

The Canadian Society for the Study of Higher Education

2014 Annual Conference Program

FINAL May 16, 2014

Organized Sessions	Panel Sessions	Individual Papers	Special Events
Affinity Group Meeting	CSSHE Award Winners	Keynote Address	Special Meetings
CSSHE Annual General Meeting	Big Thinker	Interdisciplinary Sessions	Poster Session

Saturday 24-May-14

Date	Timeslot	Location	Session Type	Title	Scheduling Notes
Saturday 24-May-14	10:30 – 12:00 13:30 – 16:00	Taro-260	Special Event	Graduate Student Pre-Conference	
Saturday 24-May-14	13:00-18:00	Cairns 313	Special Meetings	CSSHE Board Meeting	
Saturday 24-May-14	From 18:30	London Arms	Special Event	Networking and Social Evening London Arms, Pen Centre, St. Catharines	Informal

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Sunday 25-May-14

	Date	Timeslot	Location	Session Type	Title	Scheduling Notes
Sunday	25-May-14	08:30-09:45	Plaza 408	Organized Session	What does it take? The Persistence of At-Risk Students in Post- Secondary Institutions	
Sunday	25-May-14	08:30-09:45	Plaza 409	Organized Session	Are Colleges and Universities the Best Places for Students to Learn Experientially?	
Sunday	25-May-14	08:30-09:45	Plaza 410	Organized Session	Ethical implications of internationalization strategic policy and planning in Higher Education	
Sunday	25-May-14	08:30-09:45	Plaza 309	Organized Session	Further Education: Adults in the Academy	
Sunday	25-May-14	10:00-11:15	Thistle 247	Special Events	ANNIVERSARY PANEL "50 Years of Higher Education Programs in Canada"	
Sunday	25-May-14	11:30 - 13:00	Thistle 247	CSSHE Annual General Meeting	CSSHE Annual General Meeting and Presentation of Society Awards	Members' Lunch with Anniversary Celebration Cake
Sunday	25-May-14	12:15 - 13:20	TBA	Big Thinker	"Servitude and Grandeur" of the University, Lise Bissonnette. (In French. Simultaneous interpretation available.)	http://congress2014.ca/program/events/servitude-and-grandeur-university-lise-bissonnette
Sunday	25-May-14	13:00 – 14:30	Sankey Chambers	Special Events	Copyright and the modern academic debate series Fair dealing and Canadian academics: The "Copyright Pentalogy" and beyond	

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Sunday	25-May-14	13:15-14:45*	Plaza 408	Panel Session	Teacher Education Beyond Borders: Rethinking Teacher Education in Brazilian Contexts	*Session starts at 13:30
Sunday	25-May-14	13:15-14:45*	Plaza 409	Individual Papers	Student Success	*Session starts at 13:30
Sunday	25-May-14	13:15-14:45*	Plaza 410	Special Events	Graduate Students' Roundtable	*Session starts at 13:30
Sunday	25-May-14	13:15-14:45*	Plaza 309	Individual Papers	Teaching and Learning/Colleges	*Session starts at 13:30
Sunday	25-May-14	15:00 - 16:15	Plaza 408	Organized Session	Stories from Within: Institutional Change, Challenges and Choices in Ontario Colleges	
Sunday	25-May-14	15:00 - 16:15	Plaza 409	Organized Session	Title: Exploring <i>Community</i> in Community-engaged Scholarship	
Sunday	25-May-14	15:00 - 16:15	Plaza 410	Organized Session	Collaborative Approaches to Achieving Student Success in Canada's Colleges & Universities.	
Sunday	25-May-14	15:00 - 16:15	Plaza 309	Organized Session	The Scholarship of Teaching and Learning in Canada: Institutional Impact	
Sunday	25-May-14	16:30-17:45	Plaza 408	Individual Papers	Individual Papers: Funding and Financial Issues	
Sunday	25-May-14	16:30-17:45	Plaza 409	Individual Papers	Individual Papers: Educational Development - Teaching and Learning	
Sunday	25-May-14	16:30-17:45	Plaza 410	Individual Papers	Individual Papers: Technology and Higher Education	
Sunday	25-May-14	16:30-17:45	Plaza 309	Individual Papers	Individual Papers: Student Experience	

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Monday 26-May-14

Date	Timeslot	Location	Session Type	Title	Scheduling Notes
Monday 26-May-14	08:30-09:45	Plaza 408	Individual Papers	Internationalization	
Monday 26-May-14	08:30-09:45	Plaza 409	Organized Session	Professional Development at Colleges and Universities	
Monday 26-May-14	08:30-09:45	Plaza 410	Individual Papers	Teaching and Learning	
Monday 26-May-14	08:30-09:45	Plaza 309	Individual Papers	Education and the Professions	
Monday 26-May-14	09:00-10:30	Vallee 300	Interdisciplinary Sessions	Empirical Studies in the Sociology of Education: Current Issues in higher education	http://www.csa--scs.ca/conference
Monday 26-May-14	10:00-11:15	Thistle 247	Keynote Address	Dr. Carl Amrhein, Provost and Vice-President (Academic) Univ. of Alberta	
Monday 26-May-14	10:45-12:15	Vallee 300	Interdisciplinary Sessions	Empirical Studies in the Sociology of Education: Education and Mobility	http://www.csa--scs.ca/conference
Monday 26-May-14	11:30 - 13:00	Thistle 247	CSSHE Award Winners	Showcasing Excellence: Presentations by Recipients of CSSHE Awards	Lunch – Jointly sponsored by: CSSHE and COHERE - Thank you!

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Monday	26-May-14	13:15-14:45	Plaza 408	Panel Session	Title: Librarians as Academic Partners: Our Often Untapped Faculty Colleagues	
Monday	26-May-14	13:15-14:45	Plaza 409	Organized Session	Community-engagement: Institutional Locations and Policy Actors	
Monday	26-May-14	13:15-14:45	Plaza 410	Panel Session	Working within an Ecology of Knowledges Framework: A Report from the Brazil/Canada Knowledge Exchange project	
Monday	26-May-14	13:15-14:45	Plaza 309	Organized Session	Quality online and blended learning for higher education: How does 'Teaching Big' measure-up?	
Monday	26-May-14	13:45 - 15:15	Vallee 300	Interdisciplinary Sessions	Empirical Studies in the Sociology of Education: Determinants of success in post-secondary education	http://www.csa--scs.ca/conference
Monday	26-May-14	15:00 - 16:15	Plaza 408	Panel Session	Austerity, Neoliberalism, and Community: Unpacking Mediated Relationships in Higher Education	
Monday	26-May-14	15:00 - 16:15	Plaza 409	Panel Session	Beyond "Encouraged to Apply": Promoting equitable access to professional programs	
Monday	26-May-14	15:00 - 16:15	Plaza 410	Panel Session	The Commensurability of Higher Education: Quality and accountability- policies, discourses and mechanisms	
Monday	26-May-14	15:00 - 16:15	Plaza 309	Panel Session	Voices in Transition	

