitted applicants. Application of the model to enrolment cycle planning will be discussed. Extended application of the model to student financial support and national recruitment policies will be highlighted.

**Session Type:** Expert Lecture

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Registrarial Practice:** Enrolment Management, Admissions, Scholarships and Awards, Student Recruitment, Systems

**Room:** Archibald

**5.19. Changing of the Tide: Are Universities Prepared for Modern Day Student Activity?**

Meagan Lau, Student Life Officer, Clubs & Leadership Development, University of Toronto; Jennifer Galley, Student Life Coordinator, Clubs & Leadership Development, University of Toronto; Jair Kallidumbil, Student Relations Coordinator, York University

As societal issues become more complex, it is critical to prepare student leaders to be active and engaged citizens. At the same time, activities and initiatives organized by student leaders can be contentious, leaving Student Affairs Professionals grappling with morally challenging situations such as issues around democratic practice, policy compliance, autonomy and freedom of speech. This campfire session will provide a safe space for educators to share stories and tackle these difficult dilemmas. We hope this will build the foundation for a strong community, while opening up the dialogue for continuous discussion around student agency and mobilization on campus.

**Session Type:** Campfire Session

**Community/Network Stream:** Leadership Educators

**Competency:** Post-secondary acumen, Student advising, support and advocacy

**Room:** Brown

**CONCURRENT SESSIONS 6**

**Tuesday, June 19, 2018**

**10:45AM – 11:45AM**

**6.01. Decolonizing Assessment Practices**

Lesley D'Souza, Manager, Communications & Assessment, University of Ontario Institute of Technology; Dr. Taima Moeke-Pickering, Associate Professor and Master of Indigenous Relations Coordinator, Laurentian University; Carol Ducharme, Indigenous Programming Specialist, University of Ontario Institute of Technology

Reconciliation means building relationships and letting go of the fear of doing things wrong. We constantly talk about using data to be student-centred, but have we considered how our current best practices in assessment are implicitly colonized? Join this roundtable session to participate in discussions about the process of decolonizing existing assessment practices in student affairs. Through dialogue, we hope to explore how assessment can sometimes disconnect us and how we can start to explore our impact through other ways of knowing that serve to humanize educational systems.

**Session Type:** Roundtable Discussion

**Competency:** Indigenous cultural awareness,Strategic planning, research and assessment

**Stream:** Indigenous Cultural Competency

**Room:** Chandler

**6.02. What happens when students are permitted to co-decide how much they will pay in compulsory ancillary fees: A study of the outcomes of Ontario’s provincial policy on compulsory non-tuition-related ancillary fees**

Jacqueline Beaulieu, PhD Candidate, Ontario Institute for Studies in Education of the University of Toronto

Join us for an overview of a dissertation-in-progress that is examining outcomes of Ontario’s provincial policy on compulsory non-tuition-related ancillary fees, including outcomes for student affairs and services at the province’s universities. Learn more about this interesting policy that requires colleges and universities to share decision-making power with students when determining compulsory ancillary fee levels. If you’re from an Ontario college or another jurisdiction where a similar policy is in place (or being considered), you will also be able to learn from the current study’s participants. We will work as a group to examine findings to-date and brainstorm potential implications.

**Session Type:** Research Presentations

**Competency:** Leadership, management and administration,Post-secondary acumen

**Stream:** Senior Leaders

**Registrarial Practice:** Student Fees

**Room:** Ocean (Holman Grand)

**6.03. Leveraging Technology and Campus Synergies to Improve Service Delivery for Students with Disabilities**

Colleen Reid, Associate Director, AccessAbility Services, University of Toronto Scarborough; Naureen Nizam, Associate Registrar and Director of Systems & Operations, University of Toronto Scarborough

Strong campus partnerships and efficient processes are essential in providing high quality services to students when managing increased demands and fixed resources. In light of substantial increases in enrolment of students with disabilities, the Disability Services Office and Registrar’s Office collaborated on a project to improve inter-department communication, reduce administrative wait times, and ultimately improve the student experience.

This session will highlight various aspect of an online system designed to facilitate confidential transmission of information between the two departments. Presenters will discuss project implementation, share successes and lessons learned. Each aspect of the project management life cycle will be addressed.

**Session Type:** Workshop

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Equity, diversity and inclusion,Technology and digital engagement

**Registrarial Practice:** Student Records, Systems & Operations Support

**Room:** Cartier

**6.04. Exploring Practitioners’ Personal Values that Connect to Student Affairs & Services**

Brandon Smith, Manager, Residence Life & Education, Ryerson University

Who are you, what does this mean, and why does this matter? How does this connect to you personally and professionally? As primary investigator for a two-course Master's capstone project, join Brandon to learn about how 75 colleagues across the country view their work, using competencies as a common language to make meaning of our personal and professional identities. Using mixed-methods research design and qualitative inquiry, this research project focuses on: identity development, competencies, intersectionality, temporality, organizational behaviour, and how these topics apply to our work in higher education.

**Session Type:** Research Presentations

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Room:** Beach (Holman Grand)

**6.05. Sexual Violence Investigator Competencies**

Lindsay Winger, Assistant Dean, Support Services and Community Engagement, Queen's University

Investigating formal complaints of sexual violence has been a challenging topic for many institutions. Across institutions we have varying policies and procedures on how complaints will be addressed. Some complaints are managed internally and some are seeking external investigators to assist. With no best practice document that may assist institutions with selecting individuals to manage complaints, our working group set out to develop a set of competencies for sexual violence investigators. This session has been structured to be consultative with colleagues on our draft document and will encourage feedback from members of the student affairs community working with sexual violence.

**Session Type:** Sounding Board

**Competency:** Leadership, management and administration, Post-secondary acumen

**Room:** Langevin

**6.06. Flourishing and Academic Performance among Marginalized Sociodemographic Groups**

Rick Ezekiel, Interim Senior Director Student Experience(1), PhD Candidate(2), Western University(1), University of Toronto - OISE(2); Rhonda Martinussen, Associate Professor of Special Education and Adaptive Instruction, University of Toronto - OISE

Post-secondary students report levels of distress twice as frequently as youth in the general population; furthermore, marginalized sociodemographic groups experience frequent and deleterious stressors that heighten their risk for poor wellness. This session will explore the relationship between belonging to a marginalized sociodemographic group, wellness, and academic performance in Canadian postsecondary students. We will identify how reduced wellness can act as a barrier to learning and academic performance in marginalized groups. Presenters and the audience will explore strategies to promote equity, mitigate barriers that create undue stress, and promote learning among students who identify with marginalized sociodemographic groups.

**Session Type:** Research Presentations

**Community/Network Stream:** Orientation, Transition, & Retention; Student Conduct

**Competency:** Equity, diversity and inclusion,Strategic planning, research and assessment

**Registrarial Practice:** All Areas

**Room:** John Hamilton

**6.07. Career Chats: A New Learning Format for Group Advising Conversations**

Atifa Karim, Career Educator, University of Toronto

Seeking to diversify our curriculum and to attend students' career needs in different ways, Career Exploration and Education at U of T has successfully implemented a group advising program – Career Chats. Learn about how the model innovatively combines Appreciative Advising and Solutions Focused Coaching theory in its design; peer-to-peer learning and student/staff co-facilitation in its delivery; and leverages Heron’s Six‐Category Intervention Analysis Framework, and curriculum mapping in its assessment. You will leave with an understanding of how this model can be used to meet a variety of learning objectives in both advising and student affairs related learning contexts.

**Session Type:** Storytelling

**Community/Network Stream:** Student Peer Support Programs

**Competency:** Strategic planning, research and assessment,Student advising, support and advocacy

**Room:** McGee

**6.08. If pictures are worth a 1000 words, let’s make better pictures**

Jeff Burrow, Manager: Assessment & Analysis, University of Toronto

We are sitting on a lot of data. Data about student enrollment, participation, satisfaction, and learning. Data that would undoubtedly help us better understand who is participating in programs and services, who is not, what students are learning and where the opportunities for improvement lie. Charts and graphs - when designed effectively - can aid us greatly in communicating success, failure and opportunities. Too often, what gets produced are bland, bland, convoluted visuals that obscure the real insights. This session aims to support staff by illustrating how minor change in five Excel-based visualizations can improve messaging in our post-secondary institutions.

**Session Type:** Demonstration

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Communication

**Registrarial Practice:** Data Analytics, Reporting

**Room:** Dunes (Holman Grand)

**6.09. Re-imagining Orientation through Access, Equity, and Inclusion**

Sterling Crowe, Manager, Co-Curricular Student Learning and Development, Centennial College; Veronica Barahona, Coordinator, Orientation and Transition Programs, Centennial College; Cory Coletta, Coordinator, Orientation and Transition Programs, Humber College

Experience Centennial - Orientation is a re-imagined approach to new student orientation programming grounded in a passion for fostering learning environments for student success. Attending to the needs of Centennial’s diverse student population, Experience Centennial - Orientation is a comprehensive, 8-week curricular program executed three times annually across 4 campuses and 2 learning sites; informed by an extensive 18-month cross-College consultative process designed to equalize capital and level the playing field for all students. In this session, we will share how we designed the consultative process, landed on the curriculum, and what we’ve learned in the first year of implementation.

**Session Type:** Storytelling

**Community/Network Stream:** Orientation, Transition, & Retention

**Competency:** Equity, diversity and inclusion, Student learning and development

**Room:** Henry

**6.10. Rocking the Boat: Are we Social Services or Student Affairs Professionals?**

Meg Houghton, Associate Dean, Student Wellness and Equity, Humber College; Jen McMillen, Dean of Students, Humber College; Barb Riach, Registrar, Humber College; Debbie Falconi, Deputy Registrar, Humber College

Has Student Affairs become Social Services? Over the last decade, legislative requirements, risk management, and enhanced post-secondary access have changed the nature of Student Affairs work. In this session, the Humber College team will share how we’ve embraced a Social Services approach to Student Affairs work, underpinned by a commitment to equity and well-being. We will explore programmatic and strategic approaches supporting this direction from institutional capacity building, policy and case management work. Join us as we critically reflect on the nature of Student Affairs work and ask “if the seas have changed are we using the right oars?”.

**Session Type:** Workshop

**Competency:** Equity, diversity and inclusion,Strategic planning, research and assessment

**Registrarial Practice:** Financial Assistance, One Stop Client Services

**Room:** Johnson

**6.11. Strengths-Based Advising: A Paradigm Shift**

Anna Barrafato, Disability Accommodation Specialist, Concordia University; Jewel Perlin, Psychologist, Concordia University

The purpose of this workshop is to familiarize student services advisors with a strengths-based approach to advising. This is intended to complement your knowledge, skill set, and expertise in advising University students. Strengths-based advising recognizes the talents that students bring with them into the learning environment and helps students further develop and apply those talents to new challenges. Its purpose is to tap into student motivation in order to engage students in their own learning, so that they can achieve their potential and experience success. We will present a 5 step strengths-based advising model with practical application.

**Session Type:** Workshop

**Competency:** Equity, diversity and inclusion,Student advising, support and advocacy

**Room:** Tupper

**6.12. Inclusive Post-secondary Education (IPSE) as a Practice of Social Justice**

Arden Duncan Bonokoski, Provincial Coordinator and Director of Community Development, BC Initiative for Inclusive Post-secondary Education; Charles Bingham, Professor, Faculty of Education, Simon Fraser University; Anne Hughson, Associate Professor and Director, Bachelor of Community Rehabilitation & Disability Studies, University of Calgary

Inclusive Post-secondary Education (IPSE) initiatives have been supporting the full inclusion of students with intellectual disabilities in the mainstream of post-secondary education for over 30 years.  These initiatives are built upon innovative partnerships with registrar offices and student services.

This session will introduce the development of IPSE initiatives and describe how they have been contributing to the richness of student diversity and tapping into the capacity of campuses to support students with intellectual disabilities.  Participants will learn about the theoretical foundation for this movement and how IPSE initiatives are influencing campus communities and the lives of students with intellectual disabilities.

**Session Type:** Expert Lecture

**Competency:** Equity, diversity and inclusion, Post-secondary acumen

**Registrarial Practice:** Admissions & Transfer Credit, Student Records

**Room:** Tilley

**6.13. Self Care: Riding the Tides of Change**

Mirjam Knapik, Counsellor, Associate Professor, Mount Royal University; Sonya Flessati, Counsellor, Associate Professor, Mount Royal University; Ann Laverty, Senior Counsellor, University of Calgary

To promote well-being, students, staff, and faculty are encouraged to make time for themselves and engage in self-care. The emerging conversations about well-being on post-secondary campuses, however, are increasingly focused on well classrooms and healthy communities. The shift from an individualistic to a more relational understanding of well-being invites us to look again at what we mean by self-care. Moving beyond plans that are oriented to separate selves, participants in this workshop will be introduced to relational, political, and reflective self-care, and will have the opportunity to engage in practices that reflect these themes.

**Session Type:** Workshop

**Community/Network Stream:** Accessibility & Inclusion

**Competency:** Communication, Emotional and interpersonal Intelligence

**Room:** McCully

**6.14. Exploring professional identities by mapping theory onto sources of personal practical knowledge**

Kristiina Montero, Associate Dean and Associate Professor, Wilfrid Laurier University; Ursula Wolfe, MEd Student, Student Affairs, Wilfrid Laurier University

As the demand for Canadian graduate-level programming in student affairs and services increases, university professors must understand how to address the professional development and academic needs of student affairs professionals working in Canada. This session reports on the professional life narratives of seven student affairs professionals who have graduated with a student affairs-related graduate degree. The session will highlight the methods of an academic exercise (mapping theory onto sources of personal practical knowledge) that participants reported was instrumental in helping them make important transformations in their professional careers.

**Session Type:** Research Presentations

**Community/Network Stream:** Accessibility & Inclusion

**Competency:** Leadership, management and administration

**Registrarial Practice:** Graduate Studies

**Room:** Archibald

**6.15. eTools for UTM (UofT Mississauga)'s Community of Advisors**

Cesar Mejia, Associate Registrar, Systems, Scheduling & Examinations, University of Toronto Mississauga; Lorretta Neebar, Registrar & Director of Enrolment Management, University of Toronto Mississauga

To support student success, progression, and retention, UTM’s Office of the Registrar launched eTools – a central online advising tool that is integrated with U of T’s student information system, and used by specific front-facing staff across campus. It aims to streamline the student advising experience by connecting advisors from different areas via shared student advising notes, providing the ability to facilitate referrals directly between units and the student, and overall establish a better registrarial/department workflow.

**Session Type:** Demonstration

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Communication,Student advising, support and advocacy

**Registrarial Practice:** Front-Line Client Services, Systems, Academic Advising

**Room:** Steeves

**6.16. Fostering a campus commitment to diversity and inclusivity from recruitment to graduation**

Allison Yokom, Director, Domestic Undergraduate Enrolment, Queen's University; Vanessa McCourt, Aboriginal Advisor, Queen's University

In support of institutional and national priorities, Queen’s University recently developed and implemented several integrated plans and strategies to recruit and support a more diverse student population.

