

**MONDAY, JUNE 21**

**Concurrent Session 1 – 10:45AM-12:00PM**

**#100: Reflective Learning – Integrating Reflective Practices into the Curricular and Co-Curricular Program**

CAB 235

Focal Area: Academic Success

*Melanie Koenderman, Quest University Canada*

To encourage individual student development and the fostering of a culture of student engagement on campus, we have embedded opportunities for reflective learning into our integrated curricular and co-curricular programs that span the student continuum. We will share and discuss reflective learning practices from the admissions process, orientation, the academic program (including Cornerstone block), Community Days, scholarship renewals, experiential learning applications, approaches to dealing with disruptive behaviours, and the culmination of the degree (Capstone block).

**#101: Words to Live by in Disability Services: Collaborate, Innovate and Hold on Tight!!**

CAB 269

Focal Area: Disability Services

*Jane Drover, Mount Allison University*

*Ruth North, Memorial University*

With nearly 40 years of combined service providing assistance to students with disabilities, the presenters will tackle topics such as disability policy, services offered, documentation required, staffing, funding, promoting our services internally and externally and faculty relations from a “then and now” point of view. Together they will shine a light on their experiences and what they have learned over the years. It can best be summed up as collaborate, innovate and hold on tight!!

**#102: The Learning Journey: Assisting Students/Alumni Considering Graduate School**

CEB 231

Focal Area: Career

*Dorothy Ritz, Graduate School Liaison, Grant MacEwan University*

Researching and applying for graduate school can be a challenge. This session is intended to contribute ideas to the participant’s tool kit when providing information and support to students/alumni considering post undergraduate degree education. Topics addressed are ‘why apply, what to apply for, where to apply, who may apply and when to apply’. In addition, assisting students/alumni with ‘how’ to apply (curriculum vitae, standardized examinations, statement of intent and reference letters) will be discussed.

**#103: Healthy Minds at UBC: Engaging Students to Make Healthy Lifestyle Choices for Academic Success**

CEB 255

Focal Area: Health

*Patty Hambler, UBC Student Health Service*

*Vanita Sabharwal, UBC Counselling Services*

As professionals, we know that health and mental wellness affect a student's ability to succeed academically. At UBC, as part of a comprehensive mental health promotion strategy, the Healthy Minds initiative has effectively engaged student leaders to build awareness of health and mental wellness with their peers. In addition, through social media and strategic partnerships, the initiative has reached a broad student audience across a diverse campus. Join us as we share the successes and challenges in our first year, and plans for the future of this initiative.

#### **#104: Orientation's Influence on Parent Preparedness & Anxiety**

CEB 321

Focal Area: Leadership

*Heather Cummings, Alberta College of Art + Design*

In 2008, a study was conducted to look at a series of parent and family programs and services (PFP), at one institution, to determine what impact these initiatives had on parental feelings of preparedness and anxiety. The study looked at the timing and content of PFP as well as exposure to other campus programs (e.g. Open House), parental educational background, and gender differences. This session will present the programs and services, the methodology and the findings.

#### **#105: Tinto, Bourdieu, and Poststructuralism: Oh My!**

CAB 281

Focal Area: Diverse Student Populations

*Neil Buddel, University of Alberta*

*David Newman, University of Alberta*

Tinto's theory of student departure may explain and predict the departure process for some students; however, its paradigmatic status has minimal application and serious consequences when applied to minority students, particularly those who might experience challenges because of their socioeconomic background.

During this session we will critically examine Tinto's theory using Bourdieuan constructs of habitus, capital, field, and practice. In addition, we will engage in a deconstruction exercise to examine how we as student affairs practitioners may unconsciously reproduce social hierarchies and thereby inhibit a sense of belonging for some students. At the end of this session, participants will be able to describe Tinto's theory, articulate critiques in the theory's application to all students, and list personal and/or organizational practices that could be enhanced to better engage non-socioeconomically-privileged students.

#### **#106: Listening and Responding to the Needs of Adult Learners**

CEB 325

Focal Area: Diverse Student Populations

*Linda Pardy, University of the Fraser Valley*

*Dr. Norma Sue Fisher-Stitt, AVP-Academic Learning Initiatives, York University*

*Brian Poser, Associate Director, Atkinson Centre for Mature and Part-time Students, York University*

This presentation begins by sharing the findings of research completed in October 2009 that explored the essence of being an adult student deemed to be at-risk. The second part of the

session describes a series of academic and social support interventions developed for adult learners at York University during 2008-2009 and 2009-2010. In addition to presenting assessment results, implications for future programming, networking, and research will be discussed.

### **#107: Building Post-Secondary Capacity for Aboriginal People**

CEB 326

Focal Area: Diverse Student Populations

*Shelley Belhumeur, Aboriginal Student Achievement Plan, SIAST*

*Dan Odenbach, Aboriginal Program Administrator, UBC Okanagan*

*Alison Pickrell, Associate Vice-President, Student Affairs, SIAST*

*Adrienne Vedan, Aboriginal Access Advisor, UBC Okanagan*

*Myrna Yuzicapi, Special Advisor to SIAST, Aboriginal Initiatives*

Aboriginal student engagement is not the responsibility of one department; it is the responsibility of everyone in an institution. How do you engage the campus community, including Aboriginal students, staff, and faculty, to build institutional capacity to address barriers to Aboriginal student success? This session presents two institutional approaches to building postsecondary capacity for Aboriginal people. The University of British Columbia and the Saskatchewan Institute of Applied Science and Technology both have undertaken institution-wide strategic initiatives aimed at reducing barriers and increasing awareness within their institutional environment.

### **#108: Living Outside the Box: Illuminations on Gender Diversity for Counsellors**

CAB 273

Focal Area: Diverse Student Populations

*Carolyn Claire, MSc, MEd, R. Psych., University of Calgary*

*Judy Chew, PhD, R. Psych., University of Calgary*

For individuals who describe themselves as transgender, gender-bender, boy/grrl, or as being gender queer, there are important processes of coming to accept and understand oneself. Those who express a gender identity that challenges cultural expectations are often marginalized or pathologized. In this interactive workshop, participants will gain knowledge about gender and sex diversity, discuss examples from clinical experience, and learn about the findings/implications of a 2007 study on female masculinity.

### **#109: In Search of Academic Honesty: Using Technology to Deter Academic Dishonesty**

CEB 331

Focal Area: Safety

*Troy Brooks, Brock University*

*Jon Radue, Brock University*

This session will discuss best practices, challenges and next steps in the use of software, such as Turnitin and Google search, as an aid in the detection of plagiarism and other forms of academic dishonesty, and explore issues of privacy and access to information as they relate to the use of such technologies in post-secondary education.

Our intent is to also provide a forum to continue discussions started with the Ontario University Academic Integrity Administrators and the Center for Academic Integrity.

### **#110: Examining Different Models of Services for Student Rights and Responsibilities**

CEB 336

Focal Area: Safety

*Lara Apps, University of Alberta*

*Heather Morris, University of Manitoba*

We will examine three models of ombuds and advocacy services: an office run by university professionals, an office using a hybrid staff of professionals and student paraprofessionals, and a service run exclusively by student paraprofessionals. We will highlight the risks, benefits, and challenges of these models and how they are perceived by staff and students at their institutions. The audience will be invited to share their perspectives on these service models.

