

Concurrent Session B, 11:30-12:20pm

B1. Social learning analytics to improve understanding of students' and instructors' behaviors in learning management systems (20 mins)

Angel Hernandez-Garcia, Retail Management.

ENG 103

B2. Millennial students and the future of employment: Data analytics, demography, and personalization (20 mins)

Anne-Marie Brinsmead, Chang School, Alexander Ferworn, Computer Science.

B3. The pedagogical possibilities of death cafés (50 mins)

Eliza Chandler, Esther Ignagni and Kim Collins, Disability Studies.

RCC 204

B4. Exams, academic integrity, and the student experience (50 mins)

Michelle Green, Registrar and Andrea Ridgley, Academic Integrity Office and Sarah Weisbrod, Registrar.

LIB 72

B5. Creating an online experiential simulation on income inequality and food insecurity: First results (20 mins)

Andrea Moraes, Nutrition, and Kosha Bramesfeld.

ENG LG2

B6. Diversity in Canadian nutrition practice: Championing success for internationally educated nutrition professionals (20 mins)

Tammy Fansabedian, Elizabeth Manafo, Diane Candiotta and Fiona Yeudall, Nutrition.

B7. The impact of a collaborative knowledge base on a fostering communities of learners model in post-secondary large lectures (20 mins)

Steven Ehrlick, RTA School of Media.

ENG LG12

B8. Digital intervention: Experiential learning and the blended-studio environment (20 mins)

Colleen Schindler-Lynch, Fashion.

B9. Engaging students with technologies in project management courses (20 mins)

ShiKui Wu, Information Technology Management.

RCC201

B10. Using student-created data in teaching statistics (20 mins)

Pauline Fu, Global Management Studies.

B11. Universal Design for Learning: Creating flexible learning environments (50 mins)

Michelle Schwartz, Learning & Teaching Office, Maureen Reed, Psychology, Maureen Glynn, Chang School, Sharonna Greenberg, Chemistry and Biology, Susan Cody, Professional Communication, Cindy Mason, Business Management, Wendy Freeman, Professional Communication, Kelly Dermody, Ryerson University Library & Archives, Restiani Andriati, Digital Media Projects Office, Catherine Dowling, Interior Design.

POD370

B12. ARVIBE: Augmented Reality in Built Environments (50 mins)

Jenn McArthur and Vincent Hui, Architectural Science.

POD372

B13. Web design for faculty members (20 mins)

Richard Adams and Ahmed Sagarwala, Graphic Communications Management.

KHS335

B14. Lowering the barriers to student learning and engagement: How a graphic syllabus re-design can change your entire course (20 mins)

William Ju, Chang School.

B15. Myself (qua other): Critically (relational) inclusivity, in the 21st century classroom (20 mins)

William A Martin, Professional Communication.

KHE121

B16. Integrating transgender care into the Midwifery Education Program (10 mins)

Nicole Bennett, Andrea Robertson, Nadya Burton and Rachel Muhrer, Midwifery Education Program.

B17. What do you do when students are reticent to speak? Anonymity and effective pedagogy: Using anonymity as a teaching tool in the university classroom (10 mins)

Meredith Lordan, Spanning the Gaps.

B18. Group projects: Practices and challenges in the capstone project (20 mins)

Linying (Lin) Dong, Information Technology Management.

KHE125

KHE129

B19. ADDRESSING Community Outreach (20 mins)

Lu Ann Lafrenz, Janna-Marie Crawford, Marc Ranger, Alexandria Jones and Sabrina Capista, Fashion.

B20 The Power of Personal Narrative - a Pathway to Engaging Students (50 mins)

Brenda Massey-Beauregard, Katherine Turner, Margot Collins, Interpersonal Skills Teaching Centre, Dawn Onishenko and Karen Arthurton, School of Social Work and Sanne Kaas-Mason, RU Interprofessional.

KHE321A

B21. Diversifying our approach: Incorporating equity, diversity & inclusion in career education (50 mins)

Wincy Li, Jean-Pierre Fernandes and Rachel Barreca, Career Centre.

VIC203

Concurrent Session B Descriptions

B1. Social learning analytics to improve understanding of students' and instructors' behaviors in learning management systems (20 mins)

Angel Hernandez-Garcia, Retail Management.