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Monday	26-May-14	15:30 - 17:00	Vallee 300	Interdisciplinary Sessions	Empirical Studies in the Sociology of Education: Education policy and curriculum	http://www.csa--scs.ca/conference
Monday	26-May-14	16:30 - 17:45	Plaza 408	Organized Session with I/Papers	Governance, Strategy, Leadership, Management Issues	CSSHE Governance Affinity Group
Monday	26-May-14	16:30 - 17:45	Plaza 409	Individual Papers	Higher Education and Internationalization	
Monday	26-May-14	16:30 - 17:45	Plaza 410	Panel Session	Pedagogical Challenges and Insights from a First Year Foundations Program.	
Monday	26-May-14	16:30 - 17:45	Plaza 309	Individual Papers	Paradigms, Capacity, and Collaboration	
Monday	26-May-14	17:00 - 19:00	Congress Centre (Walker Complex)	Special Events	President's Reception	Hosted by Brock University

Tuesday 27-May-14

	Date	Timeslot	Location	Session Type	Title	Scheduling Notes
Tuesday	27-May-14	08:30-09:45	Schmon Tower Boardroom	Organized Session	The Broadening Responsibility for Undergraduate Teaching at Canadian Universities	
Tuesday	27-May-14	08:30-09:45	Learning Commons 228	Individual Papers	French/English, Language and Professional Learning	

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Tuesday	27-May-14	08:30-09:45	Learning Commons 211	Panel Session	The Education of Brazilian Teachers of English as an Additional Language: challenges and possibilities for social mobility
Tuesday	27-May-14	08:30-09:45	Plaza 309	Individual Papers	Careers
Tuesday	27-May-14	9:00 10:30	Vallee 499	Interdisciplinary Sessions	How to Screw Up in Graduate School
Tuesday	27-May-14	10:00-11:15	Schmon Tower Boardroom	Special Topics Café	Non-tenure Track and Adjunct Faculty: Issues, Inclusion and Engagement
Tuesday	27-May-14	10:00-11:15	Learning Commons 228	Individual Papers	International Students/Study Abroad
Tuesday	27-May-14	10:00-11:15	Learning Commons 211	Individual Papers	The University
Tuesday	27-May-14	10:00-11:15	Plaza 309	Individual Papers	Social Justice, Equity, and Access Issues in Higher Education
Tuesday	27-May-14	11:30 - 13:00	Learning Commons 228	Affinity Group Meeting	CSSHE Affinity Group Annual Meeting: Student Services
Tuesday	27-May-14	11:30 - 13:00	Learning Commons 211	Affinity Group Meeting	CSSHE Affinity Group Annual Meeting: Community Engagement
Tuesday	27-May-14	11:30 - 13:00	Learning Commons 227	Affinity Group Meeting	CSSHE Affinity Group Annual Meeting: Governance

<http://www.csa--scs.ca/conference>

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Tuesday	27-May-14	13:15-14:45	Learning Commons 228	Affinity Group Meeting	CSSHE Affinity Group Annual Meeting: Blended and Online Learning	
Tuesday	27-May-14	13:15-14:45	Learning Commons 211	Affinity Group Meeting	CSSHE Affinity Group Annual Meeting: International Higher Education	
Tuesday	27-May-14	13:00-13:30	Sankey Chambers	Poster Session	Poster Session Set-up	
Tuesday	27-May-14	13:30-14:45	Sankey Chambers	Poster Session	Poster Session Anniversary Prize Draw	
Tuesday	27-May-14	14:45-15:00	Sankey Chambers	Special Events	CSSHE Conference: Closing Comments	
Tuesday	27-May-14	13:45 - 15:15	Concordia Seminary	Interdisciplinary Sessions	Expecting the unexpected: The Failure of Neoliberal Higher Education and Research Policy and the Need for an Alternative	http://www.csa--scs.ca/conference
Tuesday	27-May-14	15:15 - 16:30	TBA	Special Meetings	Program Committee Debrief Meeting	

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KEYNOTE ADDRESS

Monday 26-May-14 10:00-11:15 Thistle 247 **Keynote Address** Dr. Carl Amrhein,
Provost and Vice-President (Academic) University of Alberta



Dr. Amrhein is in his third term as Provost and Vice-President (Academic) at the University of Alberta. Dr. Amrhein came to the University of Alberta in 2003 following his 17 years at the University of Toronto. Dr. Amrhein holds a Bachelor of Science Degree in Geography from Pennsylvania State University (1978) and a Ph.D. in Geography from State University of New York at Buffalo (1984) with research interests in economic geography, labour markets, decision theory, migration, and quantitative methods.

Dr. Amrhein currently is a member of Fulbright Canada: Foundation for Educational Exchange between Canada and the United States of America; National Statistics Council: Statistics Canada; director for the German-Canadian Centre for Innovation and Research; and member of the Canadian Council of Academies: Expert Panel on STEM Skills for the Future. Dr. Amrhein served as Visiting Professor, Graduate School of Education, Peking University, Haidian, Beijing, China, during October, 2012. Since 2013 he has been serving as Special Executive Advisor to the Conference Board of Canada. Dr. Amrhein was awarded the Officer's Cross of the Order of Merit from the Federal Republic of Germany in 2011.

Deciding Who Knows What, AND Who Does What: Rethinking the Hard Questions Facing Canada's Skills and PSE System

Waves of change are heading toward the Post-Secondary Education Systems around the world. The wave may be a gentle uplifting, a moderate storm surge, or a tsunami. We do not know. Evidence and commentary collected so far by the SPSE project team suggest that the wave is substantially more than a gentle uplifting. Consider the following: Since World War II, the post-secondary system, especially in the west, has been defined as a set of connected systems, defined largely as public institutions. Diplomas, Certificates, Undergraduate and Graduate Degrees, Post-Doctoral Fellows, Continuing Professional Development are all credentials currently in the mix. Historically, PSE Institutions determined who was taught, what was taught, and who did the teaching. In the rapidly changing world of higher education we confront today, many other organizations are now inserting themselves in these three areas.

With technology, many new organizations are competing for students. Western Governors University in the USA, various Open Universities, and private industry education units all compete for students. Learners increasingly are "non-traditional" and bringing complex portfolios of previous activity to credentialing agencies for assessment. These agencies might be part of national immigration strategies (as in Australia), or part of a national workforce strategy (emerging in Canada). National governments issuing equivalency credentials appear tantamount to issuing degrees, at least as viewed by employers. Our world is changing rapidly, at fundamental levels. How will traditional, public (that is, regulated to varying degrees) institutions respond? How will we define our raison d'etre in this new world? Why will young learners continue to spend years on our campuses? How will we attract the growing body of "non-traditional" learners? These are the topics we will discuss.