### **#111: Stepping Up or Selling Out? – Acquiring External Support for Your Student Life Programming**

CEB 436

Focal Area: Student Affairs

*Drew Dudley, University of Toronto Scarborough*

Learn how, over the course of four months, the Coordinators of the Leadership Development Program at the University of Toronto Scarborough were able to increase their Program budget by over 400% through strategic partnerships with corporate and campus partners.

This presentation will provide an outline of the strategies taken to identify potential sponsors, create effective partnership proposals, and deliver on partnership commitments effectively. It will conclude with a discussion of the potential concerns that surround what many see as the increased ‘corporatization’ of student life programming.

### **#112: Shedding Some Light on the First Year Experience: Results of a Fall 2009 Collaborative Survey**

CAB 243

Focal Area: Student Life

*Sandra Brennan, Memorial University*

*Lynda Younghusband, Memorial University*

*Tom Brophy, Memorial University*

An online survey was delivered to new students near the end of their first semester to measure various aspects of the first year experience. The research addressed academic and financial concerns, social integration, physical and mental health, alcohol and drug consumption, and quality of life. Results will be linked to performance and retention, and will be used to aid in development of programs and services to better support students. Participants will be given an opportunity to share any similar campus results and will be informed on challenges and limitations experienced in embarking on this research.

### **#113: Transferring Best Practices on Transfer Policy**

CEB 265

Focal Area: Student Affairs

*Christine Helen Arnold, PhD Candidate, Ontario Institute for Studies in Education,  
University of Toronto*

For years we have heard of cases in which university students were unable to transfer their credits to other Canadian institutions of higher education. Transfer between Ontario institutions is particularly underdeveloped. Credit-by-credit transfer is not organized or posted; instead, individual institutions form rules for transfer as they wish with no measuring stick for institutions and no enforcement of standards. This session will share results of a comprehensive descriptive analysis of the British Columbia Council on Admissions and Transfer and how best practices from that context may be applied in Ontario.

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**MONDAY, JUNE 21**

**Concurrent Session 2 – 1:30PM-2:45PM**

**#114: Retention Initiatives – 3 Different Models From NorQuest College, University of Toronto Engineering and the University of Alberta**

CAB 235

Focal Area: Academic Success

*Karen Bennett, NorQuest College*

*Wendy M. Doughty, PhD, University of Alberta*

*Leslie Grife, University of Toronto Engineering*

*Lesley Mak, University of Toronto Engineering*

As class sizes and tuition costs increase each year for a student body that is becoming more and more diverse, student life professionals across Canada need to be creative when it comes to developing retention programs and resources that suit the needs of their students as well as the resources and structure of their institution. This presentation includes overviews of 3 different approaches to retention:

1. NorQuest College's Strategic Enrolment Management Project (SEMP), which included a launch of a new prospective student office, as well as the implementation of a student admission and retention information system.
2. University of Toronto Engineering's ReFresh Program, which gives first-year students who failed out of Engineering in their Fall semester the chance to re-develop their understanding of the core engineering curriculum as well as learn vital life and study skills to determine whether they can return to engineering or whether another program or institution would be more suitable for them.
3. University of Alberta's Fresh Start Program, which allows students who were Required to Withdraw an alternate way to re-establish satisfactory academic standing so they can continue to study at the institution. This program helps students find effective cognitive strategies and gives them academic credit for successful completion.

Please join us in a review of various approaches and methods designed to improve student success.

**#115: Shining the Light on the Loch Ness Monster – Fostering Student Engagement Through the NSSE Lens**

CAB 273

Focal Area: Academic Success

*Janet Teasdale, Senior Director Student Development & Services, University of British Columbia*

*Margot Bell, Associate Director Student Development, University of British Columbia*

The Data: NSSE told us we could be doing more to foster engaging learning environments. Incoming students - both first year and transfer - told us that we needed to improve our service and our communication with students. Consultation and planning with staff across our student affairs portfolio identified gaps in our service to students.

The Response: A new strategic plan promising outstanding campus life programs and service excellence; successful collaborations with faculties; innovative new spaces designed to support student led initiatives; a commitment to cross functional work and thinking.

Join this interactive workshop that will discuss promising practices and strategies being used to enhance the student experience.

### **#116: Shining Despite Disabilities**

CAB 269

Focal Area: Disability Services

*Bernadette Holland, Parkland College*

*Shawn Stoneham, Parkland College*

Lorne is a 21-year old, aboriginal male with Cerebral Palsy who is confined to a wheelchair and has been in Level 4b Supportive Care in a nursing home since the age of 16. Lorne, who relies upon his intelligence, wit and charm to achieve his goals, intends to become a social worker/counsellor. His family has discouraged him from achieving his goal. Lorne intends to prove them wrong. Through this presentation you will hear Lorne's story and how he has inspired others as advocates to wade through agency red tape to obtain the financial and personal supports to enter university.

### **#117: Passion-Based Career Intervention for Undecided Post-Secondary Students**

CAB 243

Focal Area: Career

*Michael Huston, Mount Royal University*

For the past seven years "Finding your career passion" has been a popular and successful career intervention for undecided MRU students. This session provides a description and analysis of the workshop (and passion-interventions) as an initial effective career intervention for post-secondary students.

### **#118: Integrating Academic Learning and Student Services: How Nursing Students Work with Wellness Services as Part of Their Academic Requirements**

CEB 255

Focal Area: Health

*Francesca Mancini, BEd, MA, CRM, Wellness Services Administrator - Health Services, Mount Royal University*

*Sherry Pinzon, BA, BScN, RN, Instructor - School of Nursing, Mount Royal University*

Student engagement, academic success, capacity building and learning outcomes are all themes that we as student affairs professionals strive to achieve for campus populations. Come and learn about an ongoing collaboration between 2nd year nursing students and our university campus Wellness Centre, as a community partner and key informant. NCHA and Employee Wellness Survey summary data on the health behaviours & practices of Mount Royal

University's students and employees informed health promotion initiatives delivered on campus by the student nursing group.

**#119: Engaging Parents & Families – Canadian Style: A Roundtable Discussion**

CEB 321

Focal Area: Leadership

*Deanne Fisher, Director, Office of Student Life, University of Toronto*

*Melinda Scott, Coordinator, Assessment & Special Projects, Office of Student Life, University of Toronto*

Many Canadian universities and colleges are now engaging the parents and other family members of our current students. Unfortunately, much of the literature in this area is from the U.S., where institutions are operating under a different policy framework. In this session, we will briefly share some of our experiences and strategies on parent and family programming at the University of Toronto and facilitate a discussion on issues such as privacy, fundraising, and differing expectations.

**#120: How Is Your Campus Responding to Internationalization?: Canadian Perspectives on Strategies and Service Delivery Models from Coast to Coast**

CAB 281

Focal Area: Diverse Student Populations

*Linda Pardy, Professor, Communications, University of the Fraser Valley*

*Tamara Leary, Director of Student Services, University of Prince Edward Island*

*Natasha Clark, International Student Advisor, Memorial University of Newfoundland*

*Teeba Alsafar, International Student Advisor, Memorial University of Newfoundland*

This presentation shares Canadian perspectives, from coast to coast, on how Canadian universities are responding to internationalization. The presentation is comprised of two parts: Part one will present research and program planning models that are essential for internationalizing both academic curriculum and support services. Part two will explore the concept of a welcoming community, the experiences of having applied a social inclusion framework to a university campus, and its impact on the social integration of international students.

