

11:00am - 12:00pm	
CONCURRENT SESSION #1	DESCRIPTION
Birds of a Feather - Mental Health & Counselling	
Birds of a Feather - Admissions, Recruitment & International	
Birds of a Feather - Indigenous Services	
Birds of a Feather - Advising & Career Services	
Birds of a Feather - Accessibility & Learning Services	
Birds of a Feather - Front Line, Library, and other Services	
1:00pm - 2:00pm	
CONCURRENT SESSION #2	DESCRIPTION
<b>Counting Your Wins and Tracking Success</b> <i>(Andrea Aarden, MHC)</i>	<p>We so often take for granted our contributions in the workplace. We support students and give it our all, but do we personally acknowledge our own efforts? You've had many successes this year... but what are they? How do you figure it out? In this session we will work together to create a list of your greatest strengths and accomplishments to highlight your best skills and your most positive contributions in work and community.</p>
<b>Standoff Community Garden &amp; How it Supports Students</b> <i>(Adebusoye Onanuga &amp; Roy K. Weasel Fat, RCC)</i>	<p>Learn more about the Red Crow College Community Garden and how this initiative supports their community and their students.</p>
<b>Open, Flexible, Everywhere: Providing Accessible Education at a Distance Shows True Grit</b> <i>(Nikki Pawlitschek &amp; Daisy Ramos, AU)</i>	<p>Have you ever wanted to know more about distance education and what Athabasca University (AU) offers? Then this is the workshop for you! In this highly informative and interactive session, be prepared to discover what it means to be a distance learner. Along with a brief history of AU, this will also be an overview of the services provided to students, as well as, the challenges that they face in not having a traditional campus.</p>
<b>What Thriving Students are Doing - NCHA Data &amp; Excellence in Health</b> <i>(Sonya Flessati &amp; Janet Miller, MRU)</i>	<p>Join us for a lively discussion of what excellence in health looks like in a post-secondary context. In 2019, more than 54 post-secondary institutions took part in the National College Health Assessment survey (NCHA), and our analysis looked at what those with overall "excellence" in health were doing compared to those in the "very-good health" group. What can we learn about grittiness from these students? Let's chat about your thoughts and what our analysis revealed.</p>
<b>Moving Peer Tutoring Online: the Academic Success Centre's Response to Meeting Student Needs in the Remote Learning Environment</b> <i>(Rachel Taylor-Fergusson, BVC)</i>	<p>The demand for Peer Tutoring increased when Bow Valley College transitioned to a remote learning environment as a result of Covid-19. In this presentation, I will give a quick overview of the ASC's face-to-face version of our Peer Tutoring program and highlight the changes that were made over the last year, including: (1) transitioning from a face-to-face drop-in model to booked online student appointments, (2) expanding upon the Peer Tutor online training module in D2L, and (3) providing online support to our Peer Tutors and building a virtual Peer Tutoring community.</p>

2:00pm - 3:00pm

CONCURRENT SESSION #3	DESCRIPTION
<p><b>The Things We Don't Want to Lose</b> <i>(Mirjam Knapik, MRU)</i></p>	<p>Student Services areas have made many changes to the modes of service delivery in response to the pandemic. In many ways this has forced an experiment that has had some surprising outcomes. While screen fatigue and loss of social connection have been major themes in discussions about our new ways of working, some in student services have been surprised by the positives that have accompanied the negatives.</p> <p>Join this discussion oriented session to explore the challenges and benefits of this new way of working. We will explore what you would like to retain for yourself and/or for the students you serve, after our services are back on campus. What ways do you think this experience will change how you work on campus? How do you anticipate this will have changed students' experiences and expectations of our services? Notes from the discussion will be shared back with participants to support further conversations on their campuses along these themes.</p>
<p><b>The Importance of Mentorship Through Transition</b> <i>(Asheley Cowie, U of L)</i></p>	<p>The University of Lethbridge Student Affairs team has worked diligently for the past 5 years to build a mentorship program for incoming first year students that consists of 10 senior-level students who support the transition from high school and transfer institutions to university life. There is also a mentor for family members to assist them in both their own transition and be the best support they can be for their students.</p>
<p><b>Ihkanaitapstiwa - How We Use Our Values to Support Students.</b> <i>(Patricia Bruised Head &amp; Nadine Eagle Child, RCC)</i></p>	<p>Presenting on the student services provided to students attending both satellite and main campus i.e., Academics, personal, and career goals.</p>
<p><b>Approaches to Counselling Clients on the Spectrum</b> <i>(Jeff Vander Werf, U of C)</i></p>	<p>This presentation focuses on understanding the impact of autism spectrum conditions on counselling, exploring best practices within counselling sessions, and reviewing two effective approaches that can guide our work.</p>
<p><b>Responding to Disclosures of Sexual Violence Online Training</b> <i>(Erin Kordich, BVC)</i></p>	<p>Bow Valley College launched an online training for staff and faculty on responding to disclosures of sexual violence. The College's Sexual Violence Policy and Procedures outline that any member of the Bow Valley College Community can receive a disclosure of sexual violence. This presentation will cover the process of what it took to develop the training, the purpose for developing a training like this, challenges and successes, learning outcomes, and current feedback from training participants. I would also like to briefly review the second online training for students on supporting disclosures of sexual violence.</p>

