University Professionals' Symposium 2017

Thursday, July 6th, 2017 | 9:00am - 1:00pm
Bahen Centre, 40 St George Street

The University Professionals' Symposium (UPS) is a free professional development opportunity that brings together staff and faculty from across the institution to share best practices and learn from U of T's own experts in the field of student affairs and services.

Formerly known as 'Mini-CACUSS', UPS has grown in the recent years. The symposium now offers concurrent sessions across a wide variety of topics and programming areas, by bringing together conference presentations and sessions that U of T colleagues have presented at local, national, and international higher education conferences. These conferences include, but are not limited to, CACUSS, STLHE, CACEE, and CSSHE.

Time	Event
8:45am - 9:00 am	Registration & Light Refreshments
9:00am - 9:15am	Homeroom: Goal Setting & Networking
9:15am - 10:00am	Concurrent Session 1
10:00am - 10:10am	Break
10:10am - 10:55am	Concurrent Session 2
10:55am - 11:10am	Break
11:10am - 11:55pm	Concurrent Session 3
11:55am - 12:05pm	Break
12:05pm - 12:50pm	Concurrent Session 4
12:50pm - 1:00pm	Symposium Conclusion

Using the CACUSS Competencies to Choose Your UPS Sessions

CACUSS has recently launched its Student Affairs and Services (SAS) Competency Model. The model consists of eleven competencies that are each divided into three levels (core, intermediate, and advanced).

While our roles and duties varies across departments, we are all driven by a deep and flourishing commitment to facilitating and supporting students' growth and development while at U of T. As such, we invite you to use the CACUSS competencies to guide your sessions selections at this year's Symposium.

Presenters have self-identified the CACUSS competencies that are most closely connected to their session, which you will see listed as part of the session descriptions.

- Click here to download a condensed description of each of the 11 CACUSS competencies.

- Click here to download the full CACUSS SAS Competency Model.

- To learn more about CACUSS, please visit here.

SESSION DESCRIPTIONS

CONCURRENT SESSION 1 (9:15AM – 10:00AM)

The Transition from High School to University: How My Son's First Year has Made Me a Better Teacher

Location: Bahen Room 1180
Presenter: Connie Guberman, University of Toronto Scarborough
CACUSS Competencies: Student Advising, Support and Advocacy; Student Learning and Development

This presentation will address the diverse and nuanced needs of students facing the challenges of transitioning from high school to university and will explore pedagogical strategies for learning-centered design and practices. It will interrogate assumptions about student readiness and the typical manner in which supports are provided - supports which are well-meaning in intent, but often grounded in privileged assumptions of class, culture, and ability. Listening to students and responding to the ways they identify their needs in first year is critical to providing a truly transformative learning experience.

If Equity is Everyone's Job, Who's Going to do it? Developing integrated EDI practices

Location: Bahen Room 1130
Presenters: Scott Clarke, University of Toronto St. George & Tanya (Toni) De Mello, Ryerson University
CACUSS Competency: Equity, Diversity and Inclusion

Embedding equity, diversity and inclusion competencies within Student Affairs & Services should enrich our services and build stronger relations with EDI offices. Yet, there is often a disconnect in building an equity framework into student life due to the lack formal relationships, discomfort in addressing issues and, far too often, a sense of mistrust. The facilitators will draw on their experiences in SAS and EDI to share integrated responses to support students and address key issues impacting our campuses. Participants will leave with a framework to develop holistic responses to equity-related issues on the individual, interpersonal, campus-community and systemic levels.

Transitioning to Grad Life: A Review of a Pre-Orientation Program for Graduate Students

Location: Bahen Room 1200
Presenter: Jennifer Pinker, University of Toronto St. George
CACUSS Competency: Student Learning and Development

Graduate students are increasingly expressing feelings of isolation and stress, signalling a need for support beyond academic departments and in all aspects of graduate life, starting on day one. This session will discuss the introduction of a pre-orientation program for graduate students that introduces them to strategies for academic success, navigating graduate life, and developing career networks; connects them with campus resources; and provides them with an opportunity to connect across disciplines and find community.