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Sunday 25-May-14 11:30 - 13:00 Thistle 247 **CSSHE Annual General Meeting** CSSHE Annual General Meeting and Presentation of Society Awards Members' Lunch with Anniversary Celebration Cake

Sheffield Award	George L. Geis Dissertation Award	Master's Award	Distinguished Member Award
<p>Patrick Pelletier École des sciences de l'administration, TÉLUQ- Université du Québec patrick.pelletier@teluq.ca La logique institutionnelle d'appropriation du concept Thinkpad University : le cas des écoles et des facultés de gestion québécoises francophones (1996-2010)</p>	<p>Kyra Garson Ed.D. Faculty of Education, Simon Fraser University (kgarson@sfu.ca)</p>	<p>Kathryn Hansen, M.Ed. Ph.D. Student, Faculty of Education, Western University; Professor, St. Clair College (khansen7@uwo.ca; khansen@stclaircollege.ca)</p>	<p>Alan Davis Ph.D. President and Vice-Chancellor Kwantlen Polytechnic University</p>

Monday 26-May-14 11:30 - 13:00 Thistle 247 **CSSHE Award Winners** Showcasing Excellence: Presentations by Recipients of CSSHE Awards Lunch – Jointly sponsored by: CSSHE and COHERE - Thank you!

Kyra Garson Ed.D. Faculty of Education, Simon Fraser University, (kgarson@sfu.ca)

Winner of the 2014 George L. Geis Dissertation Award

“Are we graduating global citizens? A mixed method study investigating students’ intercultural development and perceptions of intercultural and global learning in academic settings.”

Kathryn Hansen M.Ed., Ph.D. Student Faculty of Education, Western University; Professor, St. Clair College, khansen7@uwo.ca khansen@stclaircollege.ca

Winner of the 2014 CSSHE Master's Thesis Award

“College Instructors' Preparedness to Teach Students with Learning Disabilities”

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ORGANIZED SESSIONS

Sunday 25-May-14 08:30-09:45 Plaza 408 **Organized Session What does it take? The Persistence of At-Risk Students in Post-Secondary Institutions**

Chair/Président: Alyson King, University of Ontario Institute of Technology

In 2011, 900,000 full-time students were enrolled in Canada's undergraduate programs (AUCC, 2011), but how many of those students are still working on their degrees today? Increased federal government support for university operating costs and university-based research, alongside the emphasis on creating a knowledge-based economy, suggests that the future strength of Canada's economy will rely on the ability of young people to participate and persist in post-secondary education (PSE). What factors facilitate individuals to persist in their PSE? Students with the highest drop-out rates are immigrants and members of minority groups, those whose parents have not completed PSE, Aboriginal students, students with disabilities, rural students, and students from single-parent or low-income backgrounds (Finnie, 2008). This differentiation starts well in advance of post-secondary studies. One survey of 103,000 high school students found that students who self-identified as Black, Middle Eastern or Latin American had the lowest graduation rates (Toronto District School Board, 2013). Similarly, a survey of Continuing Education students indicated that only 13% of Caribbean and Latin American students were offered admission to a community college, and none had received offers of admission from a university (Anisef, et al., 2013). In addition, high school dropouts tend to come from families with much lower household income than that of graduating high school students (Robertson, 2006). In short, the systemic barriers that prevent many at-risk students from enrolling in PSE are the same barriers that make persisting in PSE a greater challenge.

This session brings together papers that examine motivations, educational goals and support systems that impact the ability of at-risk students to persist in PSE, as well as what is currently being done and what remains to be done by universities for such students. Simply providing university spaces is not enough; a better understanding of how and why at-risk students enrol and persist in post-secondary education is essential to attracting and retaining other at-risk students, and thereby addressing the inequitable access to employment.

1. Student Resilience in Urban CÉGEPs

Alexandre Beaupré-Lavallée, Assistant Professor, Higher Education Studies, Department of Educational Administration, Université de Montréal, Montréal (QC). [Co-authors: Sarah Mainich, PhD student, Educational Studies; Sophie Rodrigue, MA student, Educational Studies; M-A Deniger, Professor, Educational Studies, Université de Montréal, Montréal (QC).

2. Aboriginal Student Programming: Determining Enacted Mission Through Program Prioritization at a Canadian University

Josie Steeves, PhD Candidate, Educational Administration, University of Saskatchewan

3. Access to Post-secondary Education (PSE) for under-represented groups: Re-thinking the First Generation Students Issue

Sabita Ramlal, PhD Student, Faculty of Education, York University

Organizer: Alyson King, Assistant Professor, University of Ontario Institute of Technology, Alyson.king@uoit.ca

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Sunday 25-May-14 08:30-09:45 Plaza 409 **Organized Session** Are Colleges and Universities the Best Places for Students to Learn Experientially?

Chair/Président: Kristine Dawson, Niagara College

The Higher Education Quality Council of Ontario (HEQCO) just completed – in partnership with 14 Ontario colleges and universities – an extensive five-year study of Work-Integrated Learning (WIL). These studies included surveys of faculty (2011), employers (2012), and students both as they were about to graduate (2012) and 18 months after graduation (2013). The contents of those studies also encompass nearly all types of WIL ranging from apprenticeships at one end of the spectrum to service learning at the other. As governments and the public clamour for more "experiential" learning opportunities for postsecondary students, and students and the media complain increasingly about unpaid and potentially illegal placements, colleges and universities need to ask themselves several important questions, each of which we hope to address in this session:

- What are WIL/experiential learning opportunities really intended to provide to a participating student?
- How much WIL do our programs already offer to students, and are those existing WIL opportunities fulfilling their promise and intent?
- How much additional WIL can really be provided, especially given the challenges already being experienced in finding sufficient placements?
- Are there alternatives to WIL that could also educate students in terms of the workplace and how it relates to their postsecondary studies?

This paper session provides an overview of the growing body of research related to WIL at both colleges and universities, and provide some suggestions for future directions at both colleges and universities.