This presentation introduces GraphFES, a web service and application that processes data from message board activity in Moodle courses and transforms them into social graphs, to enable social learning analytics in Gephi, a social network analysis application. The presentation provides an overview of social learning analytics in online and computer-supported collaborative learning and describes existing tools for social network analysis of educational data. The main concepts associated to educational data sources (in this case, Moodle logs) and potential target tools for analysis (such as Gephi) will be described in detail. In order to illustrate the process of social learning analytics, the presentation will feature an example from a project-based learning course at Universidad Politécnica de Madrid (Spain). The example shows how different applications can combine to perform social learning analytics with data extracted from learning management systems, and serves as a starting point for discussion on the use and potential of social learning analytics for improvement of learning.

ENG 103 B2. Millennial students and the future of employment: Data analytics, demography, and personalization (20 mins)

Anne-Marie Brinsmead, Chang School, Alexander Ferworn, Computer Science.

In this deep dive, we will consider a nimble response to ever-changing 21st-century demographics and workforce imperatives through a university competency-based education (CBE) program that i) is personalized at the level of the individual and ii) is delivered in a Makerspace environment. After profiling an innovative Ryerson University Data Analytics program "success case," we simulate building a new CBE program with: i) high employment outcome-driven, "deep learning" content and real workplace projects, and ii) wrap-around "learner care" support modalities including virtual tutors via texting, Skype and email. The take-aways will be: i) how to reduce for employers human capital skills gaps by building CBE Makerspace programs and ii) how to yield for adult Millennials entry into the current and next fastest-growing job markets with built-in career portability, advancement and longevity. Learn "how to" steps to deliver – with high learner personalization and satisfaction – on-demand, just-in-time, cutting edge, current learning that serves: i) employers needing first mover talent and ii) adult learners seeking rigorous professional skills upgrading. Come away with insights about: i) how to execute a hands-on, open source, expert practitioner, educator-driven learning environment with real-life work projects in a synergistic Makerspace setting and ii) how to implement adaptive, evidence-based, data driven, discovery-centric, synthesis-focused and engaging CBE programs. We will simulate the creation of a new CBE program with the following modalities: a lab Makerspace with workplace simulations, activity-based immersive technologies with personalized educator support, peer-to-peer collaboration, expert practitioner teaching assistants, a virtual coach, soft skills mentorship and labour market updates.

B3. The pedagogical possibilities of death cafés (50 mins)

Eliza Chandler, Esther Ignagni and Kim Collins, Disability Studies.

In this interactive workshop we will discuss our use of 'Death Cafés' in the classroom setting. As faculty members in the School of Disability Studies who are actively engaged in disability community-based research, we believe that facilitating student engagement and contributing to exceptional learning experiences rest in part in using emergent research to mobilize our curriculum and learning objectives. We are currently researching the relationship between disability art and the recognition of disability vitality through a SSHRC Partnership Grant. Important to this conversation is the way that disability is often understood as lacking vitality—signs of life—and is instead rendered an unlivable life, a social and cultural death, through medical intervention, discourse and representation, and institutional structures of exclusion. Central to the project of claiming and working toward the recognition of disability vitality is unpacking the taken-for-granted connection between disability and death. Death cafés are salon-style loosely structured conversations around death. Introducing these cafés into the classroom have allowed us to both share and enrich our emergent conceptual work, extend our insights through student dialogue, and consider the pedagogical possibilities in exploring the intersections between art, vitality, dying and death with students. Throughout this session, we will review the format of a death café, introduce ethical and logistical considerations in hosting death cafés with students, and offer a mini-café within the workshop.

RCC 204

B4. Exams, academic integrity, and the student experience (50 mins)

Michelle Green, Registrar and Andrea Ridgley, Academic Integrity Office and Sarah Weisbrod, Registrar.

We all know students suffer anxiety around exams, and while we may never make exams stress-free, it is worth considering if we can improve student mental-being through procedures and supports. This session will present newly-implemented changes at Ryerson, intended to support students while maintaining academic integrity. Participants will be encouraged to share their exam challenges, find out the best way to administer exams, learn about new cheating technology, and review academic integrity case scenarios.

LIB 72

B5. Creating an online experiential simulation on income inequality and food insecurity: First results (20 mins)

Andrea Moraes, Nutrition, and Kosha Bramesfeld.