The university has developed new admissions pathways for Indigenous and

first generation students and these pathways, combined with dedicated recruitment staff, scholarship programs and academic and social supports, have resulted in a more diverse student body with strong retention and graduation rates.

Each strategy will be reviewed together with 3 to 5 year results and lessons learned.

**Session Type:** Expert Lecture

**Competency:** Equity, diversity and inclusion, Leadership, management and administration

**Registrarial Practice:** Admissions & Transfer Credit, Student Recruitment

**Room:** Pope

**6.17. Home away from home: Collegia as strategic sites of belonging & connection**

Kim Kiloh, Director, University of British Columbia; Janet Teasdale, Managing Director, Student Development & Services, University of British Columbia; David Kiloh, Director, Facilities and Building Services, Student Housing & Hospitality Services, University of British Columbia; Samantha Robinson, First Year Experience Coordinator, University of British Columbia

Social belonging is a fundamental human need that also has positive outcomes for students’ wellbeing and success, particularly for students who may already be more likely to experience social isolation. With increased commute time, students’ sense of belonging decreases - for first year students, the time constraints that arise from commuting can impact their capacity to develop friendships, access campus resources, and form strong attachments to their campus community. Join us as we share a multi-faceted view of the design, development, construction, and enactment of the Collegia program – an interdisciplinary ‘home-away-from-home’ for first year students who commute.

**Session Type:** Storytelling

**Competency:** Leadership, management and administration, Student learning and development

**Registrarial Practice:** Student Recruitment

**Room:** Brown

**6.18. Inclusive Teaching, Accommodation and Accessibility in Postsecondary STEM Education**

Mahadeo Sukhai, Head of Research and Chief Accessibility Officer, Canadian National Institute for the Blind; Ainsley Latour, Co-Investigator, Creating a Culture of Accessibility in the Sciences

Students with disabilities encounter significant barriers in STEM (science, technology, engineering and mathematics) programs while at college or university. Some barriers are associated with knowledge and preparedness of faculty and service providers, in the context of access needs and essential requirements of a course, program or field. Tensions between essential requirements and access needs, as well as between universal design for learning and inclusive teaching practice, are critical professional development gaps. This session uses professional practice scenarios to educate practitioners in these areas. Attendees will learn to engage students with disabilities as equal participants in ensuring accessibility in STEM education.

**Session Type:** Workshop

**Competency:** Equity, diversity and inclusion, Student advising, support and advocacy

**Room:** Campbell

**6.19A. Sea Change: We've Always Done Things This Way! But, Why?**

Nicole Bellemore, Residence Services Supervisor, Canadore College Residence

The challenges we face are often easier seen as barriers, rather than opportunities to “Sea Change”. Established norms have a heavy influence on our processes, impairing our ability to see if what we are doing is truly working for us, or if we simply think it is working for us. This engaging presentation will challenge participants to assess opportunities for innovation within their roles as Students Affairs and Services professionals, and to become trailblazers of change driven by the foundation of their “why” to not only “Sea Change”, but to make it happen.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Communication,Leadership, management and administration

**Registrarial Practice:** Systems & Operations Support

**Room:** Coles/Gray/Palmer

**6.19B. Facilitate or Participate: The Strategic Planning Dilemma**

Chris Dawe, Principal Consultant, Strategic Healthy Impacts; Kathleen Hatch, Principal Consultant, Strategic Healthy Impacts

Whether you're in a leadership role of a unit, department, division or institution, you know you need a strategic plan...and preferably one that gets used and adds real value! Your dilemma is whether you should facilitate the development or bring in an external facilitator so you can participate with your team. There's a case to be made for both approaches and we'll cover each, as well as some key things you'll want your next strategic plan to include in this quick and lively PechaKucha

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Registrarial Practice:** Systems

**Room:** Coles/Gray/Palmer

**6.19C. What is my role in determining the future of Student Affairs in Canada?**

Shermin Murji, Academic Development Specialist, University of Calgary

How do we, as Student Affairs professionals, ensure the prosperity of our field? The profession of Student Affairs and Services has grown substantially in the last 50 years. It has evolved from an in loco parentis model to one in which we focus on holistic student development, engagement, and leadership. Looking forward, how can we ensure Student Affairs continues to mature while remaining conscious of current trends, issues, and diversity? This Big Idea will review where we have come from, where we are now, and how we can each individually shape and sustain the future of Student Affairs.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Leadership, management and administration, Post-secondary acumen

**Room:** Coles/Gray/Palmer

**6.19D. Recess League: Play harder, work better**

Cassie Wever, Coordinator of Citizenship & Community Based Learning, University of Guelph

Recess is a lunchtime staff league run by the Department of Athletics at the University of Guelph. It is a grass roots initiative, championed by staff members searching for more play, exercise, and laughter in their workday. Session participants will gain an understanding of how Recess operates, how it positively impacts staff wellbeing, and how it connects to research on resilience and Positive Psychology. Participants will be asked to consider if there is room for more play, exercise, and laughter in the structure of their institutions, and will leave with suggestions for adapting and championing Recess League in their workplaces.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Emotional and interpersonal Intelligence, Leadership, management and administration

**Room:** Coles/Gray/Palmer

**6.19E. "Let's Talk" about our own mental health. Is it really as simple as we profess to students?**

Christine Adam, Dean of Students, Thompson Rivers University

Destigmatizing mental illness for students is central to work on many of our campuses. We encourage students to engage in brave conversations about their struggles with their mental health, recognizing that responding to early signs can help prevent mental illness. But what does early access to mental health supports look like in the work lives of student affairs professionals? When does "Let's Talk" about mental illness become a challenge to address within the context of one's employment? How do both privileged and marginalized identities intersect when we decide how and whom to speak to if we have mental health concerns?

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Competency:** Emotional and interpersonal Intelligence, Leadership, management and administration

**Room:** Coles/Gray/Palmer

**6.19F. Let’s Talk About Race (Baby)**

Neil Buddel, PhD, Dean of Students at Centennial College

Often, I look around the room and wonder why I am one of the few people of colour…and sometimes the only one. You are biased; I am biased; but let’s critically confront and disrupt systemic bias, so that we can, together, create meaningful, engaged, brave, and equitable spaces and places in Student Affairs and Services for those who may not get here without this.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Room:** Coles/Gray/Palmer

**6.19G. Swipe Right on learning**

Shekar Kadaba, Frequency Foundry CEO

**A look into creating a student-first culture with CRM**

A look into creating transformation from being an institution of teaching to an institution of learning.

Join Shekar Kadaba, Chief Experience Officer, as he showcases through examples the transformation of education, what the rise of the machines have done to adapt to the Phigital generation.

Phigital” is the recently coined name for the upcoming generation of students who don’t draw a distinction between the physical and digital worlds and are comfortable in both. See what institutions globally are doing to create adaptive student experiences for this demographic and how we move from the business of teaching to the business of learning.

**Session Type:** BIG IDEAS: Powered By PechaKucha

**Room:** Coles/Gray/Palmer

**CONCURRENT SESSIONS 7**

**Tuesday, June 19, 2018**

**12:30PM – 1:30PM**

**7.01. ‘From the Okanagan Charter to an institutional Wellness Strategy: Everything you wanted to know about how the U of S created and implemented an integrated Wellness Strategy (but were afraid to ask)’**

Peter Hedley, Director, Student Affairs and Services, University of Saskatchewan; Jocelyn Orb, Manager, Student Wellness Centre, University of Saskatchewan; Rita Hanoski, Health Education and Promotion Coordinator, Student Wellness Centre, University of Saskatchewan

Recognizing the issues faced on campus around health and well-being, the U of S set itself the bold goal of creating and implementing a Wellness Strategy to support the health and well-being of EVERYONE on campus - students, faculty, staff – within two years. Our approach involved a partnership between Human Resources and the Vice Provost Teaching & Learning with a focus on shifting the culture and supports from a largely reactive to a preventative one. This practical session will offer honest insights into the U of S process and what advice we would offer others.

**Session Type:** Expert Lecture

**Competency:** Emotional and interpersonal Intelligence, Equity, diversity and inclusion

**Stream:** Senior Leaders

**Registrarial Practice:** Curriculum & Calendar, Front-line Client Services

**Room:** Beach (Holman Grand)

**7.02. Orientation for Online Students: A change from the traditional approach to supporting student preparedness and student success**

Adrianna (Dranna) Andrews-Brown, Manager, Student Engagement, Royal Roads University; Gwen Campden, Manager, Student Success, Royal Roads University

Advances in learning technology and shifts in student demographics have contributed to a rise in online learning within post-secondary education. However, the online student experience is vastly different from the on-campus student experience. As student service providers, we must change the way we approach the design and delivery of orientation services and programs.

Participants will further their understanding of the orientation needs of online students and be exposed to an orientation program that seeks to address those needs. Participants will also benefit from the exchange of dialogue with colleagues who are also responding to the orientation needs of online students.

**Session Type:** Campfire Session

**Community/Network Stream:** Digital Communication in Higher Education; Orientation, Transition, & Retention

**Competency:** Student learning and development,Technology and digital engagement

**Registrarial Practice:** Graduate Studies

**Room:** Brown

**7.03. The Evolution of an Admission Unit - When is a restructure the right answer?**

Michele Moroz, Assistant Registrar, Admissions, University of Alberta; Melissa Padfield, Deputy Registrar, University of Alberta

A variety of organizational structures exist within Admissions units across Canada. Some of these, no doubt, have been attempted to achieve improved efficiency, effectiveness and engagement. Come along this journey with the University of Alberta where a recent restructure was undertaken to create a more effective division of labour and a better fit with employee strengths. Not only were we able to create greater opportunities for career progression and succession planning through this process but also reduce institutional risk, past performance issues and achieve greater management depth for the unit.

**Session Type:** Storytelling

**Competency:** Leadership, management and administration

**Registrarial Practice:** Admissions & Transfer Credit

**Room:** Henry

**7.04. Professional Development: fostering a culture of learning and development**

Annie Yim, Associate Registrar, Student Records & Systems Management & HR Director, UBC

Professional Development (PD) is an essential part of how staff thrive and grow professionally and personally. Establishing a PD framework that enables staff to continually build their competencies and skills results in many benefits including increased engagement, innovation and excellence in the workplace. In this session you will learn about UBC’s Enrolment Services’ PD Framework and have an opportunity to share ideas on how to facilitate a culture of learning & development.

**Session Type:** Roundtable Discussion

**Competency:** Leadership, management and administration

**Room:** McDougall

**7.05. Expanding Gender Categories across our Institutional Systems: Complex and Multifaceted Issues and Considerations from BC Case Study**

Mary DeMarinis, Registrar and Director of Student Affairs, Justice Institute of British Columbia; Kai Scott, Principal Partner, TransFocus Consulting

Most student information systems collect gender in a binary format, female and male, which by design excludes transgender students. Based on recent legislative changes and a desire to make campuses more inclusive, educational institutions are wanting to expand choices for gender data collection. The BC Registrar’s Association engaged in a rigorous 8-month research effort to explore six different options. The presenters will share the deliberation process which included a structured decision-making approach and a transparent way to evaluate the complex trade-offs. The presenters will demonstrate how they balanced inclusion with operational realities, including government reporting requirements and software capabilities.

**Session Type:** Expert Lecture

**Competency:** Equity, diversity and inclusion,Leadership, management and administration

**Registrarial Practice:** Admissions & Transfer Credit, Student Records

**Room:** Dunes(Holman Grand)

**7.06. Commercialization in Student Affairs: How Corporate Partnerships Can Build Community**

Troy Murray, Manager, Community Engagement & Partnerships, Ryerson University; Cathy Nguyen, Events & Partnerships Officer, Ryerson University

Commercialization on campus is on the rise. There has been an increase in sponsorship and external funding from corporations in non-traditional areas of the university, including Student Affairs. Since the introduction of a development type role housed within RyersonSA in 2014, the department has been benefiting from new revenue generation that has enhanced student programming. This entrepreneurial approach has successfully navigated unchartered waters to establish a need and a benchmark in the Canadian Post Secondary landscape. This session will provide an overview of the frameworks and relevant literature used to validate and govern the growing need for corporate support.

**Session Type:** Storytelling

**Competency:** Post-secondary acumen, Strategic planning, research and assessment

**Registrarial Practice:** Scholarships & Awards

**Room:** Ocean (Holman Grand)

**7.07. Launching an Immersive Living-Learning Experience at StFX**

Kerri Arthurs, Residence Education Coordinator, PhD (candidate), St. Francis Xavier University

A residence curriculum provides a foundation that links student learning, both inside and outside the classroom, and prepares students for holistic success at university and life beyond. This program focuses on ways to build a residence education curriculum that is inclusive of diverse student needs. It includes a look at the development and application of a comprehensive residence education curriculum across diverse residence communities at StFX University. Particular attention is paid to the creation and strengthening of constructive working relationships between varied faculty members, off-campus partners, and student affairs professionals to foster an immersive living and learning experience on campus.

**Session Type:** Expert Lecture

**Competency:** Leadership, management and administration, Student learning and development

**Registrarial Practice:** Curriculum & Calendar

**Room:** Johnson

**7.08. Disrupting the Social Change Model: Charting out the framework for an inclusive leadership model at Centennial College**

Sterling Crowe, Manager, Co-Curricular Student Learning and Development, Centennial College; Abi Jeyaratnam, Leadership Academy Architect, Centennial College

The Centennial Leadership Academy (CLA) will be designed to serve as a campus and community hub, offering elevated leadership experiences for students through a vigorous, yet dynamic, program design and over a spectrum of curricular and co-curricular programming. It will serve to unleash student potential towards engaged local, national, and global citizenship with pathways towards recognition by the existing Leadership Passport.

Utilizing a design-thinking approach we hope to engage the CACUSS community as a sounding board with hopes to gain feedback as we chart out, expand and establish an innovative, intentionally accessible, and equitable leadership framework.

**Session Type:** Sounding Board

**Community/Network Stream:** Leadership Educators

**Competency:** Equity, diversity and inclusion, Intercultural fluency

**Room:** Archibald

**7.09. The Implementation of Humber’s Assessment Framework and Plan: Telling our Story using Tableau**

Jelena Dukic, Manager, Strategic Initiatives and Divisional Assessment, Humber College

With assessment framework and plan in hands, Humber implemented a consistent approach to assessment across the entire Division of Student and Community Engagement. In doing so, they were able to gather data to tell a meaningful story about the work they do and how it impacts their students. This session will share the successes and challenges Humber faced as they implemented their assessment framework and plan and developed their divisional and departmental dashboards. They will also showcase their divisional dashboard (Tableau) and talk about next steps for its use and distribution. Note: Registrar’s Office is part of the division.