**#121: I Speak English! Why Can't I Understand? – Limited English Proficiency Among Aboriginal and ESL Students in Northern Alberta**

CEB 325

Focal Area: Diverse Student Populations

*Neil L. Forsyth, Northern Lakes College*

Although English is becoming the predominant language, Aboriginal and ESL students in Northern Alberta often struggle in academic studies due to Limited English Proficiency (LEP) influenced by a combination of cultural, social, environmental, and economic factors. The use of valid and reliable tools for formative assessment help students and instructors recognize the extent of English language deficits. Metacognition can encourage more proactive strategies to successfully deal with learning difficulties influenced by vocabulary required in advanced courses.

**#122: Student Discipline in a First Nations Setting: The Sacred Circle**

CEB 326

Focal Area: Safety  
*Laverne Arcand, Yellowhead Tribal College*  
*Seaneen O'Rourke, Yellowhead Tribal College*

Yellowhead Tribal College is a small First Nations college, which has a student-centered and culturally-based approach to student discipline. Our presentation is an examination of our evolving policies and processes in the contexts of traditional norms and values, including Natural Law and the structures and expectations of mainstream post-secondary institutions.

**#123: From Matte to Shine: The Status of the Student Affairs Profession in Canadian Higher Education**

CEB 331

Focal Area: Student Affairs  
*Carney Strange, Bowling Green State University*  
*Donna Hardy Cox, Memorial University of Newfoundland*

This presentation will draw from a survey of Canadian student services personnel as to their preparation, responsibilities, and perceptions of the nature of student affairs work, in light of its historical evolution in Canadian higher education. Discussion will ensue concerning the current professional status of the field and the role of professional organizations in consolidating such status, with particular emphasis on the issues and challenges that remain.

**#124: Current Issues in Student Affairs**

CEB 231

Focal Area: Student Affairs  
*Heather Cummings (moderator), Alberta College of Art + Design; University of Calgary*  
*Peggy Patterson (moderator), University of Calgary*

What issues influence YOUR work in student affairs? This session will examine the current issues shaping our profession from the perspectives of five senior student affairs professionals as they identify and rank the issues influencing their roles and the delivery of programs and services on their respective campuses. Our panelists include: Lilly Walker, MUN; Brenda Whiteside, University of Guelph; David Hannah, University of Saskatchewan; Bruce Belbin, NAIT; and Brian Sullivan, UBC. The session includes presentations, discussion and Q & A.

**#125: Comprehensive Approaches to Promoting Student Mental Health**

CEB 336

Focal Area: Counselling  
*Dr. Debbie Nifakis, McMaster University*  
*Patricia Mirwaldt (COUCH), University of British Columbia*  
*Janet Teasdale (SASA), University of British Columbia*  
*Cheryl Washburn (CUCCA), University of British Columbia*

National College Health Association data from across North America indicate that mental health concerns impact significantly on students' academic success and this pattern is reflected in data gathered at UBC and McMaster University. These findings point to the importance of prioritizing student mental health on our college and university campuses. This presentation will illustrate how McMaster University and UBC are responding to this challenge by engaging their campus communities to develop and implement a comprehensive approach to promoting student mental health.

## **#126: Training TOP RAs with the TV On: Season 2**

CEB 436

Focal Area: Student Life

*Tim Lade, Grant MacEwan University*

The days of training residence staff with an overhead in a classroom are over. Those who are selected for residence life staff now require learning and development that will grow with them in the 21st century. This presentation examines the way in which MacEwan Residence Life shifted their learning and development program to focus on engagement by embracing a love of 'popular culture'. Join us in this interactive and dynamic presentation as we provide insight into the challenges and successes of the first two years of the TOP RA program and the ways in which we helped our staff to stop surfing the channels and ignite their passion for MacEwan Residence Life.

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## **TUESDAY, JUNE 22**

### **Concurrent Session 3 – 9:00AM-10:15AM**

## **#127: Student Teaching Accommodations: Illuminating the Path to Success**

CAB 269

Focal Area: Disability Services

*Joanne Yardley, Student Advisor/Field Placement Liaison, Specialized Support and Disability Services, University of Alberta*

*Lyle Watling, Field Experiences Associate, University of Alberta*

*Carley Christianson, Director of Student Support (Faculty of Education), University of Alberta*

Pre-service teachers enter their field experiences with a range of needs that are best met through a strong network of support. This interactive workshop will explore some of the mechanisms of support for student teachers with disabilities. Through thought-provoking discussion, participants will reflect on existing legislation, engage in group discussion, and examine student scenarios.

## **#128: Creating a Context for Success: Supporting Students with ADHD**

CAB 243

Focal Area: Disability Services

*Mirjam Knapik, PhD, R. Psych., Mount Royal University*

*Jack Dobbs, MEd, R. Psych., Mount Royal University*

This presentation will highlight how Mount Royal University Student Counselling Services worked to provide support and information to students who face the challenges associated with ADHD. We will review collaboration between Health, Accessibility, and Student Counselling Services, describe weekly student group meetings, report on the provision of online services, and note the limitations of this technology for engaging students.

## **#129: Leading From the Inside Out: The Non-Profit Board Student Experience**

CAB 265

Focal Area: Career

*Joan Schiebelbein, University of Alberta*

*Lorraine Woollard, University of Alberta*

In 2006, the University of Alberta's community service-learning and career services departments launched the Non-Profit Board (NPB) Student Internship Program. This program provides students with the opportunity to learn the variety of practices and skills involved in serving on the boards of community-based non-profit organizations. Learn about how the NPB program is structured and hear from student participants about how it has influenced their perspectives with respect to concepts such as citizenship and career.

**#130: Out of the Shadows: A National Dialogue on How Best to Support Students Living with Mental Health Issues in Higher Education**

CEB 436

Focal Area: Counselling

*Su-Ting Teo (COUCH), Ryerson University*

*Susan Hardie, Mental Health Commission of Canada*

This session will provide an opportunity for a broad spectrum of service providers to discuss how best to support students living with mental health issues. We will be using the seven goals of the Mental Health Commission of Canada framework for mental health as a stimulus for discussion. It is our hope that best practices, gaps and potential solutions will be discussed with the possibility of informing a comprehensive mental health strategy for colleges and universities.

**[NOTE: This session spans two consecutive time slots, and continues at 10:45 a.m.]**

**#131: Taking Care of Business – Together!**

CEB 231

Focal Area: Health

*Debbie Bruckner (CUCCA, SASA, COUCH), University of Calgary*

*Dr. Ann Laverty (CUCCA, SASA), University of Calgary*

Interprofessional collaboration is a growing trend in student services. In 2006, the University of Calgary Wellness Centre began an intentional process to integrate and enhance collaboration. We are moving on a path of building a relationship base amongst disciplines and establishing a set of competencies for interprofessional practice using a combination of collaborative practice theory and feminist underpinnings. This presentation will review the journey of the SU Wellness Centre, look at challenges, accomplishments and next steps.

**#132: Building a Leadership Program: From Concept to Implementation to Expansion**

CEB 255

Focal Area: Leadership

*Drew Dudley, University of Toronto Scarborough*

This presentation will aim to provide tips, tricks and suggestions on building a Leadership Development Program at your campus. Whether you're thinking about creating a program, overseeing a relatively new program, or have an already established program, we hope to be able to provide you with new ideas on program structure, theoretical foundations, creating effective workshops, marketing your program effectively, and how to deal with creating and tracking certificates and other incentives.