Teaching about food insecurity as a social justice issue can be challenging. To understand poverty one must unpack systems of privilege and oppression that lead to income inequality; and one must examine the groups that are most likely to be impacted by these inequalities (including, but not limited to, women, children, aging populations, Indigenous populations, immigrants, individuals with disabilities, ethnic and racial minorities, and those who identify as LGBTQ+). This talk will report on the initial steps (phase 1) of a larger project concerned with developing and evaluating an online experiential simulation tool designed to provide education on the social justice and human rights issues that accompany food insecurity. This project is funded by eCampus Ontario and is taking place between March to December 2017. After a process of consultation with experts in the field of food security, and using the Game of Social Life (Bramesfeld & Good, 2015; Bramesfeld & Good, 2016) as a starting point, this presentation will discuss the process and partial results of this project and how they translate to the actual design of the game.

ENG LG2 B6. Diversity in Canadian nutrition practice: Championing success for internationally educated nutrition professionals (20 mins)

Tammy Fansabedian, Elizabeth Manafo, Diane Candiotta and Fiona Yeudall, Nutrition.

The Federal Skilled Workers program lists internationally educated dietitians and nutritionists for express entry into Canada. The Chang School and the School of Nutrition have championed equitable opportunities for successful nutrition practice preparation for over ten years, supporting more than 200 internationally educated professionals. The Certificate for Internationally Educated Professionals in Nutrition (IEPN) addresses the unique and diverse learning needs of internationally educated professionals. The program uses transformative learning to support student's transition to nutrition practice in Canada. The learning objectives of this presentation are:

- 1) To describe how the program prepares internationally educated professionals for successful practice in Canada;
- 2) To identify how program staff and instructors have enhanced flexibility in program delivery to effectively meet the unique needs of this population; and
- 3) To summarize lesson learned of successful teaching strategies that have fostered an equitable, diverse and inclusive learning environment.

This presentation provides an opportunity to further demonstrate Ryerson's commitment to promoting inclusive post-secondary education to underrepresented groups, including internationally educated professionals

B7. The impact of a collaborative knowledge base on a fostering communities of learners model in post-secondary large lectures (20 mins)

Steven Ehrlick, RTA School of Media.

This design-based research study of a second year undergraduate course involved the enactment of the Fostering Communities of Learners (FCL) pedagogical model augmented with elements of the Knowledge Community & Inquiry model (KCI), by the addition of a digital collaborative knowledge base (CKB). The study involved the re-design of a course comprised of lectures and break-out tutorials which covered basic business concepts for undergraduate media students. The investigation examined the ways in which a knowledge community learning approach could be enacted in an undergraduate large lecture course through a scaffolded, complex curricular design that utilizes active and inquiry-based learning. By appropriating design elements from KCI, a CKB was introduced as a major research element in the curricular design. The CKB was intended to be a permanent online hub of ideas, serving as a resource for completion of a major group project. Results indicate that students participated in more individual inquiry, collaborated with other students and perceived themselves to be part of a class-wide learning community.

B8. Digital intervention: Experiential learning and the blended-studio environment (20 mins)

ENG 103

ENG LG12

Colleen Schindler-Lynch, Fashion.

One would think that a studio-learning environment is engaging by nature. That is not necessarily the case. This presentation will examine how a blended studio-learning environment offers an opportunity to harmonize traditional analogue drawing with digital rendering of the figure. I will present my class as a case study looking at the advantages and disadvantages of integrating technology with conventional methods of rendering. I intend to discuss some of the challenges we faced when we implemented a fifty percent digital component to a traditional life-drawing studio, and aim to showcase how we reconciled the learning experience through to outcome.

When students move to a singularly digital environment, traditional rendering skills are hampered; the translation and immediacy of drawing is truncated and interrupted as they become bound by the constraints of software and hardware. The very nature of those process-laden constraints are more disruptive than learning to use a new medium by hand. Once students leave the traditional drawing studio, they simply start tracing. Hidden behind a wall of large computer screens, the barriers are numerous – essentially learning stops. As an educator, finding ways around the pitfalls of technology when drawing the figure has become a key goal. Digital drawing tablets have been on the market for a lot of years. They typically mimic the marks and media from rendering but only recently have begun to replicate the way in which we draw. Questions that will be addressed: How do we incorporate technology in the classroom and not sacrifice the experience of rendering from a traditional model? Can they co-exist in a seamless learning environment? Does the nature of the process involved in digitally rendering images have to be a barrier to the experience of drawing the figure?

B9. Engaging students with technologies in project management courses (20 mins)

ShiKui Wu, Information Technology Management.