1. The Results of Five Years of Research on Work-Integrated Learning (WIL) in Ontario PSE

Richard D. Wiggers – Higher Education Quality Council of Ontario

2. Improving Co-op Students' Employability Skills Through Online Courses

Judene Pretti – University of Waterloo

3. Student Internships in Ontario Colleges and Universities: A Platform for Experiential Learning

G. Kerr, E. MacPherson, J. Banwell, A. Bandedaly, A. Badaglia, A. Stirling – University of Toronto

4. "What do I have to gain by doing work outside of my field of study?": The Challenges and Benefits of Service Learning

Tina Martimianakis, Malama Tsimenis – University of Toronto

Organizer: Richard Wiggers, Higher Education Quality Council of Ontario [rwiggers@heqco.ca]

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Sunday 25-May-14 08:30-09:45 Plaza 410 **Organized Session** Ethical implications of internationalization strategic policy and planning in Higher Education

Chair/Président: Rhonda Friesen, University of Manitoba

Increasingly, higher education institutions are developing strategic plans and policy to guide the internationalization process of their institutions. This trend, driven by globalization and the changing role of higher education in a global knowledge-based economy, is also highlighting the dissonance and tension between fundamental values and paradigms that underpin strategic internationalization approaches. In a globalized world, higher education institutions are being drawn into neo-liberal market oriented approaches to internationalization that often favour self serving gain over contribution to community and social well being. Such market driven approaches often sit at odds with the ideals and values associated with movements that promote critical global citizenship and the social accountability of higher education. A growing awareness and concern that institutions be held to an ethical standard of practice in their internationalization approaches is being raised by a number of international higher education associations, such as the International Assoc of Universities, NAFSA Assoc of International Educators, the Canadian Bureau for International Education, the Canadian Association of Deans of Education and others (e-mail links below). The development of such professional and programmatic guidelines at the institutional and supra-institutional level would greatly benefit from rigorous academic analysis and reflection on ethical impacts of internationalization global higher education.

The presenters in this organized session explore ethical considerations regarding internationalization strategy and policy formation, including the role of the university, how faculty and graduates are perceived in terms of global ethics and social accountability ideals; how diversity/plurality is perceived in internationalization policies and initiatives at participating universities, and kinds of educational policies and processes which have the potential to resist and disrupt dominant patterns of knowledge production that restrict possibilities for ethical relationalities and solidarities in local and global academic spaces.

1. Ethical Internationalism in Higher Education: A conceptual framework for data analysis

Vanessa de Oliveira Andreotti, Associate Professor, Faculty of Education, University of British Columbia

2. Internationalization of HE as 'ethical branding': Logics, traps and strategic responses

Paul Tarc, Assistant Professor, Faculty of Education, Western University, London, Canada

3. Higher Education, internationalization and the crisis of the competition state – w(h)ither the humanities?

Su-ming Khoo, School of Political Science and Sociology, National University of Ireland, Galway, Ireland

4. Students and Researchers as Global Actors: Developing new learning cultures

Diana Brydon, Professor and Director, Centre for Globalization and Cultural Studies, University of Manitoba, Winnipeg, Canada

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Sunday 25-May-14 08:30-09:45 Plaza 309 **Organized Session** Further Education: Adults in the Academy

Chair/Président: Nicola Simmons, Brock University

Foot's (2009) population projections predict dwindling numbers of potential post-secondary students in the traditional age range (18-25). This shift will likely impact higher education philosophy, content, practices, and policies, and will affect administrators, educators, staff, and students. Today's student is more likely than ever before to have been raised in a household where one or both parents attended university. These second generation students may be more self-assured and more assertive in advocating for their own needs. They are more likely to request academic credit for prior learning and more likely to expect the administration to take them seriously and respond to their requests (Watson, 2001). They are also more likely to struggle with multiple roles and demands (Fairchild, 2003; Osborne, Marks, & Turner, 2004) and engagement in campus activities (Wyatt, 2011). The largest demographic bands (Baby boomers and their offspring) (Foot, 2006), while they may have incurred temporary losses in the economic downturn, are aging with more money for later years and oftentimes better health. They may be more likely to take courses for personal intellectual interest rather than for accreditation. They may not care about prerequisites and program requirements. They may contribute more to the coffers of continuing education programs rather than departments offering degrees.

The session showcases papers that examine responses to the needs of mature learners in higher education: those who are often differently prepared for academic work. Explorations of the challenges faced by adults bringing significant experience and skill to postsecondary education, connecting to the needs of adult learners, the obstacles faced by adults returning to school, as well as the opportunities to be found will be examined.

1. Intentional Strategies Result in Emerging Trends Learning Outcomes for Adults in Higher Education

Danielle Stayzer, McMaster and Brock University

2. International Expectations: Barriers for Chinese Adult Students in Canadian Higher Education

Monica Valente, Brock University

3. Postsecondary Adult Education: Merging Theory and Practice through Critical Thinking and Creativity

Michael Ou, Brock University

4. Multiple Roles of Women in Higher Education: A Photo Essay

Cheryl Vallender, Sheridan College and Brock University

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Sunday 25-May-14 15:00 - 16:15 Plaza 408 **Organized Session** Stories from Within: Institutional Change, Challenges and Choices in Ontario Colleges

Chair/Président: Anne Charles, Conestoga College ITAL

The concept of institutional differentiation in higher education systems has been gaining traction in recent years and is linked to the broader aims of higher education including the economic, social and political. In Ontario, a project initiated in May 2011 by the Minister of Training Colleges and Universities, led to the invitation to Ontario's colleges and universities to submit proposals for Strategic Mandate Agreements (SMAs). Following a review and assessment of the submissions, the report "Quality: Shifting the Focus. A Report from the Expert Panel to Assess the Strategic Mandate Agreement Submissions" (April 2013) from the Higher Education Quality Council of Ontario (HEQCO) presented the argument that the Ontario government needed to play a proactive role in system planning to achieve desired results and maintain sustainability. While a number of dominant themes were identified from the SMA submissions, voices and discourse from the front line remain relatively in the margins. With the intent to broaden the conversation on differentiation to include internal stakeholders and to assess transitional effects, this organized session will contribute active voice by showcasing some "stories from within." Researchers, faculty, students, support, and administrative staff will share their experiences of institutional change, challenges, and choices, with the objective of contributing to the streams of conversation on institutional differentiation, strategic mandate agreements, and Ontario colleges.

1. 'Voices From Within' On PSE System Differentiation And Collaboration

Linda Muzzin and Diane Meaghan, OISE, University of Toronto

Ontario's HECQO argues that government must take a "more active role in system planning," and that "a policy of greater system differentiation is beneficial and is compatible with greater institutional collaboration." But which comes first, provincial guidance or community political organization? Although we acknowledge that PSE institutions—or at least, colleges—are creatures of the state, we argue in this paper that the grass-roots origins of many postsecondary institutions in Canada has sometimes been overlooked in imagining their distribution and differentiation, both historically and in the present. The link between political organization of communities and PSE institutions became obvious in our national study of colleges (2006-2014). In our interviews were many stories of inspired leaders and faculty who worked tirelessly with their surrounding communities to organize public PSE as well as negative stories of split institutions and marginalized programs. Some of these accounts are positive, with strong faculty and administrative commitments to the respective mandates. However, voices from within also indicate competition between such institutions; assumptions of superiority by those institutions presenting themselves as higher in the status hierarchy of institutions; and marginalization of faculty in programs not central to the differentiated core mandates of the institutions.