**Session Type:** Research Presentations

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Strategic planning, research and assessment,Technology and digital engagement

**Room:** Campbell

**7.10. Beyond Burn-Out: How Dance Movement Therapy and Somatic Tools Can Support Long-Term Student Resilience**

Shaila Khan, Student Transitions Coordinator, York University

Based on a workshop delivered to returning student leaders who hold positions that support student peers directly (delivering front-line services, workshops or mentorship etc.), this presentation focuses on sensory and body-based strategies to help recognize stress and burn-out responses beyond conventional ideas of self-care. Through a series of demos using sensorimotor grounding tools as well as dance movement therapy practices, participants will deepen their somatic awareness of their own physical and emotional needs. By exploring their nervous system responses, participants will learn strategies that regulate their stress-cycle so they can enable existing self-care strategies or access external resources for support.

**Session Type:** Arts Based Session

**Community/Network Stream:** Student Peer Support Programs

**Competency:** Emotional and interpersonal Intelligence, Student learning and development

**Room:** Cartier

**7.11. Catching the Wave: Learner Success 101 for eLearners**

Heather Deacon, Team Lead, Academic Success Center, Bow Valley College; Tracy Inaba, Assistive Technology Advisor/Learning Coach, Bow Valley College

How do you create community and a sense of belonging with a learner you may never meet face to face? How do you connect learners to the information and support they need, when they need it? This one hour workshop will demonstrate the development of Learner Success 101; a non-credit, self-directed, online course for all Bow Valley College learners. LSS101 builds success skills, provides more information about support services and gives learners the opportunity to practice technology prior to school through a Technology Bootcamp. Come hear how, LSS101 had the unanticipated benefit of supporting social networks and learner communities.

**Session Type:** Workshop

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Student learning and development, Technology and digital engagement

**Registrarial Practice:** One Stop Client Services, Systems & Operations Support

**Room:** Steeves

**7.12. Activating the Okanagan Charter: Engaging Faculty to Support and Enhance Student Wellbeing**

Patty Hambler, Director, Health Promotion & Education, University of British Columbia; Hillary Stevens, Health Promotion Specialist, University of British Columbia

The Okanagan Charter calls for an embedding of "health into all aspects of campus culture, across the administration, operations and academic mandates”. This health promotion approach requires new partnerships on our campuses. In this interactive workshop, we will share actions taken to creatively engage faculty members to support and enhance student wellbeing, including the development of a Wellbeing Liaison program, research into how teaching practices can positively impact student wellbeing, and partnerships to enhance the first-year experience. Participants will complete an asset mapping exercise for their institutions, considering opportunities to engage faculty members in health promotion efforts on their campus.

**Session Type:** Workshop

**Competency:** Student advising, support and advocacy,Student learning and development

**Room:** Langevin

**7.13. The Sea Change of Cannabis Legalization Coming to a Campus Near You**

Janice Driver, Addiction and Wellness Coordinator, University of Lethbridge; Mark Slomp, Executive Director Student Affairs, University of Lethbridge; Margaret Miles, Behavioural Health Consultant/Mental Health Team Supervisor, University of Lethbridge; Kathleen Massey, Associate Vice President Student Affairs, University of Lethbridge

Join us as we reflect on the initial stages of our journey into the complex sea of cannabis legalization at our university. Moving away from the stigma related to the criminalization of cannabis that may be deeply rooted in our beliefs and values, we are challenged to view cannabis use in the context of medicinal benefits as well as legally and socially acceptable personal use. Exploring how to create an inclusive enviroment that promotes the health and wellness of cannabis users and non-users on our campus has been similar to digging up clams on the seashore, revealing many interesting discoveries.

**Session Type:** Storytelling

**Competency:** Leadership, management and administration, Student advising, support and advocacy

**Room:** Coles/Gray/Palmer

**7.14. Welcome to Mount Royal! A cross-campus approach to creating connection for new students**

Shea Ellingham, Manager, Academic Advising Services, Mount Royal University; Sarah Rude, Student Success Coordinator, Mount Royal University

With an understanding of the importance of a successful transition to post-secondary, Mount Royal University assembled a cross-campus team to launch a one-day event for 1000 new students. With a focus on integrating academic advising and peer registration assistance, students (& parents) were welcomed to campus. Institutional challenges, including applicant yield rates and registration patterns, further guided the design of the event. After a brief review of relevant theoretical perspectives, this presentation will discuss the institutional challenges leading to the event, the history behind its development, a review of the logistics, results (both positive and negative), and plans moving forward.

**Session Type:** Sounding Board

**Community/Network Stream:** Student Peer Support Programs; Orientation, Transition, & Retention

**Competency:** Strategic planning, research and assessment,Student advising, support and advocacy

**Registrarial Practice:** Curriculum and Calendar,Front-line Client Services

**Room:** Tilley

**7.15. Matrix Reloaded: How to Measure CCR Success**

Rose Lin, Student Life Coordinator, Campus Involvement, University of Toronto; Adam Kuhn, Director, Student & Campus Community Development, University of Toronto; Jeff Burrow, Manager, Assessment & Analysis, University of Toronto

Co-curricular involvement data is collected with student information, but what are the ways in which you can strategically use this data to support institutional goals and priorities? The Co-Curricular Record at the University of Toronto launched in September of 2013 with around 1,500 opportunities and grew to over 6,500 opportunities in five years time. This session will be a discussion on how CCR success is measured at your institution, and learn how U of T uses assessment strategies to inform programming and leveraged co-curricular recognition data to test elements of some of the theories that support the value of engagement.

**Session Type:** Roundtable Discussion

**Community/Network Stream:** Leadership Educators; Co-Curricular Record

**Competency:** Strategic planning, research and assessment, Student learning and development

**Room:** Tupper

**7.16. Moving Beyond Yes Means Yes**

Belinda Karsen, Coordinator, Student Transition and Engagement, University of the Fraser Valley; Ashley Ward-Hall, Coordinator, Coast Capital Peer Resource and Leadership Centre, University of the Fraser Valley; Greg Mather, Manager, Student Wellness and Development, University of the Fraser Valley

Can I kiss you? Eggplant emoji? Netflix and chill? Preventative sexualized violence education for years has dictated three tenets for consensual sex: enthusiasm, verbal, ongoing. However, consent is a nuanced moral, legal, and cultural term which is difficult to codify succinctly. Do you ask your partner if you can kiss them, every time? Do you practice consensual sex by asking before every new action? These questions are difficult to answer because of the context of the relationship. Attend a demonstration of an alternative consent program and discuss opportunities for re-imagining sexualized violence education.

**Session Type:** Demonstration

**Competency:** Student learning and development

**Room:** John Hamilton

**7.17. Developing and Implementing Service Values in the Office of the Registrar**

Angelique Saweczko, University Registrar, University of Calgary

The University of Calgary, Office of the Registrar, embarked on project to identify and establish service standards to be used when supporting our students. This presentation will outline the process used to identify and establish standards, the values created and highlights the implementation process used across the department to action the values.

**Session Type:** Alternative Session Type

**Competency:** Leadership, management and administration

**Registrarial Practice:** Front-line Client Services, Systems & Operations Support

**Room:** McGee

**7.18. Serving Indigenous Students: From Individual Competencies to Institutional Policies, Programs, and Practices A Guide for Frontline Staff, Advisors, and Student Services Professionals**

Ian Cull, Associate Vice President, Students, Okanagan Campus, University of British Columbia; Michelle Pidgeon, Associate Professor, Faculty of Education, Simon Fraser University; Robert Hancock, Academic Coordinator in the office of Indigenous Academic and Community Engagement, University of Victoria; Adrienne Vedan, Director of Aboriginal Programs and Services, Okanagan Campus, University of British Columbia; Stephanie Barclay-McKeown, Director of Planning and Institutional Research, Okanagan Campus, University of British Columbia

In 2017 BCCampus solicited expressions of interest from post-secondary staff and faculty to develop open professional learning resources that contribute to an increased awareness and understanding of Aboriginal histories, cultures, perspectives, and ways of knowing for those who work in post-secondary institutions. The presenters formed a consortium and were selected to develop the open source module for Front-line staff / student services / advisors. The Presenters see these practices as “teachable” to other front line staff and student affairs professionals to serve Indigenous learners across the campus. This presentation is a distillation of the materials developed in this project..

**Session Type:** Panel

**Competency:** Emotional and interpersonal Intelligence, Indigenous cultural awareness

**Stream:** Indigenous Cultural Competency

**Registrarial Practice:** Front-line Client Services, Admissions, Student Recruitment

**Room:** Chandler

**7.19. The Competency Collective: Enriching Your Professional Practice**

Julie Guindon, Global Co-Curricular Community Engagement Coordinator, University of Toronto Mississauga; Chris Lengyell, Associate Director, Residence Life, Western University; Neil Buddel, Dean of Students, Centennial College; Tracey Mason-Innes, Director, Residence and Housing, Simon Fraser University; Megan MacKenzie, Manager of Professional Development and Member Engagement, CACUSS

Join our expert panelists as we explore the various ways that the CACUSS Competencies have been implemented since their debut. Discover ways to think critically about using and expanding the competencies for your own professional growth and development. Our panel will share tangible examples of ways that they have begun to put these competencies into practice and together we’ll discuss how we can build towards the collective future of our profession. Engage in a participatory discussion that will get you thinking about practical steps that you can take to identify your own areas of competency-based professional development and take action.

**Session Type:** Panel

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Room:** Pope

**CONCURRENT SESSIONS 8**

**Tuesday, June 19, 2018**

**1:45PM – 2:15PM**

**8.01. You Can Lead a Student to the Gym... But You Can't Make 'Em Lift! Lessons Learned from the Development of a Physical Activity/Mental Health Program**

Freeman Woolnough, Residence Outreach Counsellor, Beth Blackett Queen's University; Health Promotion Coordinator, Queen’s University

We know students with mental health concerns benefit from regular physical activity. But can we get them to actually work out? Building on SFU’s fantastic ‘Active Health’ program, Queen’s University has seen great success (ex., 100% retention rate) from a new program connecting students experiencing anxiety and/or depression to opportunities for physical activity. However, the pathway has not been entirely smooth… In this session, full of concrete lessons learned and strategies developed, we will discuss programming that connects physical activity with mental health. There will be opportunities to share and connect with others to address specific challenges along the way.

**Session Type:** Storytelling

**Competency:** Communication,Student learning and development

**Room:** Steeves

**8.02. Navigating the Technology Storm: Piloting Advising Practices into Calmer Waters**

Brigitte Wiebe, University Advising Services Coordinator, University of Manitoba; Gayle Gordon, Associate Registrar University of Manitoba

We will share the story of a collaborative model used to develop and introduce new digital advising resources over several years. Participants included Student Affairs professionals (the Registrar’s Office and the Advising Services Coordinator) and Faculty/program-based advisors at a University. Important outcomes include a new community of practice that contributes to the effectiveness of the institution. Collaboration across units provides opportunities to adapt to shifts in technology, customer (student) needs and expectations, and institutional requirements.

**Session Type:** Storytelling

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Leadership, management and administration,Technology and digital engagement

**Registrarial Practice:** Student Records, Systems & Operations Support

**Room:** Archibald

**8.03. Using Interactive Online Learning Modules to Teach Principles of Community Engagement**

Lisa Boyko, Community Engaged Learning Coordinator - Curricular Programs, Western University; Kelly Hollingshead, Community Engaged Learning Coordinator - Curricular Programs Western University

The province of Ontario has shown interest in promoting Experiential Learning as a means to develop a highly skilled workforce. To address this, Western University developed a suite of online learning modules called The Foundations of Community Engagement. These modules introduce students to Experiential Learning pedagogy, Community Engagement principles and serve to prepare them for meaningful collaborations with partnering organizations. In this workshop, participants will explore the utility of these free, publicly available modules and tangible uses to aid in their efforts to enhance experiential learning at their individual campuses.

**Session Type:** Workshop

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Communication,Student learning and development

**Room:** Campbell

**8.04. Are student conduct and alcohol polices barriers to alcohol harm reduction initiatives?**

Susan Barker, Vice-Provost Student Experience, University of Calgary

A fundamental aspect of alcohol harm reduction is that those in need of medical attention for alcohol toxicity are able to reach out for assistance. We are aware that students are fearful of reprisal under conduct policies, possible eviction from student residences and even indicators on their academic record. This research reviews student conduct policies, residence community standards and alcohol policies at twenty post-secondary institutions in Canada. It highlights examples of where policies present barriers to help seeking and presents best practices in language that supports an alcohol harm reduction approach.

**Session Type:** Research Presentations

**Community/Network Stream:** Student Conduct

**Competency:** Leadership, management and administration

**Stream:** Senior Leaders

**Room:** Cartier

**8.05. Making a PD Plan Using the CACUSS Competencies: A Guide for New Professionals**

Cristina Cardelus

Now that you’re a student affairs professional, do you need a plan to develop your career? In this session, we will be using the CACUSS Competencies to help you create goals to improve your practice. The Competencies are a guide to the knowledge and expected skill sets of all student affairs professionals, making them the necessary starting point for any professional development plan. With the help of a handy Excel document that will be shared in-session, you can track your progress in each competency and get a clear picture of what areas you need to develop as a new professional.

**Session Type:** Workshop

**Competency:** Emotional and interpersonal Intelligence

**Room:** Langevin

**8.06. Using Bloom’s Taxonomy as a Metacognitive Tool: An Academic Coaching Plan**

Joana Londoño, Learning Strategist, Ryerson University, Dan Cantiller, Student Success Facilitator, Ryerson University

Self-regulation and relating to course content in a critical way are some of the many challenges faced by post-secondary students. Inspired in the principles of metacognition, neuroplasticity, strategy instruction and positive psychology, this presentation will introduce a model to deconstruct Bloom’s Taxonomy in a way that is accessible to post-secondary students and will open to the floor for discussion on how to encourage students to assume ownership of their learning and personal growth. Participants will leave with a sample of an academic coaching plan, and a practical tool to share with their students.

**Session Type:** Workshop

**Competency:** Emotional and interpersonal Intelligence, Student learning and development

**Room:** Chandler

**8.07. SA-exchange: A New Space for Canadian Student Affairs Scholarship and Practice**

Sarena Johnson, Storyteller, Content & Communications, Ryerson Student Affairs, Ryerson University

We’re bringing SA-exchange — a new digital community for Canadian Student Affairs (SA) professionals — to CACUSS/ASEUCC. Join the Ryerson SA Storytelling team as they take you on a guided tour of this captivating new online space. Canadian SA has been far less visible than our American neighbours. Brought to you in partnership with CACUSS, SA-exchange is a newly launched national platform for SA Pros to present and develop scholarship, tell their stories, discuss current issues, share challenges, solutions, best practices and inspiration. Learn how you can be part of the distinctly Canadian conversation with SA-exchange.