Project management has been consistently ranked among the most important knowledge and skills for business professionals. Discrepancies still exist between professional training and academic programs on project management. Students who lack of industrial experiences often face the difficulties in understanding and applying the various project management methodologies, and instructors also feel the challenges in motivating and engaging the students to practice and develop project management techniques. This poster intends to address these issues by demonstrating a number of technologies that can be used to enhance engagement in the form of communication, collaboration and coordination. These technologies can be integrated into the key functional areas of project management, and can be applied to a blended environment involving in-class/online or asynchronous/synchronous teaching and learning modes. Several scenarios will be shared to illustrate how the engagement between students and instructor as well as between students and students can be enhanced. Other course design issues such as class setting and assessments will also be discussed with regard to the implementation of these technologies and related pedagogy.

RCC201**B10. Using student-created data in teaching statistics (20 mins)**

Pauline Fu, Global Management Studies.

This project explores bringing social media into learning statistics to engage students with active learning. Traditionally, statistics is taught assuming data is given without fully understand the context of the data. Students have trouble in applying statistical techniques to real-world settings. Although research in literature has tackled ways of engaging students with learning statistics—interacting with real data sets, using peer instruction, conducting student-led research projects—little is known of how to engage students deep understanding for learning statistics. This project will fill the gap in literature by providing student-created data in actively learning statistics. In this project, I examine how student-created data using social media can help students build their understanding of statistics. Specifically, I ask students to collect data on their interests using social media. This gives students control over what questions might be answered using both descriptive and inferential statistics. It also adds a dimension to their skill sets in interpreting the statistics results in the context that they are familiar with. Furthermore, it promotes active and inquiry-based learning which can also apply to other subject of study. The objective of this project is to ease students' fear of statistics and deepen students' technical skills with learning statistics using real-life student-created data. This project examines students' engagement in learning statistics and their learning outcomes. Employing online questionnaire and one-on-one in-person interviews, I use qualitative and quantitative methods to investigate the research questions both in depth and in breadth. This project will provide a detailed and meaningful mechanism in learning statistics. This mechanism can be more likely to transferred to other courses and students' professional careers.

B11. Universal Design for Learning: Creating flexible learning environments (50 mins)

Michelle Schwartz, Learning & Teaching Office, Maureen Reed, Psychology, Maureen Glynn, Chang School, Sharonna Greenberg, Chemistry and Biology, Susan Cody, Professional Communication, Cindy Mason, Business Management, Wendy Freeman, Professional Communication, Kelly Dermody, Ryerson University Library & Archives, Restiani Andriati, Digital Media Projects Office, Catherine Dowling, Interior Design.

POD370

Working with Ryerson's exceptionally diverse student body requires instructors to use innovative and creative teaching methods to ensure the inclusion and engagement of all students. Universal Design for Learning uses a variety of strategies that are well supported by research and includes in-class practices, assessment practices, and course website practices to help us reach all of our students. In this workshop, led by the Universal Design for Learning Committee, we will explore best practices for creating an accessible and inclusive learning environment through an interactive teaching simulation. Participants will leave with a set of tips, tricks, and strategies for creating engaging and innovative learning experiences using a universal design framework.

B12. ARVIBE: Augmented Reality in Built Environments (50 mins)

Jenn McArthur and Vincent Hui, Architectural Science.

POD372

Disruptive technologies are innovations that have gained widespread accessibility and adoption that cause great changes in praxis. The ARVIBE project, a pedagogical and community engagement tool developed under a FEAS Dean's Teaching Fund grant in 2016/17, consists of scale physical model of Ryerson Campus capable of displaying campus data through building colour, overlaid with an Augmented reality (AR) interface to visualize more complex 3D data. This project will be on semi-permanent display in the SLC where it will be used for Congress 2017 wayfinding and is available to all Ryerson Faculty to serve as a curriculum enhancement. This session will provide an overview of its current and planned uses in Architectural Science and Ryerson Campus Planning (specifically community engagement) and will guide participants through a series of activities to identify potential uses in their own discipline.

B13. Web design for faculty members (20 mins)

Richard Adams and Ahmed Sagarwala, Graphic Communications Management.

Each faculty member is entitled to 500MB of space on Ryerson's faculty web server. This space can be useful for posting information for audiences that cannot be reached via D2L, such as information about the faculty member, CV, PDF handouts, tutorial exercises, and other information like templates and spreadsheets. This session will show you how to write a basic web page in HTML and CSS, including text, photos, videos, animations, and PDF and other documents. Participants are encouraged to bring a laptop and an HTML editing program like Adobe Dreamweaver or a free text editor (e.g., SublimeText, TextWrangler) and browser.