2. Online Courses: Stories from Within a College

Maureen Murphy-Fricker, Professor of Sociology, Conestoga College

3. The Student Perspective in a Flagship Program

Greg Burns, 4th Year Mechanical Systems Engineering Student, Conestoga College, President of Conestoga Engineering Society, Conestoga College

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Sunday 25-May-14 15:00 - 16:15 Plaza 409 **Organized Session** Title: Exploring *Community* in Community-engaged Scholarship

Chair/Président: Tania Kajner, University of Alberta, (Tania.kajner@ualberta.ca)

The concept of community is not new, but as Creed (2006) points out, it is garnering a renewed interest on the part of governments, businesses, scholars, and others. As a term that has a “commonsense” meaning for many, community is an important site for critical examination of hegemonic conceptualizations that mediate social and educational relations. Given the centrality of *community* in community-engaged scholarship, it is important to understand the borders and boundaries that constitute community and how scholars and institutions position the communities with whom they engage. In this organized paper session, we will explore diverse understandings of community that are developed through practices and theories of community-engaged scholarship. We invite presentations that consider how scholars’ work with community enacts and resists economic and social structures, how community is constructed through theories and practices of engagement, and how difference functions within these constructions. **CSSHE Affinity Group on Community Engagement.**

1. Reification or Resistance? Explicating the Challenges of Engaged Scholarship with/in a Stigmatized Community

Rebecca Houwer & Jen Ryan, York University

2. Constructing Communities from within: Revisiting a Model of Community-Engaged Research

Donna Chovanec & Tania Kajner, University of Alberta

3. Communication Curriculum. Community Engagement, and the Public Good

Robert Danisch, Kim Nguyen & Jennifer Simpson, University of Waterloo

4. Learning from Community-University Engagements: A National Study on Community Outcome Achievements and Conditions for Success

Budd L. Hall & Crystal Tremblay, University of Victoria

Organizer: Tania Kajner, University of Alberta, (Tania.kajner@ualberta.ca)

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Sunday 25-May-14 15:00 - 16:15 Plaza 410 **Organized Session** Collaborative Approaches to Achieving Student Success in Canada's Colleges & Universities.

Chair/Président: Tricia Seifert, University of Toronto

'Student success' has become a buzzword phrase in higher education. Policy makers, senior institutional leaders, faculty, staff, and students all have their own definitions of what student success means. For some, success may be primarily academic persistence, achievement, graduation, and employment. However, for others it is a much broader and more holistic concept that includes dimensions such as social, emotional, and personal development (Kuh, 2006; Seifert & Peregrina-Kretz, 2013). Many approaches to supporting student success are developed at the staff or faculty level without consideration and involvement of other key stakeholders who may provide value, support, and resources for sustainable and inclusive programming (Kezar & Lester, 2009). To achieve these varying, but connected ideas of success requires participation and collaboration from a broad set of stakeholders. The past twenty years have seen frequent and continuous calls for college and universities to work with stakeholders in placing a greater focus on achieving success, for an increasing number of students, who come from more diverse backgrounds, levels and types of preparation than ever before (ACPA, 1994; AACU, 2007; Rae Report, 2005). This organized paper session showcases papers that highlight a multi-stakeholder and innovative approach to supporting student success at the departmental, faculty, institutional, or system level. Papers in this session will specifically outline: (a) the area of student success that the collaborative program sought to address; (b) the roles of various stakeholders involved (i.e. students, faculty, student services staff, community, secondary schools, alumni); (c) the evaluation/outcomes of the collaborative program; and (d) the feasibility of the program being expanded or implemented across other institutions and/or provinces. In an era of fiscal constraint and priority planning processes, the value of collaborations across the institution directed toward supporting student success cannot be underestimated.

1. Developing Courses for Students by Students: Engaging Students as Co-creators of Curricula

Lori Goff, Kris Knorr, Brandon Tang, Silvio Ndoja & Kevin Mahiri, McMaster University

2. YU START New Student Transition Program: Creating a Collaborative Path to Student Success in the First Year

Martha Rogers and Lara Ubaldi, York University

3. In-house collaborative student support certificate for Trent faculty and staff

Nona Robinson, Trent University

4. Peers Helping Peers Navigate and Succeed in Postsecondary

Diliana Peregrina-Kretz, Christine Arnold, OISE/UT, Kathleen Moore, OISE/UT, Jeff Burrow, OISE/UT, Tricia Seifert, OISE/UT

Organizers: Tricia Seifert, University of Toronto [tricia.seifert@utoronto.ca]; Christine Arnold, University of Toronto [c.arnold@mail.utoronto.ca]; Kathleen Moore, University of Toronto [kathleen.moore@mail.utoronto.ca]

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Sunday 25-May-14 15:00 - 16:15 Plaza 309 **Organized Session** The Scholarship of Teaching and Learning in Canada: Institutional Impact

Chair/Président: Nicola Simmons Brock University

The Scholarship of Teaching and Learning (SoTL) is a growing area in which post-secondary educators from any discipline inquire about their teaching and their students' learning. SoTL as McKinney (2006) notes “involves systematic study of teaching and/or learning and the public sharing and review of such work through presentations, performance, or publications” (p. 3). For many, this work informs their scholarly teaching practice; for some who make it public beyond their classrooms, it also builds pedagogical knowledge in and across the disciplines. Wutherick and Yu (2013) have begun mapping SoTL activities in Canada through their survey of 140 respondents regarding their experiences of SoTL within their institutions: it is clear that much SoTL is happening across Canada. In many institutions this work is supported by grants, staff, and collaborative research groups - but questions remain as to what kind of impact it has in affecting institutional teaching and learning quality and its impact on individual professors (and their students). As Christensen Hughes and Mighty (2010) have noted, “Researchers have discovered much about teaching and learning in higher education, but ... dissemination and uptake of this information have been limited. As such the impact of educational research on faculty-teaching practice and the student-learning experience has been negligible” (p. 4). More recently, Poole and Simmons (2013) have written about the need for assessing the impact SoTL has on institutional quality.

This organized paper session therefore provides accounts of SoTL programs in post-secondary institutions that describe practices, lessons learned, and that include evidence of impact.