**Session Type:** Demonstration

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Technology and Digital engagement

**Room:** McDougall

**8.08. Introducing the Role of Occupational Therapy at Student Wellness Services**

Tessa Grant, Occupational Therapist, Queen's University

This presentation will explore how Queen’s University created and implemented the role of occupational therapy within our wellness services department. The presenter will describe their experience developing and implementing this role, as well as the evolution of the role over the first year. Finally, this session will provide an opportunity for collaboration and discussion among participants to explore how other institutions have developed new positions to address the needs of students and staff members, as well as promote student health and well being.

**Session Type:** Storytelling

**Competency:** Student advising, support and advocacy

**Room:** Tupper

**8.09. Employing Graphic Recording & Photography to Express Student Feedback**

Remy Marlatt, Student Success Facilitator, Capilano University

Listening to the student voice is dependent on asking the right questions and effectively interpreting the answers to get at the root issues. This workshop will present options for developing communication channels with students and for collecting feedback. Specifically, the focus will be on graphic recording and photography as means to gather that information in a creative way.

**Session Type:** Storytelling

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Communication,Strategic planning, research and assessment

**Registrarial Practice:** Student Recruitment

**Room:** Tilley

**8.10. Global Connections Buddy Program - The World at Your Doorstep**

Mark Kolanko, Associate Registrar - Enrolment, St. Francis Xavier University; Donald Rasmussen, International Student Engagement Coordinator St. Francis Xavier University; Erica Moore, International Admissions Specialist, St. Francis Xavier University

Hear a talk by a Mi’kmaw elder and walk the Keppoch in fall colours. Experience rowing on Loch Arbour, walking the Fairmont trail or dipping your feet in the Atlantic. Do art with members of CACL, skate under the night lights at Hockey Night in Heatherton, try curling in St. Andrew’s or snowshoe the abundance of trails in our community. Through a creative partnership between Faculty, The Office of Internationalization, Service Learning, our Enrolment Team and the Antigonish Community, Canadian and International students alike engage in an active, powerful and profound cultural exchange.

**Session Type:** Storytelling

**Competency:** Intercultural fluency, Student learning and development

**Registrarial Practice:** Student Records, Systems and Operations, Academic Advising

**Room:** Johnson

**8.11. Dark Social: What is it and why it's important?**

Kareem Rahaman, Manager, Digital Marketing, Ryerson University

What is Dark Social? Dark social is everything that's being shared about your brand online that you can't see. Think about instant messaging platforms, facebook groups or email. In an age where communicating with students is becoming more and more difficult, being present and being able to pivot based on numbers is crucial. I will go over some examples of dark social and how we have found a "flashlight" into the dark that has helped us gain insights that has helped grow our recruitment and customer service efforts across the board.

**Session Type:** Expert Lecture

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Communication,Technology and Digital Engagement

**Registrarial Practice:** Student Recruitment

**Room:** Brown

**8.12. How to increase undergraduate enrolment - The strategies behind the rapid growth of UBC's Okanagan campus**

Anthony Dodds, Student Recruiter-Advisor, University of British Columbia; Erica Triggs, Student Recruiter-Advisor, The University of British Columbia

Since the inception of UBC's Okanagan campus in 2005, enrolment of undergraduate students has increased by approximately 250%. A staggering amount of growth in a relatively short period of time. The increase in undergraduate students was not by chance. The enrolment growth is largely a result of a relentless cycle of research, assessment, and strategic planning. Hear from two experienced UBC Recruiters what UBC Enrolment Services has learned along the way. What worked for UBC, what didn't, and where do we go from here.

**Session Type:** Storytelling

**Competency:** Strategic planning, research and assessment

**Registrarial Practice:** Student Recruitment, Admissions

**Room:** John Hamilton

**8.13. Faculty Motivations and Behaviours Influencing Cross-Campus Partnerships**

Christine Arnold, Assistant Professor, Memorial University of Newfoundland; Tricia Seifert, Associate Professor, Montana State University

Using a Canadian multi-institutional sample, we examine the extent to which differences exist between faculty subcultures (according to rank, years of employment, and discipline) with regards to partnering across academic and student affairs/services. These data reveal the various roles faculty subcultures play in shaping student success. Previously, we explored the relationship between faculty and staff members’ awareness and engagement with programs and services and perceptions of institutional retention efforts. We will expand on this initial research and report on faculty members’ behaviours in accurately identifying available services, referring students to programs and services, and partnering across academic and student affairs/services.

**Session Type:** Research Presentations

**Competency:** Student advising, support and advocacy, Student learning and development

**Registrarial Practice:** Curriculum & Calendar

**Room:** Henry

**8.14. InfoLink: Your Campus Connection**

Janelle Dudzic, Program Lead, University of Alberta

InfoLink: Your Campus Connection experienced years of growth; new campus partnerships, increasing number of services under our portfolio, and restructuring staffing needs to met those changes. In 2017 we realized we had lost our student focused direction. We were growing for the sake of growth. To remedy this, we took a mediocre website blurb and in six months transformed it into a mission, vision and set of values (MVVs) that impacted program direction and informed decision making processes. This storytelling session walks participants through each stage in our assessment including access to strategies and resources.

**Session Type:** Storytelling

**Competency:** Future of Student Affairs & Services, Research, Assessment, Evaluation

**Room:** McGee

**CONCURRENT SESSIONS 9**

**Tuesday, June 19, 2018**

**2:45PM – 3:45PM**

**9.01. A collaborative institutional response to addressing equity, diversity, inclusion (EDI) and the Truth and Reconciliation Commission (TRC) call to action**

Jyoti Kotecha, Director, Queen’s University International Centre (QUIC), Queen's University; Corinna Fitzgerald, Assistant Dean, Student Life and Learning, Queen's University; Woo Kim, Manager, Student Experience, Queen's University; Susan Korba, Director, Student Academic Success Services, Queen's University; Kate Murray, Director, Residence Life, Queen's University; Kandice Baptiste, Director, Four Directions Aboriginal Student Centre, Queen’s University

The Truth and Reconciliation Commission (TRC) outlined three calls to action [1-2] for post-secondary educational institutions. Additionally, institutions have intentionally significantly increased international student enrollment [3] and outreach to underrepresented groups to enhance the diversity of their student populations. In support of the TRC recommendations and to improve supports for diverse student populations, Student Affairs (SA) professionals are developing or enhancing co-curricular programs to promote equity and inclusion. This presentation profiles Queen’s University’s collaborative approach [4] to addressing equity, diversity, and inclusion, and the TRC recommendations. Discussions with participants will facilitate sharing of emerging best practices and institutional experiences.

**Session Type:** Panel

**Competency:** Equity, diversity and inclusion

**Stream:** Indigenous Cultural Competency

**Registrarial Practice:** Student Recruitment

**Room:** Chandler

**9.02. Findings of A National Study of BIT Team Use and Effectiveness in Canada**

Chris Rogerson, Director, Student Success, British Columbia Institute of Technology

The use of multidisciplinary teams to address problematic student behaviour that poses a potential risk to the institution. This presentation will outline the results of a national study that looked at the use of multidisciplinary teams in Canada as a mechanism to address problematic student behaviour and outline the experiences of those who serve on such teams.

**Session Type:** Research Presentations

**Competency:** Leadership, management and administration, Post-secondary acumen

**Stream:** Senior Leaders

**Registrarial Practice:** Student Records

**Room:** McCully

**9.03. Colour Me Shocked: Student Affairs’ (Racial) Diversity Problem**

Sania Hameed, Teaching & Learning Program Assistant, University of Toronto

Let’s cut to the chase: Canadian student affairs has a diversity problem when it comes to race. While it’s great that more folks are talking about this issue, let’s take another step forward and tackle it: how do we increase racial diversity in our teams, our institutions, and our field? What can we learn from the stories, struggles, successes and suggestions of our racialized colleagues? This interactive session draws on survey and interview data from new research on the experiences of racialized student affairs professionals in Ontario, and offers insights into understanding and increasing racial representation in student affairs.

**Session Type:** Research Presentations

**Competency:** Equity, diversity and inclusion, Leadership, management and administration

**Room:** Brown

**9.04. Holistic Undergraduate Admissions II: The Transcript Strikes Back**

Andrew Arida, Associate Registrar, Student Recruitment & Undergraduate Admissions, The University of British Columbia; Paola Baca, Associate Director, Undergraduate Admissions, Canada, The University of British Columbia

In recent years, much attention has been paid to using an applicant's personal characteristics in the undergraduate admission decision. But while many are interested in considering the "whole applicant", the academic assessment rarely considers the whole transcript. Starting in 2019, The University of British Columbia will introduce a new admissions methodology that considers all Grade 11 and 12 courses, adjusting for breadth, rigour, and relevance of coursework. Taken with the personal profile, the hope is to achieve a truly holistic admissions decision. This presentation will include a review of the underlying research, the development process, and operational considerations.

**Session Type:** Expert Lecture

**Competency:** Leadership, management and administration, Post-secondary acumen

**Registrarial Practice:** Admissions & Transfer Credit

**Room:** John Hamilton

**9.05. Electronic Transcripts - Enabling Data Exchange From Coast To Coast in Canada**

Doug Holmes, Programmer Analyst III / Co-Chair, Ontario Universities' Application Centre / CanPESC; Susan Stein, Executive Director / Member, ApplyAlberta / CanPESC

Navigating the waters of student mobility is a key topic in higher ed. The Canadian Postsecondary Electronic Standards Council User Group (CanPESC) is a volunteer, community-driven group working with ARUCC to turn the tide. Exchanging transcript data between systems is one of the keys to unlock this issue. Anchoring that exchange is identifying the trusted senders and receivers. CanPESC surveyed the ARUCC membership about codes currently being used. Survey results will be presented, along with introducing the Global Education Organization (GEO) Code. Presenters will also discuss CanPESC, national transcript exchange and PESC XML standards. Point your bow and set sail!

**Session Type:** Expert Lecture

**Competency:** Post-secondary acumen, Technology and digital engagement

**Registrarial Practice:** Admissions & Transfer Credit, Student Records, Systems

**Room:** McDougall

**9.06. Anatomy of a Hack: A Registrarial and Student Affairs Perspective on a Personal Information Breach**

David Johnston, University Registrar, University of the Fraser Valley; Kyle Baillie, Director, Student Life & Development, University of the Fraser Valley

In late 2017 the University of the Fraser Valley had to respond to a breach of student personal information. Several students and staff had received an email that appeared to have personal information about other students with the threat that more information would be released. This session will go inside the situation room and review the University response as well as discuss the role and responsibility of the Registrar’s Office and the Student Affairs Office when there is a breach of personal information and provide recommendations on responding to an information breach and setting up preventative measures.

**Session Type:** Expert Lecture

**Competency:** Communication, Leadership, management and administration

**Registrarial Practice:** Student Records, Systems, Admissions

**Room:** Langevin

**9.07. Identifying and Overcoming Barriers to Degree Completion: Re-Engaging Lost Students**

Alexis Braun, Advisor, Brandon University; Katie Gross, Dean of Student Services, Brandon University

We interviewed 40 students close to degree completion but not enrolled in courses for the 2016-17 year to learn why they had stopped their studies, what had prevented them from returning, and if they had thought about completing their degrees. Participants were offered advising to facilitate degree completion, a process that identified unforeseen institutional barriers.

We will share our results and discuss the institutional barriers that arose as a consequence of re-engaging these students. Session attendees will learn initial and on-going barriers to degree completion for these students, strategies to overcome barriers, and an appreciation for re-engagement of lost students.

**Session Type:** Expert Lecture

**Community/Network Stream:** Orientation, Transition, & Retention

**Competency:** Student advising, support and advocacy

**Registrarial Practice:** Curriculum & Calendar, Student Records, Admissions

**Room:** Cartier

**9.08. Supporting Student Leadership and Resilience**

Lianne Newman, Manager, Student Engagement and Development, Ryerson University, Faculty of Communication and Design; Zohair Khan, Manager, Student Relations and Development, Ryerson University, Faculty of Engineering and Architectural Studies, Ted Rogers School of Management; Stephen Kassim, Manager, Student Relations and Development, Ryerson University, Faculty of Arts

According to the American College Health Association – National College Health Assessment II (ACHA-NCHA II) Executive Summary for Ryerson University (2016), a total of 89.9% of students felt overwhelmed by all they had to do in the last 12 months and 67% felt overwhelming anxiety. As stress, anxiety, and other mental health concerns rise amongst students, how can we, as educators better support and retain our student leaders to ensure that they are successful in their roles?

**Session Type:** Roundtable Discussion

**Community/Network Stream:** Leadership Educators

**Competency:** Student advising, support and advocacy,Student learning and development

**Room:** Ocean (Holman Grand)

**9.09. Immigration Advising, Legal Status and Records: What Every Student Advisor Needs to Know**

Cristina Puha, International Student Immigration Advisor, University of Toronto; Neil Neebar, Associate Registrar, Student Records, Registration and Institutional Analysis, University of Toronto

The session will provide an overview of the immigration process for study permits, visitor visas, work permits and the documents required by Immigration, Refugees and Citizenship Canada for these types of applications. Learn how institutions can better assist their international student population complying with that. Get an insider's look at the process of assessing immigration documents for legal status and fee exemption and how this information is recorded and managed.

**Session Type:** Expert Lecture

**Competency:** Post-secondary acumen, Student advising, support and advocacy

**Registrarial Practice:** Student Records, Admissions

**Room:** Steeves

**9.10. Making a MESS of Learning Strategies**

Candice Kavanagh, Disabilities Coordinator and Learning Strategist, Carleton University; Amanda Bettencourt, Disabilities Coordinator and Learning Strategist, Carleton University; Suzanne Pigeon, Disabilities Coordinator & Learning Strategist, Carleton University

Post-secondary students are expected to have sufficient academic skills, though these skills are not explicitly taught in university courses. This expectation is something that all university students face but the presence of a disability that impacts academic performance makes it more difficult for students to succeed without appropriate support. Learning these skills outside the classroom requires the student to be engaged and an active participant in their development as a student. The story of the Metacognitive Educational Support Service (MESS) learning strategies program will provide a narrative of how we have addressed these needs and the challenges we have faced.

**Session Type:** Storytelling

**Community/Network Stream:** Accessibility & Inclusion

**Competency:** Student advising, support and advocacy, Student learning and development

**Room:** Campbell

**9.11. From on-campus job to transformative experience: the evolution of peer mentor growth and development**

Christine Haesler, Manager, Career Services, Student Leadership & Engagement, Sheridan College; Natalie Fasano, Cooridnator, Student Leadership & Engagement, Sheridan College

In its 18th year, Sheridan’s Peer Mentoring Program has recently revitalized and transformed the training and development of our peer mentors from a task-oriented training day to a year-long experiential and career-readiness development plan. Grounded in experiential learning theory and growth mindset, we will provide an overview of our ideation process; program outcomes; and the mapping of employability skills. You’ll explore our program components including: online modules, pre/post assessments, peer-to-peer coaching, active reflection and competency articulation models. Participants will have the opportunity to reflect on their current practices and walk away with practical ideas to enhance future programming.