### **#134: Trailblazing: A Journey Through Assistive Technology**

CAB 235

Focal Area: Diverse Student Populations

*Denise Theunissen, Bow Valley College*

*Tracy Inaba, Bow Valley College*

*Heather Thompson, Bow Valley College*

Bow Valley College serves a diverse student population in multiple locations throughout Calgary and Southern Alberta. Many of our students face challenges in learning and benefit from Assistive Technology. Traditionally AT has focused on students with disabilities, but we started a journey towards providing Assistive Technology services to a greater population. In our travels, we have adapted our thinking and adopted new strategies, while striving for greater student success!

### **#135: It's Difficult for My Light to Shine When I Can't Communicate Well: Some Experiences of International Students**

CEB 321

Focal Area: Diverse Student Populations

*Dr. Lynda Younghusband, Memorial University Counselling Centre*

Nearly 70% of the international students studying at Canadian universities are from third world countries (Statistics Canada, 2000). Many of the ESL students arrive unable to speak English at all. This study investigates international students' perceptions of what contributes to their academic success, well-being, and successful integration into the university community. As well, what more is needed to assist them to demonstrate their academic abilities and their talents.

### **#136: Sexting and Other Technological Innovations: Dealing with Sexual Harassment and the New Communications Technologies**

CAB 273

Focal Area: Safety

*Chris Hackett, University of Alberta*

*Kris Fowler, University of Alberta*

Advances in imaging and communications technology have created new opportunities for sexual harassment, often with devastating consequences for the victims. This session will discuss some of the kinds of cases that are appearing in institutions, the media and the courts as well as the impact these kinds of cases have on students. It will also discuss potential policy, educational, and other systemic changes that need to be addressed as these technologies evolve.

### **#137: Elements of a Fair Hearing**

CAB 281

Focal Area: Safety

*Lynn Smith, University of Manitoba*

*Heather Morris, University of Manitoba*

In this interactive session, participants will be provided with principles of procedural fairness and practical application of these to conducting a fair hearing. The workshop will follow the

chronology of the appeal process using case examples and small group work to facilitate the application of these principles. This session will be of particular interest to professionals who manage student appeal processes and those who advise students and staff on this topic.

**[NOTE: This session spans two consecutive time slots, and continues at 10:45 a.m.]**

**#138: Open Book VII: Shining a Light on Literature in Student Affairs**

CEB 325

Focal Area: Student Affairs

*Deanne Fisher, University of Toronto*

*Bruce Belbin, Northern Alberta Institute of Technology*

*David Newman, University of Alberta*

*David Hannah, University of Saskatchewan*

*Tim Rahilly, Simon Fraser University*

*Cora Dupuis, University of Waterloo*

Each year, the Open Book session introduces participants to relevant and recent literature - good and bad - in student affairs and related fields. In this, the 7th and 'best of' edition of Open Book, we shine a spotlight on works that have had enduring influence on the profession. Our expanded panel of readers will each present their case for the book every serious student affairs professional simply must read. Audience participation is encouraged!

**#139: Shining a Light on Commuter Students: The UBCO Collegia Program**

CEB 336

Focal Area: Student Life

*Mary DeMarinis, Director, Student Development and Advising, University of British Columbia Okanagan*

*Liz Hilliard, Campus Life Coordinator, University of British Columbia Okanagan*

Like at most colleges and universities across Canada, over 80% of UBC Okanagan students commute to campus. The Collegia Program was specifically created to target commuter students in order to provide them a warm, comfortable place to learn, to interact with other students, and to feel welcomed between classes. Participants will leave this session with an understanding of the grounding philosophies and principles in place with the UBCO Collegia program, how this program was developed, and strategies for incorporating these into their own practices at their home institutions.

**#140: Northern Stars**

CEB 331

Focal Area: Student Life

*Colleen Wirth, Yukon College*

*Andrea Clark, Yukon College*

*Randall Tetlich, Yukon College*

*Fabiana Naves, Yukon College*

Yukon College is a leader in education, rooted in our diverse cultures and northern environment, where everyone is inspired to dream, learn and achieve. The College is an integral part of Yukon, connecting the main campus to 11 other communities throughout the

Territory. Yukon College is made up of an intricate web of connections, integrating the culture of Yukon's First Nation People into classes and the day-to-day life of both students and staff.

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**TUESDAY, JUNE 22**

**Concurrent Session 4 – 10:45AM-12:00PM**

**#141: Dual Credit Program: Building Capacity and Partnerships in Post-Secondary Learning**

CEB 331

Focal Area: Academic Success

*Melissa Gallo, Manager, Peer Programs & Community Engagement, Humber Institute of Technology and Advanced Learning*

*Jason Merai, Peer Mentoring Facilitator, Humber Institute of Technology and Advanced Learning*

*Kristina Van De Walle, Northern Lights College*

Dual Credit programs are an opportunity for “at risk” high school students to see post-secondary education as a viable option. By enrolling in a dual credit course, students gain both a high school credit and a college credit. For the program's success, important partnerships have been created with local school boards, post-secondary institutions and their departments. See how Dual Credit programs have taken shape at Northern Lights College in British Columbia, and at Humber ITAL in Ontario.

**#142: Making the Change, Making the Grade: Supporting High School Students with Disabilities in Their Transition to Post-Secondary Education**

CAB 243

Focal Area: Disability Services

*Dr. Patricia Pardo, Mount Royal University*

Transition: How can students with disabilities best meet with the challenges of transitioning from High School to post-secondary education? In this interactive workshop participants will discuss the factors that support and hinder the successful transition of secondary students with disabilities into their first year of post-secondary education. Participants will explore how key strategies such as first year orientation activities facilitated by Accessibility Services and working with an Accessibility Services Prospective Student Advisor can support students in assuming responsibility for getting and managing the accommodation and support they need to succeed in post-secondary environments.

**#143: Interpreting and Text-based Communication Support Services for Deaf and Hard of Hearing Students: Does Canada Have Adequate Resources?**

CAB 265

Focal Area: Disability Services

*Tracy Hetman, University of Alberta*

*Shirley Coomber, British Columbia Institute of Technology*

CADSPPE struck an interpreting services shortage ad hoc committee (ISSC) to investigate whether the supply of Sign Language interpreters nation-wide is meeting the needs of deaf and hard of hearing students in their programs of study. To that end a survey was created and distributed, which included questions regarding text-based communication services such as

CART and computerized note-taking. This session will review the results of the survey, and discuss next steps.

**#144: The Role of Career Services in Facilitating Local Economic Growth – Opening Doors to Students’ Understanding of Local Opportunities**

CAB 321

Focal Area: Career

*Jennifer Massey, Queen’s University*

*Paul Smith, Queen’s University*

Employment opportunities and preferences for university graduates in the post-industrial North American economy differ significantly from the 1960s and 1970s. As the manufacturing sector has declined, the ‘creative’ or ‘knowledge’ (2002) sector has expanded. While ‘global cities’ like Toronto and Vancouver have been successful in attracting members of the creative class to live and work in the city, mid-sized regional localities, like Kingston Ontario, have found the process more challenging. This presentation will explore the role that Student Affairs, more specifically Career Services, might play in supporting local economic development in a mid-sized regional locality.