1. The Canadian Teaching Commons: Exploring the National and Institutional SoTL Landscape in Canadian Higher Education

Brad Wuetherick (Dalhousie) and Stan Yu (University of Saskatchewan)

2. SoTL²: The impact of the Nexen Scholars Program at Mount Royal University

Janice Miller-Young, Miriam Carey, Karen Manarin, Michelle Yeo (Mount Royal University)

3. Developing the Scholarship of Teaching and Learning at The McMaster Institute for Innovation and Excellence in Teaching and Learning

Beth Marquis and Arshad Ahmad (McMaster University)

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Monday 26-May-14 08:30-09:45 Plaza 409 **Organized Session** Professional Development at Colleges and Universities

Chair/Président: Susan Elgie – Higher Education Quality Council of Ontario

There is growing interest in the Scholarship of Teaching and Learning (SoTL) at both colleges and universities. Two recent reports to the Ontario government – Don Drummond's Commission on the Reform of Ontario's Public Services (February 2012) and the 2012 Annual Report from the Office of the Auditor General of Ontario, (November 2012) – focused on a number of topics related to the quality of teaching and learning. At the same time a variety of college and university programs and institutions are making more efforts to not only provide training opportunities to faculty and graduate students (including teaching certificate programs in some cases), but also to encourage the assessment and evaluation of innovative approaches to teaching. In addition to funding dozens of SoTL related research projects, HEQCO is about to publish a revised second edition of their guide – endorsed by CACUSS and STLHE – entitled *Researching Teaching and Student Outcomes in Postsecondary Education* (2014). This paper session provides an overview of the growing body of research and innovations related to SoTL and teaching and learning excellence at both colleges and universities. Some of the trends explored within this panel, drawing as well from several current research projects underway at HEQCO, include: The emergence and expanding role and reach of teaching and learning centres; efforts to recognize excellence in teaching through awards and other means; teaching certificates and other efforts to credentialize teaching abilities in higher education; increased efforts to train graduate teaching assistants for their role in support of faculty; the shifting use and role of course evaluations in assessing excellence in teaching and learning; the growing emphasis on learning outcomes in evaluations of student success.

1. Learning to Teach, Teaching to Learn: Professional Development for Faculty in Ontario

Roxanne De Souza and Angelica Wilamowicz – Higher Education Quality Council of Ontario

2. The Changing Institutional Position of Teaching and Learning Centres: Two-Eyed Seeing and the “Decolonization” of Academic Development

Brad Wuetherick – Dalhousie University

3. Eric Sloat, Fanshawe College; Jeff Fila, Conestoga College; Mary Wilson, Niagara College

Creating an Effective Framework for Multi-Institution New Faculty Development

4. Learning About Teaching: Developing and Affirming Pedagogic Knowledge Through the Instructional Skills Workshop (ISW)

Jill Grose, Michael Tjivikua, Lianne Fisher, Brock University

Organizer: Richard Wiggers, Higher Education Quality Council of Ontario [rwiggers@heqco.ca]

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Monday 26-May-14 13:15-14:45 Plaza 409 **Organized Session** Community-engagement: Institutional Locations and Policy Actors

Chair/Président: Tania Kajner & Heather McRae, Co-chairs, University of Alberta (Tania.kajner@ualberta.ca)

CSSHE Affinity Group on Community Engagement Community-engagement is fast become a key priority for most institutions of higher education in Canada. While ambiguities abound in how community-engagement is understood and enacted, policy actors and decision makers are nonetheless situating engagement within a wider set of priorities and programs. As institutions shift in response to a host of social and economic forces, decisions are made that influence how scholars might engage with communities. Who is making decisions about community-engagement priorities and strategies? How are these decisions being communicated within and outside of institutions of higher education? What are the policy instruments that shape engagement and how are policy actors taking up these instruments in their own work with communities? In this organized paper session we invite proposals that explore community-engagement within the institutional setting and unpack the dynamics of change created by the organizational interest in community-engaged scholarship.

1. The Simon Fraser University Community Engagement Strategy: From Vision to Action at the Surrey Campus

Stephen Dooley & Joanne Curry, Simon Fraser University

2. The Value of a Bridge: Navigating Community-University Engagement at Trent University

Blair Cullen, Trent University

3. Institutional Challenges of Learning and Teaching Community-Based Research

Catherine Etmanski, Royal Roads University; Budd L. Hall, & Teresa Dawson, University of Victoria

Session Facilitator: Heather McRae, University of Alberta; **Session Chair:** Tania Kajner, University of Alberta

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Monday 26-May-14 13:15-14:45 Plaza 309 **Organized Session** Quality online and blended learning for higher education: How does 'Teaching Big' measure-up?

Chair/Président: Martha Cleveland-Innes, Athabasca University [martic@athabascau.ca]

CSSHE Affinity Group: Teaching in Online and Blended Higher Education Many higher education institutions are offering online courses and programs with cost-effective, flexible approaches to undergraduate study and a range of graduate programs with minimal or no physical residency requirements. Recently, some institutions have added Massive Open Online Courses as part of their online learning opportunities. Concerns abound about whether these new versions of online learning carry all the requirements of a sound, measured learning experience with appropriate and necessary outcomes. Cathy Davidson of the Chronicle of Higher Education suggests that "far too many of the MOOC's ... use talking heads and multiple-choice quizzes in fairly standard subject areas in conventional disciplines taught by famous teachers at elite universities." This is a likely extension of the teaching model used in lecture-based delivery in place-based institutions. Those already familiar with the major tenets of distance, open and online education would be unlikely to offer such a MOOC. Most instructors are also unlikely to offer such a MOOC. The immediate challenge facing instructors in place-based institutions is moving from mid-size classes (50-70 students / course) to large-enrollment classes (> 90-120 / course). While certainly not as big as MOOCs it can, nevertheless, be considered 'Teaching Big' and in many ways big class sizes (vs. massive) can be more challenging than teaching a MOOC. The distance, for example, in large enrollment classes requires instructors to reduce what Moore (1989) describes as the 'transactional distance' between and among instructors and students. Efforts to engage students in the increasing number big classes has inspired initiatives such as flipped classes, mobile learning, and machine learning and assessment. As with MOOCs, research on these activities is uneven.

This session showcases research papers and presentations relating to quality online and blended learning in higher education: small, massive or just 'big'.

1. Online Professional Skills Workshop: A Graduate Student's Perspective

Sarah Gauvreau, M.Ed. Coordinator, Student Services, Contact North; Deborah Hurst, Pamela Hawranik, and M. Cleveland-Innes, Athabasca University

Shifting expectations on graduate students require greater emphasis on developing personal and professional skill to support the individual academic to work-life transition (Canadian Association of Graduate Schools, 2008). It is up to each university to provide such professional skill development; however, few universities appear to provide graduate students with such development in partnership with academic programs (Hurst, Cleveland-Innes, Hawranik & Gauvreau, 2011), particularly for those studying via distance.