9:00am - 10:00am

CONCURRENT SESSION #4	DESCRIPTION
<p><b>Learning Through Grief: How Institutions Can Support Grieving Students</b> (Amanda Howlett, OC)</p>	<p>During their time in post-secondary, 40-70% of students will lose a family member or a close friend (Lipp &amp; O'Brien, 2020). This presentation will explore what grief looks like for these students, and what institutions can do to help these students feel supported in and out of the classroom.</p> <p>A presentation in support of a final research project for a Masters of Education in Post-Secondary Studies from Memorial University of Newfoundland.</p>
<p><b>Eminent Scholar Programs &amp; Cultural Resources at RCC</b> (Calvin Williams &amp; Charlene Plume, RCC)</p>	<p>Red Crow Community College Kaassinooksi (Elders) Advisory Council consists of four men and four women who are elders within the sacred societies of Blackfoot/Kainai. They have been given transfer rights to pass on sacred/common knowledge. This presentation will focus on traditional knowledge, their areas of expertise and how this knowledge is passed on to our students. Topics are: classroom presentations, field trips, assemblies, sweat lodges, face painting, one-on-one counselling and transferring oral history. Our Kaassinooksi Advisory Council are involved in the development of our programs to ensure accuracy-Blackfoot specific knowledge-they indigenize our programs. The council has been in existence for 20+ years.</p>
<p><b>Jungle Journey: Results of MRU's Study of Student Success and Outcomes.</b> (Janalee Morris &amp; Janet Arnold, MRU)</p>	<p>Using data from Accessibility Services' student database, MRU student records, NSSE and CUSC campus-wide surveys and focus groups, the research team set out to explore factors related to student success. Key research questions included: What impact does Accessibility Services have on student outcomes? and "What impact does disability have on student outcomes?". Research indicated that while Accessibility Services has a positive influence, it does not result in equal outcomes. Students with disabilities have different definitions of success, experience stigma and discrimination, face additional barriers to maintaining health/balance, and challenges related to belonging and peer interactions. Using an interactive board game, the presenters will engage participants to understand the impact of the many variables of student success.</p>
<p><b>I'm a (new) Professional: Navigating Career Transitions as a Newbie.</b> (Kyra Gillert, U of L)</p>	<p>There are many opportunities for personal and professional development as a Student Affairs/Services professional...if you know where to look. In this session, we will discuss various career development tips and tools with an opportunity for participants to share their experiences. What has worked for you? What would you have done differently?</p> <p>This is an open and safe space for Student Affairs professionals to converse and network.</p>
<p><b>Building Intercultural Competence - Equipping NAIT Instructors with the Skills that will Allow them to Better Serve the Needs of a Diverse Community</b> (Camille Louis, Naisa Bujold, and Derek Thunder, NAIT)</p>	<p>Case Study - NAIT has launched a Building Intercultural Competence course, a collaboration between the Nisôhkamâtotân Centre and the Global Education and Partnerships unit. The course was developed by Simon Fraser University and has been adapted for NAIT staff and faculty, to increase awareness of culture, appreciation for and curiosity about cultural diversity and foster self-awareness around intercultural contexts and interactions. This is in response to our observations that professional challenges in a diverse classroom commonly relate to an instructors' assumptions about teaching, learning and classroom conduct, that are based on our own cultural experiences and background, but not necessarily understood or widely known by the diverse student population. To effectively serve diverse students, "educators need to develop intercultural competence, that is, the ability to communicate effectively and appropriately with students who are linguistically and culturally different from ourselves" (Mednick, 2019). This course is the first step in doing so.</p>
<p><b>Stress &amp; Coping</b> (Nicole St. Michel, OC)</p>	<p>This presentation will delve into the subject of stress and explore how it can impact our life experience from a holistic lens (body, mind, and spirit). Each individual is unique and so will be their reactions to daily events and occurrences. As one comes to understand themselves better, the task of identifying stressors, as well as outcomes and behaviours resulting from stress, can become easier. The better we know ourselves, the more easily we can provide ourselves with the appropriate care needed to restore and replenish our energy. Healthy coping strategies and tools for relaxation will also be explored.</p>