CONCURRENT SESSION 2 (10:10AM - 10:55AM)

Embracing the Professionalization of Academic Advising

Location: Bahen Room 1180
Presenters: Leslie Grife, University of Toronto St. George & Don MacMillan, University of Toronto St. George
CACUSS Competencies: Student Advising, Support and Advocacy; Leadership, Management and Administration; Strategic Planning, Research and Assessment

Hear how U of T Engineering is working to embrace and advocate for the further professionalization of academic advising. After an extensive review of advising services ten key recommendations were approved. Participants will gain insight into the consultative process of creating a collective vision of developmental academic advising and will actively participate in a discussion regarding realizing and harnessing the support of faculty and senior administrators to propel positive change in the profession. See how we have fostered alliances and shared resources to provide a more formative learning experience for students as they navigate their academic journeys.

Asking Students Questions about Social Identity: A Student Services Perspective

Location: Bahen Room 1130
Presenter: Fatima Samji, OISE University of Toronto St. George
CACUSS Competency: Equity, Diversity and Inclusion

Asking students about their social identities requires significant theoretical and methodological considerations regarding how and why the questions are being asked. Based on our experiences with research projects involving asking students about social identity categories, we will discuss opportunities and challenges involved in the collection and use of such data.

Assessing Graduate Student Employability through Co-operative Learning Evaluations

Location: Bahen Room 1200
Presenter: Anna Maria Russo, University of Toronto Scarborough
Competencies: Student Learning and Development; Strategic Planning, Research and Assessment Communication
This presentation outlines research that explores how employers uniquely define employability for graduate students. Topics discussed will include the study's purpose, the importance of the employer perspective, and the uniqueness of the graduate student profile and potential impacts of the research.

Post-Secondary Student Mental Health Guide to a Systematic Approach: An Online Assessment Inventory & Resource Guide

Location: Bahen Room 1190
Presenter: Tayyab Rashid, University of Toronto St. George
CACUSS Competencies: Strategic Planning, Research and Assessment; Leadership, Management and Administration; Technology and Digital Engagement

The Post-Secondary Student Mental Health: A Systemic Guide offers a comprehensive framework towards student mental health. A state of the art website which complements the Guide is presented (http://cacuss-campusmentalhealth.ca). After an overview of the website, the audience will be invited to participate in completing part of the online inventory and in a conversation to discuss the process, feedback provided by the website, and recommendations towards optimal usage. The presenter will discuss suggested outcomes listed for each section and ways these outcomes can be adapted to

meet campus-specific needs. The workshop will also demonstrate ways best practices, relevant research, and video illustrations in the Guide can be used optimally to implement a campus wide systemic approach to student mental health.

CONCURRENT SESSION 3 (11:10am - 11:55pm)

The Story of You

Location: Bahen Room 1180
Presenter: Felicity Morgan, University of Toronto Mississauga
CACUSS Competencies: Student Advising, Support and Advocacy; Student Learning and Development Communication; Emotional and Interpersonal Intelligence

Your past will always be a part of your story but does it have to define your future? Can you re-write your story? This session will demonstrate techniques to help you and your students examine the past to see how it has influenced the present and learn how to re-write the story so that it takes you where you want to go. We'll tell some stories and discuss how we can use this in our work.

Diversifying Our Approach: Equity, Diversity, and Inclusion in Career Education

Location: Bahen Room 1130
Presenter: Amelia Merrick, University of Toronto St. George
CACUSS Competency: Equity, Diversity and Inclusion

At the University of Toronto and Ryerson University career centers, we are transforming our objectives and programming to be more inclusive for our diverse student populations. We have challenged ourselves and our employer partners to create more inclusive spaces and strategies to effectively engage students from diverse identities and work toward their career success. In this session, you will learn the challenges that equity-seeking students groups face as they navigate career transitions, how Ryerson and the University of Toronto have adapted their practices to address these needs, and what you can do to make your programs more inclusive.

Classrooms as the Gateway to Community: Integrating the Principles of a Unique Framework into Supplemental Instruction Programming

Location: Bahen Room 1200
Presenter: Cristina Peter, University of Toronto St. George
CACUSS Competencies: Student Learning and Development; Student Advising, Support and Advocacy

The Co-Curricular experience can drastically enhance the academic experience, but can we use the classroom to build campus community? Using the principles of a research-based pedagogical framework that has been used throughout secondary schools in North America to develop engaged and reflective learning communities, we can enhance our Supplemental Instruction, Peer Assisted Study Sessions (PASS) and/or peer-to-peer programming. In this presentation, we share how student facilitators and participants used the framework as a unique and beneficial way of learning course content through development of community.