2. Online learning support using a Relationship of Inquiry framework

Stefan Stenbom, M.A. Lecturer, Royal Institute of Technology

The Relationship of Inquiry is a modification of the Community of Inquiry (Garrison et al, 2000, 2001) to a one-to-one online setting. The suggested Relationship of Inquiry framework consists of four elements; cognitive presence, social presence, teaching presence and emotional presence. This inquiry-based learning activity provides learner support on a specific subject from a more

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knowledgeable person using the Internet. The learning activity is designed to address Bloom's 2 sigma problem (Bloom, 1984) and is founded in Vygotsky's (1978) theory of the Zone of Proximal Development.

3. Blended solutions to teaching big: How the OUUK and AU reduce transactional distance in large enrollment classes

Heather Kanuka, Ph.D. Professor, University of Alberta and Martha Cleveland-Innes, Ph.D. Professor and Chair, Athabasca University

A central challenge experienced by contemporary universities is the inability to provide low cost, wide access and high quality learning experiences at the same time, referred to as the 'iron triangle' (Daniel, Kanwar, & Uvalic-Trumbic 2009). Large enrolment classes require instructors to reduce what Moore (2007) describes as the 'transactional distance' - the communication distance (or 'cognitive space') between instructors and learners. This paper considers distributed, non-lecture based, technology-enhanced solutions as alternatives to face-to-face engagement such that social and academic interaction and integration materializes in a blended learning experience.

4. Building Community and Curriculum in the Blended and Online Classroom

Dr. Christine Boyko-Head, Mohawk College

Synthesizing various educational and artistic theories, narrative and action research conducted on three online courses and applying deliberative democracy to education, this paper discusses how digital learning can offer students a "Third Platform" that converts the delivered curriculum into a living curriculum shaped by student knowledge, expertise and values (Cambridge, 2010) and can, indeed, engage students in vital learning communities "fostering creative and innovative minds" (C21 Canada, p 5).

Monday 26-May-14 16:30 - 17:45 Plaza 408

Organized Session
with I/Papers

Governance, Strategy, Leadership, Management Issues

CSSHE Governance Affinity
Group

Chairs/Présidents: Anne Charles and Margo Baptista

1. Strategic Planning at Canadian Universities

Scott Reid, Memorial University

A strategic plan is an expression of how and organization intends to take the basic ideas reflected in its vision, mission, and values and to express them in operational terms. Strategy plays a central role in the efforts of administrators to establish, sustain, and monitor the direction of organizations. This paper examines the strategic planning documents of Canadian universities. The paper compares approaches taken in developing a strategic plan, the theoretical framework used to guide the formation of the plan and the contents of the planning documents themselves.

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The findings provide insight into factors influencing university governance and provide a basis for further research and cross jurisdictional comparisons.

2. The Art and Craft of University Coordination

James Barmby, University of British Columbia

Provincial governments are faced with the challenge of ensuring accountability for a university's use of public funds, while recognizing the university's autonomy. Conversely, universities must make certain their autonomy is maintained, while accepting public funds and attached conditions in order to offer educational programs. In 1975 Premier Peter Lougheed of Alberta attempted to introduce a mechanism for coordinating the delivery of university programs across the province, which would place Alberta's four universities against their will within a system of provincial public post-secondary institutions. The 1975 *Adult Education Act* failed to receive third reading due to successful lobbying efforts, yet in 2003 Lougheed's vision of a body that would coordinate the universities' programs was finally realized with the passage of the *Post-Secondary Learning Act* (PSLA). This time, there was no resistance from the universities. The purpose of this study is to understand the apparent acquiescence of senior officials at Alberta's universities to legislation that might pose a threat to their institutions' autonomy. The level of interaction between the universities and the government was assessed using a public engagement typology. The study found that university officials responded well to the program coordination concerns of the provincial government when the university officials, treated as equals to their government counterparts rather than as agents of government policy, were given the opportunity to participate in the development of the program coordination legislation and policies in conjunction with government officials.

3. Responsibility Centre Budgeting and Management: Hastening the demise of collegial governance?

Darren Deering, Rachel Halaney, OISE, University of Toronto

With the continued crisis of under-funding in Canadian higher education and an increasing number of Canadian universities turning towards managerial tools, such as decentralized budgeting and management structures, we are forced to consider the impact such responses will have on collegial governance. Collegiality is an essential element of community within academic institutions. Over the past four decades higher education institutions (HEIs) have faced significant challenges resulting in fundamental changes to decision making and governance structures (Reed, Meek and Jones, 2002). During this same period collegiality has come under assault; Marginson and Considine (2000) argue that the implementation of managerialism has challenged and diminished the role of collegiality, replacing it with highly rational and financial goals. These new goals align well with the decentralized budgeting and management structures, such as responsibility center budgeting and management (RCB/M), that have become popular with many HEIs. In this theoretical investigation we explore the relationship between RCB/M and collegial governance. We discuss the rise of decentralized budgeting and management structures, stemming from systemic under-funding, and the potential impact of these structures on collegiality. We propose that under-funding, in conjunction with other environmental constraints, have encouraged the use of managerial models and tools resulting in further detrimental effects on collegiality.

4. Strategic Financial Analysis and Management Control Systems In Higher Education

Dr. Yan Pomare, Heriot-Watt University, Dr. A. Berry, Manchester University

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Despite a significant body of descriptive empirical data in the field of strategy and organizational performance, there remains a paucity of theoretical frameworks describing and explaining the interrelationships between changes in the external and internal strategic environment and management control systems in the higher education industry. The aim of this research was to ascertain these interrelationships in the context of the higher education industry in Western Canada. A preliminary contingency theoretical framework was developed from the literature to serve as a theoretical stance for the empirical research. The empirical research was undertaken in three phases with an exploratory combined methodology design. The first phase involved the Grounded Theory analysis of 20 semi-structured interviews of executives from the higher education industry in Western Canada (i.e., primary data). The second phase involved the Grounded Theory analysis of institutional documents (i.e., annual reports and financial statements) from 46 higher education institutions in Western Canada (i.e., secondary data). Core themes and interrelationships were extracted from the Grounded Theory analysis of the semi-structured interviews and the institutional documents. The third phase involved a triangulation study using descriptive univariate & bivariate statistics as well as non-parametric statistics to further explore the institutional documents (i.e., annual reports and financial statements) of 46 higher education institutions in Western Canada (i.e., triangulated data). The research findings were compared to the preliminary contingency theoretical framework to result in a contingency theoretical framework describing and explaining the interrelationships between changes in the external and internal strategic environment and management control systems in the higher education industry. In regards to the applications of the contingency theoretical framework, some recommendations were offered to executives and policy makers in the higher education industry.