**#130: Out of the Shadows: A National Dialogue on How Best to Support Students Living with Mental Health Issues in Higher Education**

CEB 436

Focal Area: Counselling

*Su-Ting Teo (COUCH), Ryerson University*

*Susan Hardie, Mental Health Commission of Canada*

This session will provide an opportunity for a broad spectrum of service providers to discuss how best to support students living with mental health issues. We will be using the seven goals of the Mental Health Commission of Canada framework for mental health as a stimulus for discussion. It is our hope that best practices, gaps and potential solutions will be discussed with the possibility of informing a comprehensive mental health strategy for colleges and universities.

***[NOTE: This session spans two consecutive time slots, and begins at 9:00 a.m.]***

**#145: Showcasing the Superstars: Creating a Student Ambassador Program**

CEB 231

Focal Area: Student Life

*Candy Ho, Student Life Coordinator, Simon Fraser University, Surrey Campus*

Harnessing the enthusiasm of students AND supporting campus events are important elements student life programs need to maintain – combine them and you have a campus volunteer program! This session outlines the volunteer program at Simon Fraser University, Surrey Campus. We will introduce its online and face-to-face components, how to garner support from administration and staff, and how other institutions can draw elements from this session and infuse it within their current or new program(s).

**#146: UBC Nurse In Rez Program**

CAB 235

Focal Area: Health

*Zoe Menge, BA, RN, University of British Columbia*

Now in its 10th year, UBC's Nurse In Rez program continues to be a popular event amongst students. With support from UBC Wellness Centre and Residence Life, nurses from UBC Student Health Services visit student residences once a week to provide health and wellness education to students. In addition to weekly health topics and events, the Nurse In Rez program allows students individual and small group access to health care professionals and provides a comfortable atmosphere to discuss students concerns and questions about health and wellness. This model has been emulated by Libraries, Tutor Services and Chaplains at UBC.

**#147: Making Programs Make Sense: An Interactive Presentation on Community-Based Program Development for Aboriginal Student Services**

CAB 269

Focal Area: Diverse Student Populations

*Shawna M. Cunningham, BA, MA, Director, The Native Centre, University of Calgary*

This interactive presentation will focus on the process involved in: 1) identifying the broad spectrum of community stakeholders connected to Aboriginal Service units, 2) identifying programs that benefit the Aboriginal community and enhance Aboriginal student participation and success in the post-secondary system, 3) forming collaborative partnerships for community-based programs, and 4) fundraising and developing sustainability plans for innovative programs with external sponsors. The presentation format will be power point, group discussion, and a break-out session.

**#148: Leadership Capacity of Student Group Executive Members**

CEB 255

Focal Area: Leadership

*Norma Rodenburg, University of Alberta*

This presentation will provide an overview of a recently completed major research project addressing the question, "How can the University of Alberta support the development of leadership capacity in student group executive members?" The findings, conclusions, and recommendations resulting from the research will be presented, along with a discussion about how the results might apply at other institutions across the country.

**#137: Elements of a Fair Hearing**

CAB 281

Focal Area: Safety

*Lynn Smith, University of Manitoba*

*Heather Morris, University of Manitoba*

In this interactive session, participants will be provided with principles of procedural fairness and practical application of these to conducting a fair hearing. The workshop will follow the chronology of the appeal process using case examples and small group work to facilitate the application of these principles. This session will be of particular interest to professionals who manage student appeal processes and those who advise students and staff on this topic.

***[NOTE: This session spans two consecutive time slots, and begins at 9:00 a.m.]***

**#149: A Different Kind of Restorative Justice: Non-Punitive Educational Interventions in Student Conduct Cases**

CAB 273

Focal Area: Safety

*Nona Robinson, University of Toronto*

*Mickey Cirak, Ryerson University*

“Restorative justice” within the criminal justice system is mediation-based. Presenters will explore a variety of techniques beyond mediation, which draw on restorative principles: examining the impact of behaviour, actively engaging perpetrators in devising solutions, and reaching a solution that offers restitution. We will review aspects of the restorative approach, examine the literature, and discuss techniques. In addition to including case scenarios, we will have a brief role play in order to model this framework.

**#150: Resources + Engagement = Student Satisfaction (or Not?): A Spotlight on Ontario Universities**

CEB 325

Focal Area: Student Affairs

*Carney Strange, Bowling Green State University*

*Alana Malik, University of Toledo*

*Tricia Seiffert, University of Toronto*

This presentation will feature an analysis of three data profiles connected to each of eighteen different universities in the Province of Ontario, in response to three critical questions: First, do differential resources allocated to student services relate to varying levels of student engagement? Second, do differential levels of student engagement in turn contribute to different levels of student satisfaction? Third, is the relationship between these variables consistent across institutional types? Following a presentation, participants will engage in a discussion of implications for institutional policies and practices.

**#151: Greening the Campus: Sustainability and Student Engagement**

CEB 321

Focal Area: Student Life

*Pavel Graymason, York University*

*Ross McMillan, York University*

This presentation will examine York's recent initiatives to engage its student community in sustainability efforts. We will review objectives, results and lessons learned from specific initiatives including our award winning Res Race to Zero. Additionally, there will be an opportunity for participants to share their own experiences in relation to campus sustainability and student engagement to identify better practices and tips for success.

**#152: The Advent of Student Affairs and the Professional Model in China**

CEB 336

Focal Area: Student Affairs

*Hongjian Fang, Shandong University, China*

*Xiangjun Zhou, Shandong University, China*

*Saiqiang Lee, Shandong University, China*

China has measured up to the popular stage of higher education. The new functions of student affairs are now emerging in Chinese higher education. This session will provide a brief history and describe the current supports and challenges inherent in creating student affairs in China today. The development of a new master's preparation program in Shandong University's School of Marxism will be discussed and the internship for the colleagues from the world will also be introduced.

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**TUESDAY, JUNE 22**

**Concurrent Session 5 – 1:30PM-2:45PM**

**#153: ABC, 1-2-3, You Can 'Un-Withdraw' Me?: Student Success Initiatives**

CAB 281

Focal Area: Academic Success

*Jody Gordon, Associate Vice President, Student Affairs, Kwantlen Polytechnic University*

*Lyn Benn, Director, Student Development and Success, Kwantlen Polytechnic University*

Intervention that addresses multiple barriers to success can improve student performance leading to successful graduation. Kwantlen Polytechnic University's student services division collaborated across the division to launch 3 programs focused on student retention – Early Alert Referral System (EARS), Academic Boost Camps (ABCs) and the "Un-Required" to Withdraw Contract. Come hear about the design, implementation, evaluation and success of these programs.

**#154: Being Me: Self-Perception and Disability**

CEB 436

Focal Area: Disability Services

*Dr. Carla Abreu-Ellis, Ashland University*

*Dr. Jason Brent Ellis, Ashland University*

*Christine Quaglia, University of Windsor*

This session will present the film *Being Me: Self-Perception and Disability*, which was supported by the Special Projects Funding through the Canadian Association of College and University Students Services. This video tells the story of an individual diagnosed with multicore myopathy, a neuromuscular disorder, during infancy and how she created a perception of self. A group discussion will follow on how this exceptional individual managed to self-advocate and thrive in higher education.

**#155: Managing an Alternate Format Production System**

CEB 231

Focal Area: Disability Services

*Leo Bissonnette, Concordia University*

*Wanda Beaupre, Lakeland College*

Many of the CADSPPE members have been involved in recent years in the process of producing books and course packs in a range of alternative formats. This presentation will give members a chance to share experiences and concerns in this area as we look at 'best practices'.