11:00am-12:00pm

CONCURRENT SESSION #5	DESCRIPTION
<p><b>The Pandemic Shift in Work and Learning - Discussion Panel</b> <i>(Crystal Scott, Shea Ellingham, Morgan Loberg, MRU)</i></p>	<p>At Mount Royal University, we are known for our small class sizes, personalized educational experiences, and f2f campus life that has been a challenge to replicate with the shift to remote working and learning. We had to find ways to do more than simply move operations to the virtual world, we also had to explore new ways of conducting business, making new connections across our campus, and working together to support our students (albeit separately, for most of us). We invite delegates to attend a panel discussion where admissions, recruitment, advising and student affairs professionals will look at both the opportunities and challenges of our pandemic shift in work and learning.</p>
<p><b>Red Crow College Archives in the Making</b> <i>(Mary Weasel Fat &amp; Calvin Williams, RCC)</i></p>	<p>Red Crow Community College of the Blood Reserve will discuss their experiences developing an archival program at the College. The main campus was destroyed in a fire in 2015 including the library and archives. They will show their rebuilding efforts including the Elder Oral History Program and Mikaisto (Red Crow) Radio programming.</p>
<p><b>Understanding an Invisible and Under Diagnosed Disability: FASD</b> <i>(Debbie Collins)</i></p>	<p>Research tells us that Prenatal Alcohol Exposure (PAE) is common in Canada. Over 50% of pregnancies are unplanned and 80% of our population consumes alcohol. An estimated 4% of our population lives with FASD. Many are never diagnosed. FASD has a significant impact on how individuals learn and behave. Their unidentified deficits cause us to judge them as lazy, unmotivated, disinterested, manipulative and/or unwilling. This session will help you learn to recognize potential FASD and when, how and where to have a student assessed. You will also learn strategies you can incorporate into your classroom to better support a person with possible FASD.</p>
<p><b>Anger Management Program at Student Wellness Services</b> <i>(Jeff Vander Werf, U of C)</i></p>	<p>Anger is a prevalent issue among college age adults (Okuda et al., 2014) that can result in problematic situations for other students and the campus community (Genuchi, 2015).</p> <p>A new Anger Management Program has been developed, based on Cognitive Behavioural Therapy (Beck &amp; Fernandez, 1998) and Acceptance and Commitment Therapy (Eifert, et al., 2006). The objective of the current study is to observe if the Anger Management Program at Student Wellness Services helps reduce feelings of anger in post secondary students.</p> <p>This presentation will describe the background, rationale, format and results of the initial offerings of the Anger Management Program.</p>
<p><b>The Office 365 Alternate Exam Delivery System, A Pandemic Driven Solution</b> <i>(Carrie Anton &amp; Team, AU)</i></p>	<p>How could we ever know Grit was required? All AU exam centers were closed. Invigilation sites were closed. Staff were sent home to work remotely instead of in our offices. This all impacted the service students received and halted student progress. We needed a solution. Accessibility Services team members researched, tested, and created a short-term manual process to start delivering exams with complex accommodations using Office 365 applications. Then we hired a developer to automate the process to ensure accessibility, security, remote invigilation, and complex accommodations were available again.</p> <p>We are very proud to demonstrate our system to you and answer any questions.</p>
<p><b>Advancing Student Mobility and Autonomy Through the MyCreds Digital Credential Wallet</b> <i>(Kathleen Massey and Jing Zhu, U of L)</i></p>	<p>The student mobility (admissions, transfer, career) technology and support ecosystem is changing in Alberta and across Canada with the introduction of <a href="#">MyCreds</a>.</p> <p>The University of Lethbridge was the first postsecondary institution to launch the Canadian version of MyCreds in December 2020, with many others at various stages of implementation. Learn about the University's experience adopting the national digital credential wallet for its students and alumni, starting with the official, digital parchment. This presentation will share the story about the national project as well as the uLethbridge implementation.</p>