**Session Type:** Storytelling

**Community/Network Stream:** Leadership Educators; Student Peer Support Programs

**Competency:** Student learning and development

**Room:** Dunes (Holman Grand)

**9.12. RelaySA Live!**

Adam Kuhn, Director- Student and Campus Community Development, University of Toronto; Nadia Rosemond, Manager, Student Life & Leadership Programs, University of Toronto- Scarborough

Join us for a live recording of RelaySA! The RelaySA show is a podcast showcasing a connected conversation about student affairs in Canada. Hosted by Adam Kuhn and Nadia Rosemond, each person interviewed suggests who should be interviewed next. With a live “studio audience” this episode will focus on where we Sea Change occuring in our industry and discuss experiences, best practices and discoveries made through conference sessions, and events. Together we will create a living relay network, and foster relationships between student affairs professionals across Canada.

**Session Type:** Storytelling

**Community/Network Stream:** Digital Communication in Higher Education

**Competency:** Post-secondary acumen

**Room:** Pope

**9.13. Developing a Disability Awareness Online Co-Curricular Training for Students**

Nora Sobel, Diversity Initiatives Coordinator, Red River College

To contribute to our efforts to enhance accessibility and breakdown attitudinal barriers towards individuals with disabilities, Red River College is currently developing a Disability Awareness Online Training for students, to be housed in our learning management system. The course would include video lectures, testimonies, and self-reflection activities. The preliminary structure of the training intends to cover key topics such as exploring visible and invisible disabilities, cultural considerations, and strategies for bridging differences, equity and inclusion. This is a collaborative project across various College areas bringing their own subject matter expertise to the development of this sustainable and innovative educational resource.

**Session Type:** Sounding Board

**Community/Network Stream:** Accessibility & Inclusion; Digital Communication in Higher Education; Co-Curricular Record

**Competency:** Equity, diversity and inclusion,Intercultural fluency

**Room:** Tilley

**9.14. Leadership Zen: Navigating Change Management**

David Ip Yam, Director, Student Affairs, York University - Glendon Campus; Lindsey Ostrosser, Manager, Client Support Services, York University

Due to changing higher education trends, evolving student needs, and increasing fiscal restraints, Student Affairs and Services cannot simply replicate yesterday’s practices. There must be innovation, and innovation means change. Since we know that the waves of change are constant yet not neutral, this campfire session is dedicated to reflection and dialogue about lived experiences with change and change management (whether in a leadership role or not). After a short presentation on Change Leadership, the presenters will facilitate participant-led stories, questions, and ideas around how to feel more empowered and equipped to lead or engage with changes on our campuses.

**Session Type:** Campfire Session

**Competency:** Emotional and interpersonal Intelligence, Leadership, management and administration

**Room:** Beach (Holman Grand)

**9.15. Sparkling gems from foreign shores: Creating a Collaborative Academic Skills Program to foster success of International Graduate Students**

Natalya Androsova, Writing Programs Specialist, Ryerson University

They left a familiar shore, crossed the ocean and found their way to Canada. They are in a new environment, being tossed around, bumping up against all kinds of obstacles. They are working towards a better life for themselves and their families, reshaping their future and developing resiliency.

International graduate students bring ideas, perseverance, dedication, and courage. They are unique gems, and together, we can help them shine brighter. Let’s discuss the content and the format of a university wide Graduate Academic Skills program that would foster success of the growing population of international graduate students in Canada.

**Session Type:** Campfire Session

**Competency:** Equity, diversity and inclusion, Student learning and development

**Registrarial Practice:** Curriculum & Calendar, Graduate Studies

**Room:** Tupper

**9.16. Strategic Planning to Hear All Voices**

Norma Rodenburg, Associate Registrar, University of Alberta

In 2017, the Office of the Registrar embarked upon a journey to develop a new strategic plan that could support the goals set out in For the Public Good, the University of Alberta’s institutional strategic plan. Come to this session to learn about the process we developed to enable voices at all levels to be considered and see our final outcome. Experience first hand the large group facilitation techniques we used to collect and validate our data. We will also share the lessons we learned along the way.

**Session Type:** Expert Lecture

**Competency:** Strategic planning, research and assessment

**Registrarial Practice:** One Stop Client Services

**Room:** Archibald

**9.17. Sea Change. Make Change: Using Change as an Impetus for Growth**

Bergita Petro, Assistant Dean, International and Upper Year Students, Victoria University in the University of Toronto

This session will focus on a case study of a reduction of the duration of our University-wide Orientation program by 40% as an impetus for growth in the Orientation Program at Victoria College in the University of Toronto. By engaging in a thorough review and consultative process, we spearheaded the development of a new Transition Mentorship program, integrated within Orientation and throughout the first year of all of our incoming students. This session will focus on our journey in the development, implementation, and ongoing fine-tuning of this program.

**Session Type:** Storytelling

**Community/Network Stream:** Student Peer Support Programs; Orientation, Transition, & Retention

**Competency:** Student advising, support and advocacy, Student learning and development

**Room:** McGee

**9.18. The Empathy Movement: Seaing Change through a Design Thinking Approach to Mental Health**

Alison Burnett, Director, Student Wellness, University of Guelph; Glen Lombard, Transformation Design Director, Overlap Associates

Using the principles of design thinking we will take you through the University of Guelph's experience of working with empathy to "sea change" in how we are designing better mental health experiences. Participants will be introduced to the design thinking process and we will share tools with an opportunity to practice that can be applied to your own institution.

**Session Type:** Workshop

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Registrarial Practice:** Front-line Client Services

**Room:** Henry

**9.19. (Almost) everything you need to know about quantitative and survey research in 60 minutes**

Jeff Burrow, Manager: Assessment & Analysis, University of Toronto

We are presented with, and asked to consume and analyze more data than ever before. We want to make decisions about what evidence we should weigh heavily and which is less relevant or trustworthy. Research is often spoken about in theoretical terms instead of a straightforward manner, and staff may be reluctant to admit that they find research terminology challenging. This session aims to test (both pre and post) staff knowledge, provide a quick lesson of 6 key concepts in quantitative and survey research, and increase the confidence of staff to consume this material.

**Session Type:** Expert Lecture

**Competency:** Strategic planning, research and assessment

**Room:** Johnson

**Living Library**

This session allows participants to get a glimpse of life from the perspective of someone who has a unique story to tell.

The goal is to help participants gain a new appreciation for diverse ways of experiencing the world.  To foster a deeper respect for our differences, and to challenge stereotypes.  To inspire each other through a renewed appreciation for our common humanity, and to foster a richness and depth to the way we work across differences in our roles as professionals.

**Human Books**

**Rachel Barrecca, Manager, Campus Engagement**

Rachel is settler Canadian who, for more than twenty years, has worked in Canadian and British higher education, providing students with opportunities for holistic learning through co-curricular programming in residence life, orientation and transition, student leadership, student activities, study abroad, and career education. She has a deep interest in transformative learning through the arts and currently works in the Dish With One Spoon territory in Ryerson University’s Career Centre.

**Beth Blackett, Health Promotion Coordinator**

Beth has been working in Health Promotion at Queen's University for the past 10 years and has overseen two large peer programs including the Peer Health Educators and Campus Observation Room (COR) volunteers. In her current role, she oversees COR, our on-site non-medical detox center that has been operating since 1990. This unique harm reduction program is a collaborative partnership between our campus and detox staff from one of the local hospitals. We aim to be a safe, confidential and non-judgemental space for students who have had too much to drink. Beth can speak to COR operations, marketing, and how this fits into our larger alcohol strategy at Queen's to address binge drinking culture on a post-secondary campus.

**Olive Bryanton, PhD Candidate, UPEI**

Olive Bryanton is a Lifelong Learner, an 81 year old PhD Candidate Faculty of Education at UPEI. Her dissertation Title – Pioneers in Aging: Voices of Women age 85 and Older Aging-in-Place in rural PEI. Study purpose - to learn about the lived realities of women age 85 and older living in rural communities, and to raise critical questions about social structures and government policies/programs including educational strategies that impact on these women’s ability to age-in-place. Participants – Women age 85 to 91 representing a diversity of socioeconomic situations, abilities, mobility and interdependence with family, friends and neighbours.

**Jerome Chang, Associate Registrar**

Like any good read, my story's not straightforward. As a first generation, gay, tattooed and pierced, middle-aged, Asian-Canadian, son of a preacher man, and musician, working in Student Affairs for over 20 years, the themes (to name a few) in my life weave together to create a unique story that’s still unfolding. I’m an open book! You can’t learn anything without asking...

**Frederic Fovet, Director of Office for Students with Disabilities**

Frederic has one life as an educator, teacher, and principal. He obtained his PhD in 2015 and destined himself to a faculty role in the Faculty of Education at UPEI. Over the period of his PhD, though, he continued to work and held the position of Director of the Office for Students with Disabilities at McGill. This second identity he has not shed, and he continues to act as a consultant in accessibility in higher education. This dual perspective is not one that is easy to manage and carry seamlessly.

**David Hamel**

David Hamel grew up in the southern NunatuKvut community of Cartwright, Labrador. As a child, his family moved between a winter settlement and a summer settlement, following the wildlife in season. He grew up living the traditional lifestyle of the southern Inuit of Labrador. David worked as a fishermen in his youth and as a plumber as a young adult. In 1977 he became an ordained minister in Newfoundland & Labrador, and travelled throughout the province. Upon retiring in 2016, he moved to Prince Edward Island to be near his youngest two children and grandchildren.

**Ellie Hummel, Queer Chaplain in Secular Institution**

Christian, you say? A Reverend? Working in a secular university? How does that work? This is a very common response when I tell people who I am. When I add that I am also lesbian and a feminist, many are even more confused. To me, it all makes sense to me. I would be happy to tell you more about it!

**Omair Imtiaz, RCW, Superhero and Downtown Doris Rider**

Born and raised in Dubai, UAE, a diverse multicultural hub, I moved to Canada in 2007 to further my education in post-secondary biology and health-care. Currently a Resident Care Worker, Superhero Spidey, and PediCab Rider. Love uniting people, making peace and with interests in social justice & inclusion. I'm enthusiastic about cycling, photography, travelling and adventure. My outlook makes me value life, health, wealth and appreciate so much that we take for granted.

**Anushay Irfan Khan, International and Intercultural Student Development Coordinator**

Anushay Irfan Khan is a passionate educator and activist currently working at the University of Toronto Mississauga as the International and Intercultural Student Development Coordinator supporting the transition of international and internationally minded students while creating the spaces for critical questioning of the histories and narratives of globalization, the politics of belonging, identity, and transnationalism. Anushay has worked in a variety of roles at McGill University, Humber College, McMaster University and most recently at the University of Toronto Mississauga. Anushay actively attempts to center anti-oppressive, anti-racist, feminist and indigenous perspectives in Higher Education and within Student Life. As an immigrant woman of color, Anushay is passionate about challenging the status quo and working within an anti-oppressive and equitable framework to create accessible pathways to spaces within post-secondary education for historically marginalized and underrepresented communities.

**Krista Kermer, Manager, Academic Advising and Student Experience**

Known for her unquenchable thirst for diet soda, Krista Kermer was born in the Northwest Territories and grew up in northern communities where groceries were ‘that’ expensive. Living as a rural, not-quite-out-yet gay woman led Krista through the hurdles of depression, self-harm and struggling to navigate her way through a new culture. By owning her story, Krista uses the lessons in her life to guide her approach to Student Services.

**Sister Sue Kidd, CND, UPEI Campus Minister**

Queen’s University BPHE/BA (’85) graduate, Sister Susan Kidd entered the Congregation of Notre Dame in 1987. She moved to Toronto for her B.Ed (U of T ‘88) and teaching career. Sister Sue taught Religion, Phys Ed and Science, coached basketball and soccer, chaired the Religion Department as well as serving as Chaplaincy Team Leader in a Catholic co-educational high school. Sister Sue graduated from St Michael’s University with a Masters of Divinity (’99). International community service then lead to UPEI in 2010 where she continues to serve as campus minister.

Grant Matheson, Author

Grant is the author of The Golden Boy, a memoir which is a gritty account of his narcotic addiction and all that it cost him. Grant went from being a pillar of the community to being addicted to narcotics in his 30s. He hopes his story will help both those struggling with addiction and those who love someone with the disease.

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**Allyson Miller, Dropout, FG, Mature, Lesbian Moonlighting as Manager of Learning Services**

Life's path is rarely straight (pun intended). My living book thus far has been strange and amazing. Despite any obstacles, or perhaps because of them, I enjoy an insatiable curiosity and a deep love of learning. As someone with an MA in English Literature and Creative Writing, I'm excited at the prospect of being a living book instead of a consumer or producer of text. Come read me.

**Ikechukwu (Daniel) Ohaegbu**

My name is Ohaegbu Ikechukwu Daniel, I hail from Nigeria, West Africa. I studied at the University of Prince Edward Island with a degree in Psychology sciences and currently working on an Honours Project. I'm pretty much an open book, so I look forward to sharing my experiences and journey with you.

**Mary-Kate Pond, Mental Health Advocate**

I am from a small town outside of Fredericton, NB and went to the University of New Brunswick for both my Undergraduate and Masters Degree. I now work for Scotiabank as a Client Relationship Manager and I would be lying if I said it was an easy road to get here. My whole life I have struggled with anxiety and it only got worse when I started university. I was fortunate enough to have a handful of people in my life, that I knew personally and through the university, who cared enough to guide me through and I ended up graduating in 2015 as Valedictorian. If it wasn't for others encouraging me, supporting me, and advising me I would be telling a very different story.

**Dave Stewart, Creative Type/Horror Fanatic/JAK2 Mutant/Queer**

Dave Stewart is a copy, fiction, and freelance writer; editor/contributor to PEI's first multi-author horror anthology; person living with Polycythemia vera - a chronic, invisible illness; survivor of growing up gay in 1980's PEI; maker of short films and DIY music; art show curator/contributor; and his long-running cartoon And Yet I Blame Hollywood from PEI's arts monthly The Buzz was adapted, animated and broadcast nationwide on CBC-TV's late, great counterculture show ZeD.

**Dan Cantiller, Student Success Facilitator**

Dan Cantiller is a learning specialist working at the Academic Success Centre in Ryerson University’s business faculty. Dan is starting graduate studies after years of working professionally in Student Affairs in Ontario and BC. In the past two years, he has completed three certificate programs related to Student Affairs and Services, with an interest in equity and inclusion topics. Currently, Dan is learning more about his identity and relationships as a newcomer-settler through the Aboriginal Knowledges and Experiences certificate program. When not at the office (or hitting the books), Dan taps into his musical interests as a member of a queer community choir, from which he draws lessons about leadership and teamwork, community building and support. Talk to Dan about learning, balance, and Survivor.