KHS335**B14. Lowering the barriers to student learning and engagement: How a graphic syllabus re-design can change your entire course (20 mins)**

William Ju, Chang School.

The syllabus is often the first contact a student will have with a course. As instructors typically view the syllabus solely as an information repository with little thought to student learning outcomes or engagement, the experience of reading the syllabus usually tends to be lacklustre. From the undergraduate student perspective, most will not refer to the course outline except for information related to office hours, how to contact the instructor, prerequisite courses and important dates in the course. This unfortunately represents a lost opportunity for both learning to occur outside the classroom as well as a way to set the tone for student engagement in a course. I have recently started using a graphic syllabus, with less emphasis on text and greater emphasis on graphics and graphical presentation of the same information found on a conventional syllabus. This may seem like a minor change, but this has lowered barriers to accessibility to course information, improved mental health outcomes of students in courses and has improved student engagement. In this session, the rationale behind lowering barriers to accessible learning, best practices and workflow in converting a syllabus into a graphical syllabus and the resulting outcomes from using this new style of syllabus will be presented.

B15. Myself (qua other): Critically (relational) inclusivity, in the 21st century classroom (20 mins)

William A Martin, Professional Communication.

Relational Pedagogy (RP) treats student-teacher relationships as the foundational basis for developing all good pedagogy. Like Critical Pedagogy, it explicitly exploits individual empathy, in order to teach students how to exploit personal experience, to develop the genuine empathy and emotional honesty necessary for understanding oneself by way of the other. Relational Pedagogy emphasizes three specific, albeit analogical practices, for cultivating individual empathy in one's students. The kind of classroom culture needed, that is, whenever establishing a truly safe, engaging, and dynamic class environment. I follow the language of Relational Pedagogy herein, and refer to the three elements as, Reflective Behaviour, Personal Agency, and Student-Centred Learning.

B16. Integrating transgender care into the Midwifery Education Program (10 mins)

Nicole Bennett, Andrea Robertson, Nadya Burton and Rachel Muhrer, Midwifery Education Program.

KHE121

In 2016, with support from the Teaching about Diversity Fund, the Midwifery Education Program initiated a project "Integrating transgender care into MEP resources and curriculum." The project goals were to support faculty and staff to offer inclusive educational experiences, and to prepare students to both provide respectful and knowledgeable midwifery care to transgender clients and families, and to become EDI leaders within the maternity and health care sectors. Education and social change are complex, and so we chose a multi-pronged approach to integrating transgender care in MEP resources and curriculum. In our presentation we will provide highlights from the three separate and complementary components of the project: (1) review and revision of existing MEP materials to make them gender inclusive, (2) creation of curricular elements specific to the care considerations of transgendered pregnant people and (3) creation and delivery of a series of workshops aimed at faculty, staff, and students to increase awareness of trans issues in the classroom and in the broader midwifery, social and healthcare contexts. We will include descriptions of the need for each particular component and the selection of strategy to address it, provide tangible examples, and review effectiveness and related future goals. We will also discuss some of the interested and nuanced challenges. The work, of course, is ongoing. We hope highlighted aspects of this project will resonate well, and be meaningful across a variety of Ryerson settings.

B17. What do you do when students are reticent to speak? Anonymity and effective pedagogy: Using anonymity as a teaching tool in the university classroom (10 mins)

Meredith Lordan, Spanning the Gaps.

What happens when students' silences take over the classroom? As an instructor, what do you do when your questions are met with silence? What if the only sound you hear is the instructor's voice during a three-hour lecture? Drawing upon experiences from the presenter's work with Spanning the Gaps and The Chang School, this presentation draws upon leading-edge research and practical experiences with students' anonymous feedback throughout a course. The session offers practical tools for building a culture of mutual trust and support, one that invites and enriches classroom content and student engagement through anonymous feedback.

B18. Group projects: Practices and challenges in the capstone project (20 mins)

Linying (Lin) Dong, Information Technology Management.

ITM90A/B is a two semester-long capstone project course where student groups are required to work for a real client to solve a business problem. In the eight months, student groups experience ups and downs in their group dynamics. To ensure that students deliver a quality project and the client is satisfied with the student work, it is essential that all group members are committed to the project. However, in reality, student groups experience various issues in their group work, and the instructor plays an essential role in shaping group dynamics. The talk will delineate and reflect on the practices applied over years of teaching capstone project courses, and share insights gained from the experience.