**#156: Career Discovery Through Community Engagement**

CAB 273

Focal Area: Career

*Alexis Lockwood, CAPS: Your U of A Career Centre, University of Alberta*

In order to engage students in intentional, action-based career exploration, CAPS: Your U of A Career Centre has developed a range of new experiential learning programs. Under the umbrella name Career Discovery Through Engagement (CDTE), these programs have evolved significantly since their original conception, and include a new Career Mentoring Program, U of A Job Shadow Week, Birds of a Feather student/faculty engagement initiative, proposed Community Connections internship program, and more.

This session will introduce you to the inaugural year of CDTE, with a focus on sharing the rationale, methods, and lessons learned during the development and ongoing implementation of hands-on, community-engaged career programming.

**#157: UHC-Student Counselling Services: Supply and Demand and Our Own Health Care Reform**

CAB 235

Focal Area: Counselling

*Shauna Rosiechuk, University of Alberta*

*Michaela Kadambi, University of Alberta*

Since its inception in the 1950's, Student Counselling Services has strived to provide exceptional counselling and mental health services to the campus community. There has been a significant increase in demand for psychological services and in the severity of presenting issues for students seeking assistance. This presentation will compare and contrast past and present systems of delivery of services as well as the associated costs and benefits through anecdotal and statistical information.

**#158: Adventures in Healthy Campus Development: Partnerships, Research, and Action for Change**

CAB 269

Focal Area: Health

*Melissa Feddersen, RN, BSN, UBC Okanagan*

*Robyn Wiebe, RN, BSN, UBC Okanagan*

*Claire Budgen, PhD, UBC Okanagan*

*Kelly Robertson, RN, BSN, UBC Okanagan*

*Doris Callaghan, MN, UBC Okanagan*

*Diane Gamble, PhD, UBC Okanagan*

*Lori McClenaghan, RN, BSN, UBC Okanagan*

This innovative workshop will provide participants with a true-to-life experience of using action research methods to create a healthier campus community. The workshop will replicate the research, action and education strategies we have successfully used over the past several years at the University of British Columbia Okanagan. Informed by theories of healthy cities and community ecosystems, participants will interact with each other to experience the processes of engaging diverse campus members in healthy and sustainable campus development.

**#159: Building a Dynamic Team**

CEB 336

Focal Area: Leadership

*Jane Lee, University of Alberta Students' Union*  
*Hallie Brodie, University of Alberta Students' Union*

A major factor to the success of our student services programs is having a strong and dynamic team. In this interactive session explore what makes a great team and discuss methods that can be used to develop a healthy collaborative work environment. Topics will include dealing with transition, staff development, and team building.

**#160: Setting the Stage for Transformational Educational Experiences: A Pedagogy of Student Engagement**

CEB 255

Focal Area: Diverse Student Populations

*Lorne Ellingson, Trent University*

*Lindy Garneau, Trent University*

As teachers, we have the privilege of accompanying students on their learning journeys. This is about more than developing their academic skills. It is about addressing underlying issues that inhibit students' abilities to fully engage in their learning process. Barriers to developing academic skills are removed when learning is viewed as a holistic process that centers on student volition and addresses the areas of their talents, lessons to be learned, world views and self-worth.

**#161: The Role of Student Support for Mature Women Students at University**

CEB 321

Focal Area: Diverse Student Populations

*Jennifer Massey, Queen's University*

*Cheryl Sutherland, Queen's University*

*Meghan Brooks, Queen's University*

Using data collected at Queen's University, this presentation will explore

- 1) the experiences of mature students;
- 2) the role the Ban Righ Women's Centre plays in the social and academic experiences of mature students; and,
- 3) areas for improvement in meeting the needs of mature students.

This presentation provides a valuable insight into the experiences of a minoritized segment of the student population. It will discuss ways of improving and enhancing student support services for mature women students.

**#162: Student Attitudes Towards Classroom Civility and Academic Integrity**

CEB 325

Focal Area: Safety

*Troy Brooks, Brock University*

*Zopito Marini, Brock University*

*Jon Radue, Brock University*

This presentation will discuss the results of a research study on student attitudes regarding classroom civility and academic integrity and how the information can be used to better the effectiveness of education and awareness programming. In addition we will discuss how

collaborative efforts can foster an academic environment that supports citizenship within the campus community.

**#163: Diversity Awareness Training for Administrative Tribunal Hearings**

CEB 326

Focal Area: Safety

*Natalie Sharpe, University of Alberta*

Students who attend administrative tribunal hearings expect that the decision makers at their appeal hearings will be trained and sensitive to diversity issues. How are members chosen for these university administrative tribunals? What kinds of issues must they be sensitive to, and how can we ensure that the membership of these committees represent their stakeholders fairly?

**#164: Integrated Approach to Student Services has Enabled MI to SHINE**

CEB 331

Focal Area: Student Affairs

*Angie Clarke, Enrolment Management Coordinator, Marine Institute*

*Leslie Noftall, Registrar, Marine Institute*

*Rhonda Pittman, Student Liaison Officer, Marine Institute*

With a small campus atmosphere, the Fisheries and Marine Institute of Memorial University (MI) prides itself on offering students high quality services. With a recent reorganization the organizational structure at MI now supports a renewed integration of the available services. Join us as we discuss how the development of the Division of Academic and Student Affairs has allowed us to SHINE; Support students, Highlight success, Integrate our processes, Negotiate change, and Evolve into a mixed model of Enrolment Management.

**#165: UNESCO and Student Services in Post-Secondary Education**

CAB 243

Focal Area: Student Affairs

*Robert Shea, Faculty of Education, Memorial University of Newfoundland*

The UNESCO World Conference preliminary meeting on Higher Education was held in May 2009 in Bucharest, Romania. It was 11 years since the first UNESCO World Conference. This session will explore the outcomes of the 2009 meeting and the regional preparatory meetings held prior to the World Conference. An overview of the process, input, involvement of student service professionals and outcomes will be explored. An overview of future international opportunities for involvement will be identified.

**#166: Alberta Post-Secondary Student Panel**

CAB 265

Focal Area: Student Life

*Greg Sowak (moderator), NorQuest College*

*Marion Vosahlo (moderator), University of Alberta*

*Don Stewart (moderator), NAIT*

*Seaneen O'Rourke (moderator), Yellowhead Tribal College*

*Student panelists*

Organized and moderated by members of the SHINE 2010 program planning committee, the Student Panel provides an opportunity for our learners to speak! Following an intimate and loosely structured Q/A format, this session invites conference delegates to interact with a diverse group of student ambassadors representing perspectives from various Alberta post-secondary institutions. Come and meet a fabulous group of students and hear what they have to say about their experiences with and ideas about Student Services.

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**TUESDAY, JUNE 22**

**Concurrent Session 6 – 3:00PM-4:15PM**

**#167: If I Knew Then What I Know Now: Lessons Learned Implementing an Outcomes-Based Assessment Plan**

CAB 265

Focal Area: Academic Success

*Melinda Scott, University of Toronto*

In the Fall of 2008 the Division of Student Life Programs and Services at the University of Toronto undertook a process of developing division-wide learning outcomes and establishing consistent outcome and measurement plans across the division's 13 program and service units. As we near the end of our first full year collecting assessment data, this session will focus on successes and challenges of the process, and the ways in which we have reported and made use of our assessment results.