CONCURRENT SESSION #6	DESCRIPTION
<p><b>Goal, Interrupted: Getting Professional Growth Back on Track</b> (Frazer Andrews &amp; Mike MacLean, AU)</p>	<p>In Student Services we spend our days telling students they can meet their deadlines, achieve their goals, and reach the finish line. But what about you? How has this past year impacted your capacity to plan and realize goals?</p> <p>The presenters will briefly describe the AU model of support and advising with an emphasis on the abrupt changes precipitated by the onset of the global pandemic in early 2020. We will also focus on a number of resources and strategies for professional development in Advising and Student Services, with special attention to the question: What are my plans for professional growth, and how have they changed since 2019?</p>
<p><b>Helping Students Overcome Social Anxiety and Reconnect With Their True Grit</b> (Anna-Lisa Ciccocioppo, U of C)</p>	<p>Social anxiety is becoming an increasingly large presenting concern among post-secondary students accessing student services on campus. It interferes with students' ability to connect with Grit, which Angela Duckworth described as passion and perseverance for long-term and meaningful goals.</p> <p>As student services professionals, how can we best help these students? This presentation will discuss from a layperson's perspective what social anxiety is, its impact on post-secondary students, and best practices to assist these students to be successful.</p>
<p><b>Engaging Undecided Students: Perspectives from Recruitment, Advising, Career Services and International Education</b> (Andrea Aarden, Kendra Koble, Allan Siwela &amp; Connie Grove, MHC)</p>	<p>I don't know... I'm not sure... How do I decide?? What do you think?? What program should I apply to? Will I get a job when I'm done?</p> <p>Successfully engaging undecided students is a common concern for student services professionals. You hear them struggle, they look to you for guidance expecting definite answers. Your answers are tentative, possible pathways and potential outcomes. The student is frustrated - so many more decisions to make. What now?</p> <p>Join us, as we share best practices in supporting undecided students without feeling frustrated or defeated.</p> <p>Are you ready to dig deep to find your true grit?</p>
<p><b>Student Services Assemble! Creating an Interactive Orientation Through Cross-Department Collaboration</b> (Leah Townsend &amp; Travis Schwantje, NorQuest)</p>	<p>Students have a better post-secondary experience when they make use of the services available to them. But do your students know what they can access? In this era of Twitter, tight budgets, and TikTok, students increasingly choose to learn via online and distance courses. These students are often excluded from traditional orientation methods such as tours and trade shows.</p> <p>At NorQuest College, research indicated that, in 2018, more than 25% of students were unaware of any services available to them. We wanted to do better. We had to do better. The Student Services department assembled a cross-departmental team to develop an online, interactive orientation to teach students – current and prospective - about the services they could access at the College.</p> <p>Join us and learn about how we did it, from start to finish!</p>
<p><b>Guided Meditation with Sound</b> (Nicole St. Michel, Olds)</p>	<p>This session will include a short talk on the practice of meditation (i.e., what it is and how it can benefit us) and will also touch on the benefits of sound for relaxation.</p> <p>Nicole will facilitate a short guided sound meditation practice and follow up with a reflection period as well as a Q and A.</p>

2:00pm-3:00pm

**CONCURRENT SESSION #7**

**DESCRIPTION**

**Environmentally Sustainable Recruitment**  
(Drena Dechant, BVC)

Climate change is one of our greatest, global challenges. As declared by the United Nations, "Climate Change is the defining issue of our time and we are at a defining moment" (Climate Change, n.d.). From my studies in the Master of Arts, Global Leadership program at Royal Roads University, I will share what I have learned about sustainability and generational sustainable thinking, and some of the underlying narrative that has contributed to consumer consumption habits. I am committed to applying principles of sustainability in my professional recruitment activities. I will talk about the initiatives and plans that our Bow Valley College recruitment team has developed to support the institution's commitment to environmental sustainability.

Climate Change. (n.d.). Retrieved from United Nations: Shaping our future together: <https://www.un.org/en/sections/issues-depth/climate-change/>

**Only the Lonely: Understanding Students' Experiences with Loneliness**  
(Sonya Flessati, MRU)

Loneliness touches many lives and is frequently seen as a universal dimension of being human. For students attending post-secondary studies, transitions occur at many points along the way and may result in feelings of loneliness. Increasingly, the data suggests that loneliness is a common experience among our students.

Please join me in a presentation that looks at the various dimensions and determinants of this experience, interventions, and observations on how Covid-19 has impacted loneliness. Together, let's discuss how we might support our students who are touched by this experience.

**Accessibility and Student Academic Support: A Collaborative Professional Approach Aimed at Closing the Gap for All Students**  
(Anna Morgan-Wold, Sarah Ferguson & Jodi-Lynn Jackson, OC)

Academic Support Services, Intercultural Student Supports and Accessibility Services at Olds College have been restructured within the same department, our Teaching and Learning Centre of Innovation (TLCI). This restructure aligned with a movement away from the medical model for Accessibility Services and "othering" of diverse student populations on campus.

We will discuss the ways that this change in our professional approach has allowed us to coordinate supports for students and move away from a medical model toward a more inclusive approach for both our accommodated and International students.