B19. AdDRESSING Community Outreach (20 mins)

Lu Ann Lafrenz, Janna-Marie Crawford, Marc Ranger, Alexandria Jones and Sabrina Capista, Fashion.

KHE125

The Special Topics course "AdDRESSING Community Outreach" was committed to the development of students' experiential university experience by supporting their educational, personal and career goals through civic awareness and the development of community programming. Volunteer community service provides a significant element to students' educational university experience and employability while making an important difference in the world. Last year interested first year fashion students were targeted to apply for this course so any work started with community partners could potentially continue throughout their tenure at Ryerson. Three key community partners were researched and selected by the students: Evergreen Youth Mission (Yonge & Gerrard), Canadian National Institute for the Blind (CNIB), and Tight Knit Syria (a grassroots organization aiming to help displaced Syrian women in Syria, Jordan and Lebanon). As a result of successfully completing this course, students will: promote community service and social awareness within the GTA and beyond through fashion related programming (art, sewing and knitting), enhance community outreach opportunities and awareness among the Ryerson community (internship and volunteer positions), develop relationships with peers, industry and local/national/international community partners (meet with community partners, develop promotion tools, assist with product development and promotion ideas), document throughout the course their journey of discovery (personal reflective journal), gain new practical skills through primary research (interview key community leaders, conduct research for grants/sponsorship, research and create programming for specific target markets) and enhance their presentation skills (present to 250 students in FSN 223, community partners and faculty members).

B20. The Power of Personal Narrative - a Pathway to Engaging Students (50 mins)

Brenda Massey-Beauregard, Katherine Turner, Margot Collins, Interpersonal Skills Teaching Centre, Dawn Onishenko and Karen Arthurton, School of Social Work and Sanne Kaas-Mason, RU Interprofessional.

KHE321A

One person's lived experience can touch and affect many others. Bringing personal narratives to life through live-actor simulation is a powerful tool for student engagement and development in multiple disciplines. Such is the case with 'Peter Nyok', a simulated client originally developed for Social Justice Week 2015, based on a real-life case scenario. His narrative is particularly relevant to many issues faced by black youth today, yet touches upon the intersectionality of these issues creating relevance beyond a singular experience or discipline. The Interpersonal Skills Teaching Centre will showcase a brief demonstration of this live-actor simulation followed by a panel presentation highlighting the experiences of faculty and students who have met 'Peter' in their classrooms. You will have opportunity to speak directly with 'Peter' and hear from the actor who plays 'Peter' on what he brings to the role and conversely how playing this role shapes his world view. Instructors from both an Interprofessional Education (IPE) workshop and a second year Transformative Social Work Practice course will provide their perspectives on how this simulation exercise challenges their students and translates into practice. The discussion will shine a light on students' experiences with the simulation and the impact it has on their learning and professional development.

B21. Diversifying our approach: Incorporating equity, diversity & inclusion in career education (50 mins)

Wincy Li, Jean-Pierre Fernandes and Rachel Barreca, Career Centre.

VIC203

The Career Centre has transformed its objectives and programming to be more inclusive for our diverse student population. We have challenged ourselves and our employer/community partners to create more inclusive spaces and strategies to effectively engage students from diverse identities and work towards their career success. Being inclusive of diversity in a learning environment or workplace can yield many benefits, including increased academic self-confidence, social agency, and critical thinking disposition in students (Laird, 2005), as well as increased productivity and retention of talent in organizations (Bond & Haynes, 2013). However, students with diverse equity-seeking identities (e.g. Indigenous students, persons with disabilities, LGBTQ students, international/newcomer students, racialized students) often face significant challenges in the higher education context, including discrimination and harassment (e.g. Hanassab, 2006; Holmes, 2006; Quaye & Harper, 2015). These same equity-seeking individuals are also the ones who experience disadvantages when navigating career transitions (Badgett et al., 2007; Lippi-Green, 1997; Nelson & Probst, 2004). Institutional leadership is crucial in creating inclusivity in the workplace (Dobbin & Kalev, 2007; Sturm, 2006), and career programming plays an important role in the engagement of equity-seeking students (Quaye & Harper, 2015; Watts, 2006). Come to this session to learn more about how the Career Centre is helping build the capacity of students, employer/community partners, and its own staff to better champion the principles of equity, diversity, and inclusion through programs such as Voices of Experience, Investing in Inclusion, and other bespoke career development sessions.