**Amy Gaukel, Assistant Dean Students & Mark Solomon, Associate Dean Student Life & Indigenous Education**

As a married straight couple in student affairs, we are a bit of a unicorn. We have worked together at the same institution in the same department, have worked in both the university and college sectors, are senior leaders at our institutions & currently sit as members of the CACUSS Board of Directors. Being married to someone in the same field has many challenges and many rewards.

**Junior Peter-Paul, Mi'kmaq Elder**

Junior Peter-Paul is a proud Mi'kmaq man and a member of the Elsipogtog First Nation. He was born in Presque Isle, Maine, raised in Elsipogtog and now currently resides on Price Edward Island to be closer with his children and grandchildren.

Junior spent his whole adult life learning and teaching the Mi'kmaq way of life. Sharing his knowledge and passing his teachings down to many communities, schools and youth in all areas of Mi'kmaki.

Junior is extremely active in his community, by working with the younger generations and teaching them about singing, drumming, Mi'kmaq Culture and most recently, the teachings of building a Wigwam. The Sweat lodge ceremonies and other ceremonial practices are apart of his daily life. He takes great pride in the teachings that have been passed down to him and he enjoys being able to share that knowledge with our youth and surrounding communities today.

With the help and guidance of many Elders before him, Junior has been able to raise all of his children with traditional Mi'kmaq values and knowledge that they still follow by today.

**James Reddin, Counsellor**

Dungeons and Dragons was a gateway experience. As computer games and internet technology improved, it became so much easier to geek out online. After 'retiring' from a 25 hour a week habit in MMOs James continues to enjoy online gaming in moderation. Come join him to learn what draws people to this community and how to talk to your students who are struggling to manage a balance between the online and face to face worlds.

**Jillienne Simone, Community Development Coordinator at McMaster and Invictus Games 2017 Volunteer**

I have worked in the post-secondary environment for over 6 years and have had many memorable experiences along the way, but nothing has come close to the Toronto 2017 INVICTUS GAMES. “The Invictus Games use the power of sport to inspire recovery, support rehabilitation and generate a wider understanding and respect for wounded, injured and sick service men and women.” I want to share with you my Invictus journey…join me for my “I AM” story

**Room:** Coles/Gray/Palmer

**Tuesday, June 19, 2018**

**3:45PM – 4:45PM**

**9A. ARUCC Groningen and Student Mobility Project – Deep Dive**

Charmaine Hack, Chair, ARUCC Groningen & Student Mobility Project; President, ARUCC, ARUCC, Ryerson University; Romesh Vadivel, Vice President, ARUCC, ARUCC, McGill University, Andrew Arida, ARUCC, University of British Columbia

Join the ARUCC leadership for a deep dive discussion about the ARUCC Groningen and Student Mobility Project business case, recommended governance model and next steps. This session is for seasoned data exchange and registrarial leaders to ensure the national initiative continues to engage experts in this transformational initiative.

Note: those conference attendees seeking a high level overview of the project are encouraged to participate in Monday’s overview session.

Information on the project is available at <http://arucc.ca/en/resources/task-force-groningen.html>

**Registrarial Practice:** Admissions and Transfer Credits, Student Records, Systems

**Room:** Chandler

**CONCURRENT SESSIONS 10**

**Wednesday, June 20, 2018**

**10:15AM – 12:15PM**

**10.01. Starting with the Man in the Mirror: Talking about (and engaging) men on campus**

Freeman Woolnough, Residence Outreach Counsellor, Queen's University; Roz Kelsey, Faculty, University of Regina, Gaye Warthe, Associate Dean (Teaching and Learning), Mount Royal University

How about those guys, huh? Men are disproportionately represented across a number of campus concerns, including substance use, support-seeking (or lack thereof), and sexual violence. Additionally, the number of male-identified students enrolling in post-secondary education is on a decline. In this engaging and multi-faceted session, participants will learn about and discuss recent evidence-based developments around encouraging men to contribute to and participate in healthy behaviours on campuses. Whether looking for programming ideas or academic recruitment strategies, participants will leave this session feeling resourced to enact waves of change with male-identified students on their own campus!

**Session Type:** Campfire Session

**Competency:** Student advising, support and advocacy, Student learning and development

**Registrarial Practice:** Student Recruitment

**Room:** Tupper

**10.02. Mental Health & Addictions Programming: The Evaluation Challenge (Consultancy Workshop)**

Sandra Yuen, Director of Professional Practice & Quality Assurance/University of Toronto Project Lead, University of Toronto & Best Practices Network in Canadian Higher Ed; Lina Di Genova, Associate Director-Assessment, Learning, and Evaluation /McGill University Project Lead, McGill University & Best Practices Network in Canadian Higher Ed; Jennifer Dods, Executive Director, Student Wellness Services & Queen's University Project Lead, Queen's University & Best Practices Network in Canadian Higher Ed; Shawna Bava, Manager, Student Wellness Services, University of Calgary; Amanda Nielson, Algonquin College and Rideauwood Addiction and Family Services

Canadian Institutions deliver a range of programming to promote student mental health. but do not always have the resources to develop evaluation methods to determine their effectiveness. The Best Practices Network in Canadian Higher Ed is committed to sharing emerging and best practices and results across Canadian post-secondary institutions. For this two-hour workshop, participants will learn about Algonquin College's Umbrella Project and the University of Calgary's Case Management Services and their challenges in engaging in evaluation/assessment. Facilitated by the Best Practice Network, participants and project leads will engage in the development process of evaluation strategies for these projects.

**Session Type:** Workshop

**Competency:** Strategic planning, research and assessment

**Room:** Tilley

**10.03. Curricular Approaches to Learning Beyond the Classroom**

Natalie Allan, Assistant Director, Residence Life Services, Carleton University; Jen Gonzales, Director, Student Life, Ryerson University; Keith Edwards, David Shorey, Associate Director, Residence Education, Wilfrid Laurier University

Student affairs educators are seeking to move beyond traditional program models toward more intentional curricular design that is tied to institutional mission, guided by learning goals, implemented through varied learning strategies, and use assessment to improve the design. This session will provide participants with an overview of the rationale, 10 essential elements for implementation, and concrete examples of curricular approaches across a variety of institutional sizes and types in co-curricular contexts.

**Session Type:** Storytelling

**Competency:** Leadership, management and administration, Student learning and development

**Registrarial Practice:** Curriculum & Calendar

**Room:** Campbell

**10.04. Making films in student affairs: pink noise between order and chaos**

John Hannah, Director, Student Affairs Special Projects, Ryerson University, Van Wickiam, Film-Maker in Student Affairs, Ryerson University

The business of student success, of student experience, is heavy with binary, linear constructions of things – lists of competencies, essential skills, identity categories, strategies for success etc.  These are helpful as heuristics, constructions well suited to textbooks and the written word, but we make a mistake if we rely solely on these flattened conceptions that pave over the more gnarly elements of the student experience. In this double session, we will first screen our film about student-transition called *Passages*, and, in the second half, describe our experience making the film as a way of expressing both the order and the chaos of student experience.

**Session Type:** Arts Based Session

**Community/Network Stream:** Orientation, Transition, & Retention; Digital Communication in Higher Education

**Competency:** Post-secondary acumen, Technology and digital engagement

**Registrarial Practice:** Student Recruitment

**Room:** Steeves

**10.05. Supporting students through early alert programs: Three institutions’ innovative approaches to supporting at-risk students**

Shermin Murji, Academic Development Specialist, University of Calgary; Sarah Rude, Student Success Coordinator, Mount Royal University; Wally Rude, Vice President Student Development, Ambrose University

Early alert programs, or programs that attempt to identify students at risk of attrition as early as possible, are growing in popularity due to their effectiveness. Three institutions with varying demographics and resources approached the development, implementation, and assessment of an early alert program from very different perspectives. This moderated panel session will provide background on early alert initiatives, share each institution’s experiences, and discuss challenges faced. Following the panel, a campfire session will allow attendees to choose one of the three institutions to engage with in deeper conversation in a group setting.

**Session Type:** Panel

**Competency:** Student advising, support and advocacy,Technology and digital engagement

**Registrarial Practice:** Front-line Student Services, Academic Advising, Systems, Student Records

**Room:** Brown

**10.06. The Denial of Difference: Race, Racism and Racialization in Student Affairs**

Anushay Irfan Khan, International and Intercultural Student Development Coordinator, University of Toronto Mississauga

Race and race identity are deeply embedded into systems and processes of higher education with broad historical roots and implications for how people of color experience the world. Race and racism continue to shape our realities, our humanity, and our relationships. However, despite emphasis on conversations of equity; strategies of denying race and the resistant politics that affirm race and difference are prominent. How do we as Student Affairs professionals address the "color-line" in our interactions with students, in the development of programs and consequently how we move through the world as educators?

**Session Type:** Workshop

**Competency:** Equity, diversity and inclusion,Student learning and development

**Room:** Chandler

**10.07. What Design Thinking Approaches to Assessment Can Do For Equity**

Lesley D'Souza, Manager, Communications & Assessment, University of Ontario Institute of Technology; Julia Smeed, Innovation Projects Officer, University of Toronto; Gavin Henning, President, Council for the Advancement of Standards in Higher Education

What is missing in a positivist approach to assessment is an appreciation of how emotions and shared stories motivate change. Without empathy, we end up with random success and a constant tension with supporting equity. This is what makes Designed Assessment Thinking—a combination of the Stanford d.school model of Design Thinking and the assessment process—so exciting. It’s focus on empathy and storytelling result in data designed to support equity, and decolonization by centering student experiences, with empathy fueling

creativity. Join us to practice using this process, and hear more about how it can support positive change at your campus.

**Session Type:** Expert Lecture

**Competency:** Equity, diversity and inclusion, Strategic planning, research and assessment

**Room:** Archibald

**10.08. Innovation for Inclusion: Using participatory design to rethink academic accommodations**

Heather Kelly, Senior Director, Student Success, University of Toronto; Deane Fisher Vice Provost, Students and International, OCAD University

The 2017 Rethinking Disability Accommodations in Higher Education Project engaged the power of design-thinking to radically re-imagine the processes surrounding the inclusion of students with disabilities. In this follow-up workshop, the facilitators will present results from that project and engage participants in a lively process of ideation – leading us to innovations that can be implemented at our own campuses to serve all students better. Interdisciplinary institutional teams – including registrarial, student affairs and other staff - are encouraged to attend.

**Session Type:** Alternative Session Type

**Community/Network Stream:** Accessibility & Inclusion

**Competency:** Equity, diversity and inclusion, Student advising, support and advocacy

**Registrarial Practice:** Front-line Client Services, Systems & Operations, Admissions, Student Recruitment

**Room:** Cartier

**10.09. Online Orientation Sampler Pack**

Eric Glanville, Manager, Office for New Students, Douglas College; Belinda Karsen, Coordinator, Student Transition and Engagement, University of the Fraser Valley

When it comes to online orientation in Canada, there appear to be two categories of post-secondary institutions: those who have one and those who want one. As much as the "haves" may be willing to share their expertise with the "have-nots", it is often challenging to reveal the inner-workings of an online orientation program. In this session, four diverse institutions will demo their online programs, sharing insights into topics such as learning objectives, delivery platforms, content, marketing and engagement, and assessment. At the end of the session, attendees will have a chance to try out other institutions' online orientations.

**Session Type:** Panel

**Community/Network Stream:** Orientation, Transition, & Retention; Digital Communication in Higher Education

**Competency:** Student learning and development, Technology and digital engagement

**Registrarial Practice:** Student Recruitment

**Room:** Langevin

**10.10. Career and Mental Health interventions: Helping students navigate the Seas of Change**

Kathy Offet-Gartner, Counsellor, Mount Royal University; Michael Huston Counsellor, Mount Royal University

Contrary to the false dichotomies of Career Development and Mental Health Interventions that are often delineated within Post-Secondary settings, this interactive session discusses career intervention as a key component of effective mental health counselling. A current model demonstrating the relationship between mental health and career outcomes is presented along with case studies showing different forms of career interventions and their impact on mental health and wellbeing. This unified approach is especially pertinent for postsecondary students as they navigate the many seas of change: personally, academically, and professionally and is especially pertinent for current counselling and career practitioners.

**Session Type:** Expert Lecture

**Competency:** Emotional and interpersonal Intelligence, Indigenous cultural awareness

**Registrarial Practice:** Front-line Client Services, Academic Advising

**Room:** McGee

**10.11. Increasing Psychopathology or Decreasing Stigma**

Tayyab Rashid, Psychotherapist and Researcher, University of Toronto Scarborough (UTSC)

There is an ongoing debate in the mental health field as to whether the rate of psychological distress is increasing among students in post-secondary institutions. Based on qualitative, quantitative, and longitudinal data, we address this question empirically by exploring a dataset of more than 2500 students who sought counselling services at an urban, culturally diverse post-secondary campus. Integrating demographic-, academic-, and clinical characteristics collected through routine clinical procedures, self-report measures of symptoms and strengths, and patterns of health and mental health service use, this presentation attempts to provide answers regarding increasing psychopathology and what leads therapeutic change.

**Session Type:** Research Presentations

**Competency:** Intercultural fluency, Strategic planning, research and assessment

**Registrarial Practice:** Front-line Client Services, Systems & Operations

**Room:** McDougall

**10.12. Engaging Everyone to Create a Healthy Campus - New Approaches From Industry Experts**

Chris Dawe,  Principal Consultant, Strategic Healthy Impacts; Timothy Rahilly, President Elect, CACUSS; Kathleen Hatch, Past President, NIRSA; Charmaine Hack, President, ARUCC; Leo MacPherson, Director of Athletics & Recreation SFX & President AUS – U SPORTS; Scott Lofquist-Morgan, Universities Canada; Mike Huey, ACHA President; Pam Watts, Executive Director NIRSA; Laura Lee Noonan, Chief Public Health Office, PEI

Join university executives and thought leaders from CACUSS, ARUCC, Universities Canada, ACHA, U Sports, NIRSA, and Pan-Canadian Public Health to discuss emerging principles and strategies to build vibrant communities of healthy people.  It’s time to reimagine our work of creating optimal post-secondary environmental and cultural conditions that enhance human well-being.  We all need to adopt ‘upstream’ strategies and policies that weave interdependent elements together and contribute to a healthier society.  The first hour will focus inside the university and the second hour the role and relationship within the larger communities we live.