**#168: Universal Access; Universal Design: The Policy Journey**

CAB 269

Focal Area: Disability Services

*Dr. Patricia Pardo, Mount Royal University*

How can post-secondary institutions be more accessible to students, staff, faculty and the persons with a disability in the greater community? What role does universal design play? In a guided discussion participants will explore these questions and the variety of policy approaches to creating universal access. The challenges of developing and implementing policy that promote universal access and equity and the role of disability service providers in this policy work will also be discussed. Together we will consider how we can embed principles of universal design and access across all policy domains in our educational institutions.

**#169: E-Portfolios: Their Use Within Career Programming and Beyond**

CAB 273

Focus Area: Career

Jennifer Browne, Memorial University of Newfoundland

E-portfolio is a terrific tool that can be leveraged to help students fully realize their capabilities and the learning that has occurred. Hard copy career portfolios have been around for many years, but the emergence of e-portfolio over the last couple of years has revolutionized its uses. The new electronic format for this tool permits an expansion of its uses. At Memorial University, this tool has been incorporated into a diversity of student career programming. Through this, students produce work that demonstrates and captures the learning that has occurred as well as their own growth over time. It is this capturing of change over time that in many ways is the true benefit of an e-portfolio. Come along and see this tool in action and

learn how to leverage this technology to help achieve the objectives already established for your career programming.

**#170: Education and Engagement: Processes and Outcomes of the Mental Health First Aid Program at Queen's**

CAB 281

Focal Area: Counselling

*Mike Condra, Queen's University*

*Jennifer Massey, Queen's University*

*Beth Doxsee, Queen's University*

Providing a welcoming, safe and healthy environment for students with mental health concerns is a vital component of a commitment to the goal of enhancing diversity. The Mental Health First Aid (MHFA) program was chosen by Student Affairs to work on achieving this goal through education and training of staff. This presentation will describe the basis for this choice, outline the elements of the program and present qualitative and quantitative data on its impact.

**#171: Promoting Student Wellness: Helping Students to SHINE!**

CEB 231

Focal Area: Health

*Jennifer Thannhauser, MEd, Provisional Psychologist, University of Calgary*

*Ann Laverty, PhD, R. Psych., University of Calgary*

This workshop will share the challenges and opportunities one post-secondary wellness centre faced while developing and offering a series of wellness workshops for students. The University of Calgary Wellness Centre developed a series of wellness workshops entitled 'Be the Best You Can Be'. The workshops include the areas of emotional, mental, physical, social, and spiritual wellness. Opportunity will be given to explore how similar workshops could be offered at your institution.

**#172: Blurring the Lines Between Academic Learning and Student Services**

CEB 436

Focal Area: Health

*Kandi McElary, Mount Royal University*

*Dr. Janet Miller, Mount Royal University*

Imagine, students in a classroom, assessing their personal wellness, learning behaviour change theories, practicing stress reduction techniques AND getting credit towards their degree. "Wellness and the Student: From Personal Health to Community Action" is a General Education, 3 credit course at Mount Royal University that does just that! Join us as we discuss how we brought life to this concept, from background research through to curriculum development, course delivery, assessment and feedback. We're proud to have developed a course designed to respond to the number one health issue impacting students' academic performance (NCHA, 2008), and we'd like to inspire you to do the same.

**#173: Developing Strong Aboriginal Youth Leaders: The N.A.P.I. Program**

CEB 255

Focal Area: Diverse Student Populations

*Ms. Carole Tucker, BA, BEd, Student Advisor, Aboriginal Programs & Support Services,  
University of Calgary*  
*Mr. Mitchell Dixon, Senior Ambassador, N.A.P.I. Ambassador Program, University of  
Calgary*

The purpose of this presentation is to provide an overview of the growth of the Native Ambassador Post-Secondary Initiative (N.A.P.I.) and the development of culturally-specific series of leadership training modules. This presentation will focus on the success the program has experienced in regards to enhancing the leadership skills of N.A.P.I. Ambassadors and Aboriginal youth. The presentation will provide an overview of one of the leadership training modules and a narrative description of the benefits the program has to offer. Through leadership training, Aboriginal youth will be empowered and inspired to shine from the inside out.

### **#174: Working Towards Cultural Awareness**

CEB 321

Focal Area: Diverse Student Populations

*Kumarie Achaibar-Morrison, University of Alberta*

*Raymond Matthias, University of Alberta*

Our institutions today are diverse; differences in expectations and in understanding on both the sides of the service provider and the student can make communicating challenging. Differences in perceptions and values influence both our assumptions about others and our opportunities to work towards common goals. This interactive workshop aims to stimulate our thinking about intercultural awareness, and to outline some strategies for interacting with others who hold different values from us.

### **#175: From Middle School to University: Does Cyber-bullying Make the Leap? And How Do Universities Respond?**

CAB 235

Focal Area: Safety

*Dr. Wanda Cassidy, PhD, Simon Fraser University*

*Karen Brown, PhD (Cand.), Simon Fraser University*

*Margaret Jackson, PhD, Simon Fraser University*

*Natalie Sharpe, BA (Hon), MA, University of Alberta*

Cassidy, Brown and Jackson draw on research from three different studies, which took place over the past three years in British Columbia. Students in Grades 6 to 9 were surveyed about their experiences and perceptions of cyber-bullying. Later, in a related study, university students were surveyed to determine if cyber-bullying behaviour continued after high school. Using case scenarios, Sharpe examines how universities respond to these kinds of complaints, through disciplinary action and proactive educational programs.

### **#176: Information Sharing and Academic Misconduct**

CEB 325

Focal Area: Safety

*Sandra Anderson, Field LLP*

*Greg Sim, Field LLP*

When students violate the academic integrity policy, units other than the academic department may have an interest in being informed. For example, the institution's athletic department may have a policy that students who have violated the code may not participate in varsity sports. Navigating the challenging issues around privacy, information sharing and the need to know can be confusing and intimidating. This round table session will attempt to answer some of the questions that have arisen at various institutions across the country.

**#177: Careers in Student Services Roundtable – Making the Transition from University to College**

CAB 243

Focal Area: Student Affairs

*Mark Solomon, Seneca College*

*Jason Hunter, Humber College*

*Lucy Fromowitz, University of Toronto*

Higher education institutions in Canada have witnessed the increasing professionalization of Student Services over the past twenty years. One notable outcome of this is that trained educators and administrators (both generalist and specialist) actively seek career opportunities at institutions other than their Alma Mater, and many professionals actively pursue career growth and advancement through employment at multiple institutions. The success of the CACUSS Job Board as a national clearinghouse for positions at all levels is clear evidence of this, and the trend has led many professionals to take the leap from the university to college system or vice versa. Three people who have made this leap will share their experiences, and encourage stories and questions from others considering this option.

**#178: SEM: Building the Class**

CEB 326

Focal Area: Student Affairs

*Brian Sullivan, Vice President Students, University of British Columbia*

*Deborah Robinson, Executive Coordinator, Enrolment Management Strategy, University of British Columbia*

Born out of a sense of urgency spawned by changing demographics, the advent of a new president, shifting institutional aspirations, the introduction of a second campus, and the ever present threat of changes in government funding, SEM (strategic enrollment management) is leading UBC into a new operational paradigm that is breaking down silos and challenging the status quo.