(re)Designing the Student Experience: What Happens When we Stop Surveying Students & Start Talking to them

Location: Bahen Room 1190
Presenters: Julia Smeed, University of Toronto St. George & Jacqueline Beaulieu, OISE University of Toronto
CACUSS Competency: Strategic Planning, Research and Assessment

If our students, the world they live in and the world they will graduate into one day are changing, how do we respond? How do student affairs and services need to change in response with a student-centered and holistic approach? This is where innovation comes in. The Innovation Hub was launched as a way to use design thinking. The hub is an environment in which innovation can happen through developing infrastructure and acting as a campus-wide resource. This session will focus on lessons learned in the first year of the Innovation Hub pilot project from key stakeholders. We will share our learnings and create space for dialogue about the where the project is currently, some of our challenges and where the Innovation Hub is headed in the future.

CONCURRENT SESSION 4 (12:05pm - 12:50pm)

Dear First Year Me: What I Wish They Taught Me in University about How to Survive the Job Search, University and the Workplace

Location: Bahen 1180
Presenter: Michael Tacorda, University of Toronto Scarborough
CACUSS Competencies: Student Advising, Support and Advocacy; Emotional and Interpersonal Intelligence; Student Learning and Development

Is it possible to teach students what they need to succeed in their job search while inherently building their abilities to succeed in university and in the workplace? How does implementing growth mindset and resiliency training enhance the student experience and affect their success in our programs? This is a story of what happens when you teach the traditional job search tools through a holistic lens to student development focusing on cultivating a growth mindset, character, habits, and resilience as you tackle the challenge of scaling up operations while keeping in mind that it is always someone's 'first day.'

The Multiple Forces Behind Chinese Students' Self-segregation and How We May Counter Them

Location: Bahen Room 1130
Presenter: Vicki Jingjing Zhang, University of Toronto St. George
CACUSS Competencies: Equity, Diversity and Inclusion; Communication; Intercultural Fluency; Student Advising, Support and Advocacy

With the internationalization of Higher Education in Canada, universities have been striving to provide a welcoming and inclusive environment for international students. This study focuses on one particular international student group – students from mainland China, and aims to uncover some of the crucial reasons behind the widely reported self-segregation of Chinese students (Cheng & Erben, 2011). As Chinese students now occupy the vast majority of the international student body, it has become imperative for Canadian educators and service professionals to understand this often "silent" majority in our classrooms. We wish to shed some light on strategies educators and service professionals may employ to help mitigate the self-segregation pattern among Chinese international students and encourage more inclusive learning environments and communities.

Innovating Credentials to Capture the Whole Student Experience

Location: Bahen Room 1200
Presenters: Kimberly Elias, University of Toronto & Meagan Lau, University of Toronto
CACUSS Competencies: Student Learning and Development; Technology and Digital Engagement

How do official credentials shape higher education culture? We want students, employers, and graduate schools to focus on more than grades, yet the official paper we produce focuses on grades achieved. This presentation will explore how institutions, such as the University of Toronto, have tried to capture more of the student experience by developing Co-Curricular Records. We will look at the past, present and future of innovations in higher education credentials.

The 3 Ps of Successful Event Planning: Policy, Planning, and Procedure

Location: Bahen Room 1190
Presenters: Jonathan Collaton, University of Toronto Scarborough & Ruxandra Pop, University of Toronto Scarborough
CACUSS Competencies: Strategic Planning, Research and Assessment; Leadership, Management and Administration; Student Advising, Support and Advocacy

Current literature acknowledges the importance of providing students with out-of-class involvement opportunities in order to help them develop a stronger sense of community involvement which will consequently positively impact their university experience. Given this acknowledgement, there is limited evidence on approaches that institutions and departments use to guide students through the complex process of event management. This presentation aims to propose 'The 3Ps' of success event planning as a tool that departments in post-secondary institutions can use to enable students to organize events that are in keeping with policy as well as embody students' values.