**Session Type:** Panel

**Competency:** Leadership, management and administration,Student learning and development

**Registrarial Practice:** Curriculum & Calendar,Scheduling & Examinations

**Room:** Pope

**10:15AM – 11:15AM**

**10.13. Where to start? Implementing Indigenous cultural awareness into programming**

Kimberly Paris, Simon Fraser University

As Canadian post-secondary institutions engage in discussions on how the 94 recommendations of the Truth and Reconciliation commission can be addressed on campus, discussion and reflection has begun to occur in departments across institutions on how we can engage in reconciliation on the ground floor. As a non-Indigenous, coordinator of Student Engagement, with a goal of implementing Indigenous programming into co-curricular leadership programming for all students, many questions and concerns arise as we consult and discuss the best methods of implementing appropriate programming. Come take part in a sounding board discussion, sharing wisdom and knowledge on Indigenous programming implementation.

**Session Type:** Sounding Board

**Community/Network Stream:** Orientation, Transition, & Retention

**Competency:** Indigenous cultural awareness

**Room:** McCully

**10:15AM – 11:15AM**

**10.14. Implementing Alternative Credentials to Recognize Learning**

Joanne Duklas, Researcher and Consultant, Duklas Cornerstone Consulting

Join this session to learn about the findings from a research study of alternative data exchange and credentialing practices that support the mobile learner. Learn the details of what institutions, governments, and allied organizations are implementing to help students showcase their learning. Contribute to the development of an implementation framework to support institutions who are exploring creation of alternative credentials. Joanne Duklas, primary investigator and lead author, will share the research and best practice implementation suggestions from an international case study of nine institutions from across North America that are on the cutting edge of this field.

**Session Type:** Roundtable Discussion

**Competency:** Leadership, management and administration,Post-secondary acumen

**Registrarial Practice:** Student Records

**Room:** Henry

**10:15AM – 11:15AM**

**10.15. Sexualized Violence Prevention Versus Institutional Reputation: An Inherent Conflict?**

Greg Mather, Manager, Student Wellness & Development, University of the Fraser Valley

Within this current context of intense media focus on specific cases of sexualized violence on campuses, post-secondary institutions both in Canada (at the provincial level) and the United States (at the federal level) are being mandated to increase preventative education and reporting structures for on-campus sexualized violence. However, there is a conflict (either implicit or implied) for institutions to record incidents while considering the reputational damage of accurate reporting. This session will discuss research surrounding support, advocacy and the conflict between transparency and reputation.

**Session Type:** Research Presentations

**Competency:** Leadership, management and administration,Student advising, support and advocacy

**Registrarial Practice:** Systems

**Room:** John Hamilton

**CONCURRENT SESSIONS 11**

**Wednesday, June 20, 2018**

**1:45PM – 2:45PM**

**11.01. Overview of the ARUCC Groningen and Student Mobility Project**

Charmaine Hack, Chair, ARUCC Groningen & Student Mobility Project; President, ARUCC, ARUCC, Ryerson University; Romesh Vadivel, Vice President, ARUCC, ARUCC, McGill University, Andrew Arida, ARUCC, University of British Columbia

Join us to learn and share about ARUCC’s vision for a national data exchange environment to support student mobility. The ARUCC Groningen and Student Mobility seeks to advance national and international mobility through trusted data exchange in partnership with the Pan-Canadian Consortium on Admissions and Transfer (PCCAT), the Canadian Post-Secondary Education Standards Council (CanPESC) and the Canadian University Council of Chief Information Officers (CUCCIO).

Project Goals:

-Supporting students by facilitating trusted digitized credential exchanges

-Enabling student focused service delivery by creating transformational and scalable delivery frameworks

Accelerating connectivity between institutions and international organizations

**Session Type:** Expert Lecture

**Competency:** Strategic planning, research and assessment,Technology and digital engagement

**Registrarial Practice:** Admissions and Transfer Credit, Student Records, Systems

**Room:** Sir John A.

**11.02. Reconciliation, Decolonization, Indigenization, oh my! Talkin’ about where to start and why**

Rachel Barreca, Manager, Strategic Initiatives, Ryerson University Career & Co-Op Centre; Mark Solomon, Associate Dean, Student Services and Indigenous Education, Seneca College

Canadian higher education is poised at a crucial moment, ripe with potential for a sea change in relationships between Indigenous and settler peoples. This change can seem overwhelming at times. Do you ever feel like you don’t know what to say or ask? Or like you haven’t truly been seen or heard? Do you know what this means for your work on our campuses? Join our sharing circle. Ask questions. Speak your truth. Listen with respect. Learn in community as we explore ways that language can strengthen how Indigenous and settler folks work together towards both truth and reconciliation.

**Session Type:** Campfire Session

**Competency:** Indigenous cultural awareness, Intercultural fluency

**Stream:** Indigenous Cultural Competency

**Room:** Langevin

**11.03. Paddling Together: A Celebration of Student Success as Our Shared Responsibility**

Tricia Seifert, Associate Professor, Montana State University; Jacqueline Beaulieu, Graduate Candidate, OISE; Christine Arnold, Assistant Professor, Memorial University of Newfoundland

Do you feel you and your colleagues are sometimes at cross purposes in terms of supporting student success? Have you wished you could just paddle in the same direction? This session draws on pan-Canadian research that examined the extent to which Enrollment Management staff differ in perceptions of their unit's role to support student success from those in other Student Affairs & Services areas. The findings will serve as a starting point from which institutional teams will share and/or devise a plan to create, communicate, and celebrate how supporting student success is realized as a shared responsibility.

**Session Type:** Campfire Session

**Competency:** Emotional and interpersonal Intelligence, Leadership, management and administration

**Stream:** Senior Leaders; Senior Registrarial Leaders

**Registrarial Practice:** Systems

**Room:** Pope

**11.04. A Leader's Guide to Cultivating Creativity**

Erica Fearnall, Residence Life Coordinator, Confederation College; Greg Hum, Director, Residence Life & The Student Experience, Campus Living Centres

Think about the last time someone asked you to create something new, did you believe you could do it?

Creative thinking challenges our daily lives through tasks of solving complex problems, generating innovative ideas and working cohesively with others. A Leader’s Guide to Cultivating Creativity is designed to reframe creativity as a skill that can be accessed, developed, practiced, and performed to help you achieve higher levels of success. Through your use of The Big Book Of Creativity Games and Brainsprouting, you will learn a simple process to unleash your inherent creative powers and help your team do the same!

**Session Type:** Workshop

**Competency:** Emotional and interpersonal Intelligence, Leadership, management and administration

**Room:** Chandler

**11.05. The Effectiveness of Transition Programs within Ontario Colleges on Student Retention, Persistence, and Experience**

Cory Coletta, Coordinator, Orientation & Transition Programs, Humber College

The goal of this study is to gain an understanding of how transition programs two Ontario colleges effect student retention, persistence, and experience. As Ontario colleges look to reframe their orientation events as programmatic initiatives, and execute first year transition programs to enhance student experience and meet key performance indicators, this study will explore what works, compared to the intended impacts.

The results capture the student voice, the perspectives of faculty and student affairs staff, coupled with document analysis. Are we doing enough to support students entering the colleges, or are we allow students to flounder?

**Session Type:** Research Presentations

**Community/Network Stream:** Orientation, Transition, & Retention

**Competency:** Student advising, support and advocacy, Student learning and development

**Registrarial Practice:** Admissions & Transfer Credit, Student Recruitment

**Room:** Tilley

**11.06. Seneca College’s Degree and Credit Transfer Office: A Profile of Users and an Examination of Transfer Outcomes**

Ursula McCloy, Director, Centre for Research in Student Mobility, Seneca College; Victoria Baker, Manager, Degree and Credit Transfer Office, Seneca College; Kathleen Williams, Research Analyst, Seneca College; Henry Decock, Associate VP, Pathways and Partnerships, Seneca College

Seneca College was the first, and remains one of the few Ontario colleges with a dedicated Degree and Credit Transfer Office (DCTO). This study focusses on students who used the DCTO’s advisement services, with a focus on the college to university pathway. Students who entered Seneca between 2007 and 2014 will be compared in terms of university aspirations at entry, demographics, academic background and performance in college, and overall rate of transfer. Results showed that DCTO advising was associated with high transfer rates to university, as expected, but also with very strong academic performance in college.

**Session Type:** Research Presentations

**Competency:** Post-secondary acumen, Student advising, support and advocacy

**Registrarial Practice:** Admissions & Transfer Credit, Student Records

**Room:** McCully

**11.07. Student Consultations: Consult, Translate, & Mobilize**

Rachelle McGrath, Healthy Campus Team Lead, Mount Royal University; Kandi McElary, Director of Wellness Services, Mount Royal University

Interested in implementing student consultations but not sure where to start? Have you completed student consultations but now you are not sure how to best interpret/use the results? This interactive session will discuss how Mount Royal University (MRU) conducted student wellbeing consultations through the use of surveys, outreach events, and focus groups. Now, MRU is in the process of understanding how to translate these results into action. Join us to discuss the concerns, challenges, and successes associated with conducting student consultations.

**Session Type:** Campfire Session

**Competency:** Communication, Strategic planning, research and assessment

**Room:** Tupper

**11.08. Cannabis on Campus: Resource Creation to Prevent High Risk Cannabis Use by Post Secondary Students**

Maryellen Gibson, Student researcher, Student Wellness Services University Of Saskatchewan; Rita Hanoski, Health Education Coordinator, Student Wellness Centre, University of Saskatchewan

With the upcoming legalization of cannabis in Canada, our research team was tasked to research best practices for cannabis education to create resources for the prevention of cannabis use among university students. Through research of past initiatives and current resources at Canadian and American post secondary institutions, our findings were used to develop new resources, based on a harm reduction approach, to educate students on lower risk consumption of cannabis. This presentation will highlight our findings and show the resources we created and piloted to engage the student population in cannabis harm reduction.

**Session Type:** Research Presentations

**Competency:** Strategic planning, research and assessment, Student advising, support and advocacy

**Room:** Steeves

**11.09. Student Party Registration Program**

Kathryn Hofer, Manager, Off-Campus Living, University of Guelph

The University of Guelph’s Party Registration program is a collaboration between the University and the City of Guelph with the goal of making Guelph a more neighbourly place to live. Hear the story of how the program was established, how we engage students to promote registration, the role that community partners play in the program’s success, and our response to those not so successful parties. The party registration program was launched in the fall of 2015, based on a model from the University of Colorado, and participation continues to grow every year.

**Session Type:** Storytelling

**Competency:** Student advising, support and advocacy, Student learning and development

**Room:** McGee

**11.10. We’ll Prove It! How Career Exploration is Cultivating Hope Despite the Bleak Headlines of a Precarious Labour Market**

Amelia Merrick, Director, Student Career Exploration and Education, University of Toronto

Headlines warn students of a bleak employment market, but through career exploration, students are more hopeful. In this 60 minute arts-informed session we will share evidence that students are developing resilience, agency and networking skills through career exploration; and we will demonstrate how this is cultivating hope. We will explore how career narratives are changing the way students understand themselves and their role as students (and future employees) and we will interrogate our role as Student Affairs practitioners to curate career narratives for students, administration and “career co-educators.” All this, while dabbling in a bit of art!

**Session Type:** Roundtable Discussion

**Competency:** Equity, diversity and inclusion, Student learning and development

**Registrarial Practice:** Advising, Curriculum and Calendar

**Room:** Cartier

**11.11. A whole new world: A discussion on shifting student engagement needs**

Jenn McCulloch, Coordinator, Residence Orientation and Community Development, Simon Fraser University; Paula Broderick, Student Engagement Coordinator, Beedie School of Business, Simon Fraser University

Students today face many responsibilities and commitments outside the classroom. From jobs, volunteer work, and lengthy commutes, etc., both students living in residence and those commuting have expressed wanting to become more engaged with campus life than they already are. As professionals from a variety of areas, what can we do to help support this goal? This campfire session will allow participants to come together and share their experiences and knowledge surrounding engagement on campus, from what has worked to what has not worked. Participants will be able to create and direct the conversation allowing for a meaningful dialogue.

**Session Type:** Campfire Session

**Community/Network Stream:** Leadership Educators

**Competency:** Equity, diversity and inclusion,Student learning and development

**Registrarial Practice:** Student Recruitment

**Room:** Henry

**11.12. Access Granted: Establishing a Grant Program to Support Students’ Career Development**

Dan Traynor, Campus Engagement Specialist, Ryerson University; Nikki Waheed, Career Education Specialist, Ryerson University; Daniel Lis, Vice-President, Education, Ryerson Students' Union

The Career Development Grant was established in the fall of 2017 as a new financial assistance program for students pursuing unpaid career-integrated learning opportunities, such as internships and practicums. Launched in partnership by the Ryerson Career Centre and the Ryerson Students’ Union, the grant is the first of its kind at a Canadian university. Presenters will share their story of how addressing the needs of students required a strong, unique partnership between student leaders and student affairs professionals. In detailing the journey of starting the grant program, we will explore the benefits of working together when confronting shared obstacles.

**Session Type:** Storytelling

**Competency:** Equity, diversity and inclusion, Leadership, management and administration

**Registrarial Practice:** Financial Assistance

**Room:** Campbell

**11.13. Seeing Change in Gender Inclusive Housing in Canada**

Sarah Burley Hollows, Assistant Dean, Student Life, Innis College, University of Toronto; Ian Crookshank, Director, Housing & Residence Life, Ryerson University; Mary Stefanidis, Career Educator, University of Toronto; Sonja Smiljanic, Residence Life Coordinator, Innis College, University of Toronto

All Gender/Gender Inclusive Housing is being developed and instituted in post-secondary institutions across Canada. Come hear about the implementation experiences at two institutions, Ryerson and University of Toronto (Innis College), along with the co-author of the OACUHO white paper on Gender Inclusive Housing. Presenters will discuss timelines,change processes,and student-impact while reflecting on the research and needs that were the catalysts of these initiatives. The focus will be on Housing, and attendees who have interest in gender inclusion in other Student Affairs areas will also be able to connect with the content (intake/application processes, stakeholder consultation approaches, education, etc.).

**Session Type:** Storytelling

**Competency:** Equity, diversity and inclusion

**Registrarial Practice:** Student Recruitment

**Room:** John Hamilton

**11.14. Changing Understandings of Campus Rape Culture**

Lyndsay Anderson, Manager, Student Conduct, Dalhousie University

In September 2013, students chanted about raping underage girls during orientation week events at Saint Mary’s University and University of British Columbia, garnering international media attention and public outrage. This presentation will outline the findings of a feminist discourse analysis of the news media coverage of the rape chant at Saint Mary’s, examining how the media framed this incident and why this framing matters to Student Affairs practitioners. Participants will learn about the importance of analyzing discourses to better understand why and how students engage in incidents of campus rape culture.