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**WEDNESDAY, JUNE 23**

**Concurrent Session 7 – 9:00AM-10:15AM**

**#179: Shining the Light on Millennial Staff – Engaging Millennials in the Intergenerational Workplace**

CAB 235

Focal Area: Academic Success

*Tom Brophy, Director of Student Success Programs, Memorial University of Newfoundland*

*Meghan Mitchell, Student Life Liaison Office, Memorial University of Newfoundland*

*April McNeil, Transitions Officer, University of Victoria*

You have heard about how they will change the face of post-secondary education for years. Now, these millennials are making the transition from students to staff. This presentation will focus on differences between the generations, challenges that each face and look at perspective obstacles that young professional millennial staff encounter in trying to supervise other millennials. Gain insights into a positive intergenerational work place that engages and retains our newest and brightest lights.

**#180: Financial Barriers and Education-Related Debt for Students with Disabilities within Canadian Post-Secondary Education**

CAB 243

Focal Area: Disability Services

*Dr. Mahadeo Sukhai, Ontario Institute for Studies in Education, University of Toronto*

The purpose of this study was to understand the relative debt incurred by students with disabilities in post-secondary education. Using a multimodal approach, key informant interviews (N=24), a Pan Canadian survey (N=1024), and the analysis of archived datasets (through Statistics Canada) were conducted. This research was conducted in partnership with the National Educational Association of Disabled Students, and generously supported by the Canada Millennium Scholarship Foundation and the Higher Education Quality Council of Ontario.

**#181: New Arrivals: Career Education and Mentoring for Immigrant Students**

CAB 265

Focal Area: Career

*Ada Sinacore, PhD, McGill University*

*Cindy Mancuso, MEd, McGill University*

The difficulties immigrants face in achieving educational equivalency often results in them returning to university. These students often do not understand the Canadian educational systems resulting in high rates of attrition, contributing to unemployment. Research indicates that career counselling and mentoring designed for immigrant populations can lead to academic and occupational success. This presentation examines the strengths and limitations of a program designed to meet the career counselling and mentoring needs of immigrant university students.

**#182: Social Work Students 'Shine a Light' on Student Affairs Careers**

CAB 281

Focal Area: Counselling

*Dr. Marlene Pomrenke, University of Manitoba*

*Heather Morris, University of Manitoba*

This interactive session is open to all divisions of CACUSS. We will present the findings of our research, 'Social Workers and Careers in Student Affairs', in which we surveyed social work students across Canada on how they make career choices. Session participants will be invited to discuss the findings and implications for the student affairs profession, including fostering collaborations between faculties of social work and student affairs and promoting student affairs career opportunities to expand the educational diversity of our profession.

**#183: Shining the Light on Non-Suicidal Self-Injury**

CEB 231

Focal Area: Counselling  
*Joanna Holt, MEd, Ryerson University*

Non-suicidal self-injury (NSSI) is the intentional destruction of body tissue without the intent of suicide. NSSI is often shrouded in secrecy and many students who engage in this behaviour are reticent to seek medical or counselling support. Workshop participants will learn the factors contributing to self-injury, assessment methods, treatment recommendations, and intervention strategies when counselling students who self-injure. Composite case examples and time for questions will be included.

#### **#184: Motivation and Intercultural Development in Student Exchanges**

CEB 255

Focal Area: Diverse Student Populations

*Jennifer Massey, Queen's University*

*Jeff Burrow, Queen's University*

While many institutions discuss the importance of promoting intercultural skill development for students, defining and measuring this concept is more problematic. Utilizing the 'Global Perspectives Inventory' assessment tool, this session will share findings from the first year of a three-year study of outgoing exchange students. It will describe the cognitive, interpersonal and intrapersonal learning that students report from their exchange and how this learning compares to students who remain at home.

#### **#185: Lessons Learned from First Nations Women Who Shine in Post-Secondary Education**

CEB 321

Focal Area: Diverse Student Populations

*Dr. Kathy Offet-Gartner, Counsellor, Mount Royal University*

This presentation will highlight many of the stories and suggestions that nine First Nations women shared with the presenter in a collaborative research project on how to SHINE in academia. Many of those same suggestions are not unique to these nine women; rather they have been echoed many times in sharing circles, counselling, and advising sessions. First Nations women are speaking up - are we as institutions listening? This presentation will include information sharing, handouts, and discussion.

#### **#186: Shining the Light on Developing a Team Approach to Students of Concern**

CEB 325

Focal Area: Safety

*Dr. Mohsan Beg, University of Windsor*

*Beth Oakley, University of Windsor*

*Brooke White, University of Windsor*

Recently the University of Windsor developed a Students of Concern Committee (SOCC) to create a team approach for creating consistency across campus for managing students displaying worrisome behaviours (e.g., harm to self, harm to others). The SOCC's goal is also to encourage collaborative decision-making around mental health issues that focus on the best interests of students and create exemplary protocols in addressing student mental health issue. The SOCC developed a Behaviour Intervention Plan Team Handbook that outlines a process for supporting those affected or concerned by worrisome student behavior. The handbook

outlines a reporting process, and assessment and intervention strategies that maintain a high degree of confidentiality and respect for the student. Presenters will share examples of policies that have been developed, (e.g., formation of the Assessment and Care Team; mandated assessments; voluntary/involuntary medical withdrawal), how the process has been implemented, and how it has enabled the University to take a caring approach that protects the interests of the student, faculty, staff and the liability of the University as a whole.

**#187: Accommodating Mental Illness in Academic Discipline Processes**

CAB 269

Focal Area: Safety

*Chris Hackett, University of Alberta*

*Marion Vosahlo, University of Alberta*

The participants in this session will collectively explore the degree to which mental illnesses can and should be accommodated in an academic discipline system. The facilitator will introduce the topic, highlight issues that have been addressed in the literature, and encourage a vibrant discussion of the key issues.

**#188: Enhancing Our Work as a Student Services Team: SHINE a Light on Our Strengths and Virtues!**

CAB 273

Focal Area: Student Affairs

*Dr. Anna-Lisa Ciccocioppo, SU Wellness Centre, University of Calgary*

*Dr. Janet Miller, EnCana Wellness Centre, Mount Royal University*

*Dr. Sonya Flessati, EnCana Wellness Centre, Mount Royal University*

During this session we will be using some of the main principles of Positive Psychology to help you to SHINE a light on yourself and your Student Services team. Through assessment, reflection and experiential exercises we will encourage you to learn about how your strengths and virtues help enhance your work. We will reflect on how your strengths intersect within your working environment, and strategies for team development will be provided.

**#189: Building Relationships with Student Organizations**

CEB 326

Focal Area: Student Life

*Aaron Doupe, Glendon College, York University*

For the past few years, Student Services staff at Glendon College of York University implemented several strategies to build relationships with student groups and improve student life after legal issues with student associations saw campus spirit at a low. These initiatives, along with the efforts of many motivated students, have resulted in a vibrant and active student community. Participants will learn about practical ways to foster collaboration with and between student groups and be encouraged to share their own challenges and success stories.

**#190: Collaborative Technologies: Going Beyond Email**

CEB 436

Focal Area: Student Life

*Chris Daberer, HUB Residence Coordinator, University of Alberta*

*Craig Turner, HUB Resident Assistant, University of Alberta*

Although most student groups and staff teams use technologies such as email to communicate, few have ventured into using technologies to collaborate. Using web-based applications, including wikis, real-time file sharing and shared calendars, teams of any size and composition can function more efficiently and more effectively. This presentation will walk you through how to create and manage a simple web-based collaboration system for your team, and provide tips on how to maximize its usefulness.