**Session Type:** Research Presentations

**Community/Network Stream:** Orientation, Transition, & Retention; Student Conduct

**Competency:** Equity, diversity and inclusion, Post-secondary acumen

**Room:** Brown

**11.15. Fostering Student Leadership Development in an Off-Campus Co-Curricular Setting**

Gabriel Wee, Student, University of Toronto; Rhoda Lam, Student University of Toronto; Yin Kot, Student, University of Toronto

Student Life Professionals (SLP) play an important role in supporting students in developing their own leadership skills. To this end, we ask: what dynamics enable student leadership development to flourish in an off-campus co-curricular setting? In seeking to answer this question, we draw upon our experiences as students in Alternative Reading Week to showcase important components of the program and its impacts on students learning and leadership development.

**Session Type:** Storytelling

**Community/Network Stream:** Leadership Educators; Co-Curricular Record

**Competency:** Student learning and development

**Room:** Archibald

**CONCURRENT SESSIONS 12**

**Wednesday, June 20, 2018**

**3:00PM – 4:00PM**

**12.01. ARUCC/CACUSS - Aligning Two Worlds**

**Part 2 ”Stranger Things, The Upside Down”**

As a follow up to Part 1, moderators Chris McGrath, Vice-President, Student Success and Charmaine Hack, University Registrar at Ryerson will reprise their roles and illuminate what they’ve learned through networking and the sharing of ideas at the conference with ARUCC and CACUSS delegates around the unique roles each organization’s members play in fostering student success. The moderators will also pose the question as to whether members of each organization would look forward to more joint opportunities either within ARUCC and CACUSS or at their own universities.

Chris McGrath, Vice-President, Student Success, George Brown College; Charmaine Hack, University Registrar, Ryerson University

**Room:** Johnson

**12.02. Reconciliation is Everyone’s Job: How one Student Services Division is collaborating on a strategic response to its Indigenous Framework**

Randy Pitawanakwat, Coordinator, Aboriginal Student Services, York University

In the Fall of 2017, York University published its Indigenous Framework consisting of 10 principles to guide institutional action on Reconciliation. In response, the Division of Students developed a series of strategic priorities and related actions designed to lead change on our campuses. In this session, we trace the development of the Indigenous Framework and the consultative process that informed our strategic response, placing particular focus on how we built engagement across the units that comprise our Division of Students. Participants will reflect on how their own work can connect to and mobilize action toward Reconciliation at their home campuses.

**Session Type:** Campfire Session

**Community/Network Stream:** Orientation, Transition, & Retention

**Competency:** Indigenous cultural awareness, Intercultural fluency

**Stream:** Indigenous Cultural Competency

**Room:** Chandler

**12.03. Assessing Cultures of Assessment**

Gavin Henning, Professor and Program Director, New England College (New Hampshire, USA)

With increasing calls for accountability, assessment has become a vital function for all divisions of student affairs. Assessment must be part of a culture where assessment is embedded into daily practice. To build a culture of assessment, one must be able to identify its characteristics and then evaluate its presence in a unit. Participants attending this interactive, constructive session will describe cultures of assessment, describe a tool to assess a division’s culture of assessment, and develop steps to cultivate such a culture.

**Session Type:** Workshop

**Competency:** Strategic planning, research and assessment

**Room:** Pope

**12.04. Open Book: Recent literature in higher education**

Deanne Fisher, Vice-Provost, Students & International, OCAD University; Mark Solomon, Associate Dean Student Services and Indigenous Education, Seneca College; Neil Buddel, Dean of Students, Centennial College; Christine Adam, Dean of Students, Thompson Rivers University

A panel of avid readers with share their insights on recent books in the fields of higher education, administration, student affairs and related topics. This session is designed to stimulate lively intellectual dialogue on the issues and trends that affect our work and to provide guidance to those looking to spend limited book budgets wisely. Audience participation is encouraged though not required.

**Session Type:** Panel

**Competency:** Post-secondary acumen, Strategic planning, research and assessment

**Registrarial Practice:** Student Recruitment, Systems

**Room:** Brown

**12.05. ACEing Partnerships: Registrarial and Student Affairs partnership**

Chad Nuttall, Director, Student Housing & Residence Life, University of Toronto Mississauga; Lorretta Neebar, Registrar & Director of Enrolment Management, University of Toronto Mississauga

The Academic Culture & English (ACE) program at the University of Toronto Mississauga is an 8-week summer English language proficiency program designed to prepare participants for academic studies in September. Please join UTM staff from the Office of the Registrar and Student Housing & Residence Life as we explore a unique partnership in student transition and retention. Residence is strongly encouraged for participants in ACE and has shown to be a contributing factor to student success. This session will be of interest to those working in a Registrars office, international student services, residence and student-success.

**Session Type:** Expert Lecture

**Competency:** Intercultural fluency

**Registrarial Practice:** Admissions & Transfer Credit

**Room:** McCully

**12.06. A case for transformational change: how Laurier revitalised its Admissions office**

Julie Hummel, Associate Registrar, Recruitment & Admissions, Wilfrid Laurier University; chris Brunskill, Assistant Registrar, Admissions, Wilfrid Laurier University

Admissions offices are required to work miracles in a highly competitive environment: making offers faster, adjudicating complex applications, retaining staff in a high-stress environment, working with SEM committees to meet enrolment targets, and educating campus stakeholders on the art and science of admissions, a process that is subject to many outside forces beyond our control. Join us as we share our journey to optimize structure, improve systems, develop processes to balance competing priorities, and most importantly, how to build a heightened sense of pride in the admissions profession – and in your staff – through competency, purpose, outreach and accountability.

**Session Type:** Storytelling

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Registrarial Practice:** Admissions & Transfer Credit

**Room:** McDougall

**12.07. Women in Higher Ed: Inspiring Conversation**

Atifa Karim, Career Educator, University of Toronto; Mary Stefanidis, Career Educator, University of Toronto

In 2011 and 2012, the “In Her Shoes: Women and Work/Life Balance” CACUSS sessions began a conversation about issues facing women in leadership within Canadian Higher Education. This session seeks to continue the conversation and encourage the community to identify sustainable mechanisms for ongoing dialogue and conversation. Participants will hear stories, insights, and reflections from women at different levels of leadership about work/life balance, and gender. A discussion will be also facilitated where participants will begin to unpack these critical issues, and examine possible avenues of support for the development of women within Canadian higher education.

**Session Type:** Panel

**Competency:** Equity, diversity and inclusion, Leadership, management and administration

**Room:** John Hamilton

**12.08. Why Peer Education May Save Us All**

Melanie-Anne Atkins, Wellness Coordinator, Western University; Leanne Ford, Student Wellness Educator, Western University

In the midst of increasing demand for mental health services and calls for students to take an active approach to their wellness, this session invites you to examine an old problem with a revitalized lens by elevating the role of peer education at your institution. Learn how two emerging professionals implemented a comprehensive mental health and wellness support and education agenda on two campuses with disparate populations and priorities. Gain insight into the tools, theories, and people you can engage to build a more inclusive, equitable mental health ecosystem where “everyone can help.”

**Session Type:** Storytelling

**Community/Network Stream:** Leadership Educators; Student Peer Support Programs

**Competency:** Equity, diversity and inclusion,Student learning and development

**Registrarial Practice:** Graduate Studies, Front-line Client Services

**Room:** Henry

**12.09. Project Lighthouse: Sex Positive Education as Sexual Violence Prevention**

Sarah Crawford, Sexual Violence Prevention and Harm Reduction Coordinator, Algonquin College

When navigating the waters of sexuality and sexual violence on campus, we need to examine sex positive education and awareness as a tool for sexual violence prevention. At Algonquin College, the Project Lighthouse initiative aims to shine light on the topic of sexual violence and help students navigate healthy sexual relationships. The strategies we have implemented allow us to have open, honest conversations about sex and sexuality across multiple disciplines to appeal to the needs of a diverse student audience. This is part of our two-pronged approach to end sexual violence, which also includes supporting and believing survivors.

**Session Type:** Expert Lecture

**Competency:** Student advising, support and advocacy, Student learning and development

**Room:** McGee

**12.10. "Hired! How To Get The Zippy Gig. Insider Secrets From A Top Recruiter."**

Sheila Musgrove, Author, Sheila Musgrove Inc.

“Nearly 40% of graduates are still hunting for jobs 6 months after leaving post secondary”. Based on her Amazon best-selling book, “Hired!”, Sheila will share with you hundreds of her insider secrets on how to coach your student to be THE candidate who is hired after graduation. You’ll learn her highly effective 2 step resume formula. Hint: A resume should NOT be filled with pages of bullets. If yours is, drop everything and register for this seminar! She’ll give you the inside track on how to prepare for the interview, so your students actually look forward to interviews.

**Session Type:** Expert Lecture

**Competency:** Student advising, support and advocacy, Student learning and development

**Registrarial Practice:** Curriculum & Calendar, Student Recruitment

**Room:** Steeves

**12.11. Transforming Academic Policy & Programming: Collaborative Integration between Academic Affairs, Student Affairs, and Administrative Services**

Colleen Stevenson, Manager, Undergraduate Programs, Beedie School of Business, Simon Fraser University; Marissa Funaro, Executive Director, Undergraduate Programs, Beedie School of Business, Simon Fraser University; Lisa Higashi, Manager, Undergraduate Careers, Career Management Centre, Beedie School of Business, Simon Fraser University

How can Student Affairs Professionals work with their Academic colleagues to elicit changes in both policy and programming to positively affect the student experience? Higher education has traditionally been the domain of Faculty affairs, and Student affairs is an emerging field. Using a SEM framework, collaboration between these groups can support the student experience. Join us for our session which covers examples of spaces that provided the opportunity for staff and faculty collaboration in improving both policy and programs related to student transition and retention at the Beedie School of Business at Simon Fraser University.

**Session Type:** Storytelling

**Competency:** Communication, Leadership, management and administration

**Registrarial Practice:** Curriculum & Calendar

**Room:** Tupper

**12.12. A Self-Study Guide for Enhancing Accessibility of Experiential Learning in Postsecondary Institutions**

Jennifer Gillies, Associate Director, AccessAbility Services, University of Waterloo

The number of students with disabilities entering post-secondary education, as well as participating in experiential learning, has been increasing. With this rise, many post-secondary institutions are looking to establish strategic and proactive approaches to providing inclusive experiential learning experiences that enable all students to meaningfully participate. In this presentation, participants will learn about one institution’s experiences in collaboratively enhancing access to, and participation in, their competitive co-operative education process. Participants will be provided with a Self-Study Guide for Enhancing Accessibility of Experiential Learning, an online resource designed to help institutions collectively and systematically increase the accessibility of experiential learning.

**Session Type:** Research Presentations

**Competency:** Equity, diversity and inclusion, Strategic planning, research and assessment

**Registrarial Practice:** Student Recruitment, Systems

**Room:** Tilley

**12.13. Supporting At-Risk Students Beyond Academic Policy: A Collaboration Between Student Affairs and the Registrar’s Office**

Robyn Parr, Assistant Registrar, Student Financial Services, Ryerson University; Carolyn Posa, Assistant Registrar, Student Records & Legislated Reporting, Ryerson University; Marcelle Mullings, Manager, Student Dispute Resolution, Prevention & Education, Ryerson University

In the Fall of 2013 the Registrar’s Office developed a procedure to formalize and document processes for students to request exceptions from published refund and course withdrawal deadlines with the implementation of the Student Fee Appeal and the Late Course Drops and Retroactive Withdrawals Processes. Shortly after its inception, the Registrar began collaborating with the Student Case Manager to use these processes to identify and support at-risk students experiencing difficulties. Join us as we discuss how process standardization can promote transparency and fairness in decision-making and collaboration between the Registrar and Student Affairs can promote student wellbeing and academic success.

**Session Type:** Sounding Board

**Competency:** Equity, diversity and inclusion, Student advising, support and advocacy

**Registrarial Practice:** Front-line Client Services, Student Records

**Room:** Langevin

**12.14. Just Another Day: A Conversation About Cumulative Stress in the Student Affairs Profession**

Kyle Baillie, Director, Student Life & Development, University of the Fraser Valley; Greg Mather, Manager, Student Wellness & Development, University of the Fraser Valley

Somewhere along our careers as Student Affairs Professionals, we learned to wear our stressful situations and student files as badges of honour. But there is a growing pool of literature that indicates that the effects of Cumulative Stress could be as harmful as momentary, traumatic stress. This session will share the findings of a national survey of Student Affairs Professionals on the prevalence of Cumulative Stress and its effects on our well being. This session also hopes to start a conversation to raise awareness of cumulative stress in our field and to create strategies to reduce or mitigate it.

**Session Type:** Campfire Session

**Competency:** Leadership, management and administration, Post-secondary acumen

**Room:** Cartier

**12.15. The Co-Curricular Link: Engaging and Retaining International Students**

Janina Robinson, Student Engagement and Co-Curricular Record Coordinator, Conestoga College; Kendra Foord, Student Engagement Programmer – CCR and Engagement, Conestoga College; Amy Baird, Manager, Student Engagement, Conestoga College

This campfire session is designed to provide space for institutional representatives to discuss the question of engagement and retention of international students, with a focus on a core theme of integration. Representatives from Conestoga College in Ontario will discuss how an international student body of 25% impacts the need for innovative partnerships between International Student Services other Student Affairs areas. Specifically, the use of the Co-Curricular Record as an engagement and retention tool. Facilitators are keen to utilize open dialogue within the session to share and learn from best practices from other institutions.

**Session Type:** Campfire Session

**Community/Network Stream:** Leadership Educators; Co-Curricular Record

**Competency:** Intercultural fluency, Student learning and development

**Registrarial Practice:** Admissions, Student Records, Student Recruitment

**Room:** Campbell

**12.16. Developing strategy: Research study investigating how Divisions of Student Affairs in Canadian institutions of higher education engage in strategic planning**

Shermin Murji, Doctoral Candidate, Florida State University

This session will share the results of the doctoral dissertation investigating How do Divisions of Student Affairs in Canadian institutions of higher education engage in strategic planning? Using a mixed methods approach, a survey was distributed to Senior Student Affairs Officers at post-secondary institutions across Canada. Key findings from a survey and interviews will be presented along with a thorough background, description of methodology, implications, possible next steps, and subsequent research questions. Participants will be invited to reflect on possible application for themselves and their institutions.

**Session Type:** Research Presentations

**Competency:** Leadership, management and administration,Strategic planning, research and assessment

**Stream:** Senior Leaders, Senior Registrarial Leaders

**Room:** Archibald

**12.17. Keep Calm and Conduct On: Legalization of Marijuana**

Student Conduct Community of Practice

Keep Calm & Conduct On is a series of roundtable discussions hosted by the Community of Practice of Student Conduct to create an opportunity for members to discuss current trends, best practice, share resources and ask questions on a series of hot topics. Come out to join us for Keep Calm & Conduct On: Legalization of Marijuana.

**Session Type:** Campfire

**Community/Network Stream:** Student Conduct

**Competency:** Equity, diversity and inclusion, Student advising, support and advocacy

**Room:** MacDonald