Tuesday	27-May-14	08:30-09:45	Schmon Tower Boardroom	Organized Session	The Broadening Responsibility for Undergraduate Teaching at Canadian Universities
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Chair/Président: Katharine Janzen , University of Toronto

The growth in the number of full-time faculty hired by Canadian universities over the past decade has nowhere near kept pace with the even more impressive growth in undergraduate and graduate enrolments across nearly all demographic groups and regions of the country. The result has been an increased reliance on non-tenured faculty, graduate teaching assistants (TAs), undergraduate peer mentors, learning technologies, and student service providers to assist with the instruction and assessment of more and larger undergraduate classes. This paper session provides an overview of those shifting trends, as well as reviewing some of the extensive work that has recently been undertaken by HEQCO and by other researchers across Canada. Some of the trends explored within this session include the decline in the teaching responsibilities for full-time university faculty at the same time as the number of new hires failed to keep pace with growing demands to teach, supervise graduate students and undertake research; the growing reliance by universities on part-time/sessional faculty to teach undergraduate courses; the substantial growth in graduate enrolments at both the Masters and PhD level, as well as increased funding support for the latter from the federal government (primarily through the Tri-Council) and from provincial governments and universities, leading to a growing reliance on graduate students as TAs; increased efforts to employ undergraduate peer mentors to assist faculty with their teaching and grading responsibilities in undergraduate courses; the growing reliance on learning technologies and on student services to assist undergraduate students with the development of core skills such as time management, writing, research, etc.

1. Teaching Loads and Research Outputs of Ontario University Faculty: Implications for Productivity and Differentiation

Linda Jonker and Martin Hicks – Higher Education Quality Council of Ontario

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2. Employment Trends and Working Conditions of Non-Full-Time Instructors in Ontario Universities

Cynthia Field, Glen A. Jones, Grace Karram Stephenson. University of Toronto

3. Graduate Enrolment Expansion at Canadian Universities, and the Increasing Reliance on Graduate Students as Teaching Assistants

Richard D. Wiggers and Jeremy Henderson – Higher Education Quality Council of Ontario

4. Using External Recognition of Professional Development Programs to Engage TAs

Celia Popovic – York University

Organizer: Richard Wiggers, Higher Education Quality Council of Ontario [rwiggers@heqco.ca]

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PANEL SESSIONS

Sunday	25-May-14	13:15-14:45*	Plaza 408	Panel Session	Teacher Education Beyond Borders: Rethinking Teacher Education in Brazilian Contexts	*Session starts at 13:30
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Chair/Président: Ruberval Franco Maciel

This panel aims at discussing recent practices developed by Brazilian University professors in the States of Espírito Santo (ES) and Mato Grosso do Sul (MS) in an attempt to contribute to in-service teacher education through the analysis, redesign and implementation of the tenets of curriculum policies. In the case of ES, the experience has shown that besides the professors' efforts to bridge the gap between the University and the regular public school system concerning Teacher Education and Practice, a lot of boundaries and borders have emerged, such as the impossibility of establishing a formal and recognized partnership between the University and the Education Bureau as well as the difficulty in reaching the teachers in public schools due to several communication and logistics constraints. As for the State of Mato Grosso do Sul, discussion will rely on the project "Teachers without Borders" aiming at developing teachers' proficiency level in English as well as methodology considering new literacies studies and the right to learning proposed by the Brazilian Ministry of Education.

1. Ruberval Franco Maciel - Institution: UEMS ruberval.maciel@gmail.com
2. Karla Ferreira da Costa - Institution: USP
3. Luciana Ferrari de Oliveira Fiorot - Institution: UFES lfoliveira@hotmail.com
4. Livia Fortes Silva Zenóbio - Institution: UFES lifortes2011@hotmail.com

Organizers: Ruberval Franco Maciel, Karla Ferreira da Costa, Livia Fortes Silva Zenóbio, Luciana Ferrari de Oliveira Fiorot

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Monday 26-May-14 13:15-14:45 Plaza 408 **Panel Session** Title: Librarians as Academic Partners: Our Often Untapped Faculty Colleagues

Chair/Président: Dr. Peggy Patterson

Those of us who work in Colleges and Universities, as well as those of us who are students, sometimes overlook some exceptional colleagues and sources of assistance and support at our institutions - our Academic and Research Librarians. They can assist us in our research activities and can also partner with us to assist and engage our students as well our own research, teaching and supervisory activities. In this session, two academic research librarians and one faculty member will explore several facets of this important relationship, as well as some ideas for enhancing it. Examples from both undergraduate and graduate courses and programs will be discussed, and audience discussion and involvement will be encouraged.

1. The Embedded Librarian: How we got here and where we're going.

Justine Wheeler, PhD student - Head, Business Library & Downtown Campus Library Libraries & Cultural Resources, Haskayne School of Business, University of Calgary

Justine Wheeler is a librarian at the University of Calgary where she serves as the Head of the Business Library and Downtown Campus Library. She is also an active member on the University of Calgary's faculty association Board of Directors. Justine is currently working on a PhD in the field of higher education leadership.

2. The Embedded Librarian: Experiences, Examples and Current Practice

Laura Koltutsky –Librarian – Psychology, Social Work, Sociology, University of Calgary

Laura Koltutsky is a librarian at the University of Calgary and is currently a social sciences liaison librarian. Previously Laura worked at the University of Houston as an Education librarian and with the University of North Texas School of Library and Information Sciences as an adjunct professor.

3. Academic Partnerships...or Lone Rangers

Dr. Peggy Patterson, Professor, Professor, Post-secondary Leadership, Werklund School of Education, University of Calgary

Peggy Patterson is a professor in education at the University of Calgary, where she teaches and supervises graduate students in doctoral and master's degree programs. She is an active member of the Board of Directors of the U of C's Faculty Association.

Organizer: Dr. Peggy Patterson, Professor, Professor, Post-secondary Leadership, Werklund School of Education, University of Calgary

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Monday 26-May-14 13:15-14:45 Plaza 410 **Panel Session** Working within an Ecology of Knowledges Framework: A Report from the Brazil/Canada Knowledge Exchange project

Chair/Président: Dr Diana Brydon, Canada Research Chair, University of Manitoba, Canada

Based on a concept of an ecology of knowledges where knowledges are seen as interconnected, heterogeneous and complex and also on a concept of “non-occidentalism,” which does not accept the epistemic privilege of knowledges produced in the ‘West’ or the ‘North’, this session proposes to focus on the challenges faced by Higher Education in relation to the impacts of globalization and recent technological developments resulting in allegedly porous borders that may often reformat themselves. This shift in perspective requires the reframing of social, cultural, educational and, more specifically, literacy concepts. As such, the session will discuss the ecology and the outcomes of a partnership between Canadian and Brazilian universities, in joint pursuit of studies and practices that seek to understand the complexities of these challenges. The presentations discuss issues resulting from such ‘multi’ and ‘trans’ perspectives of diverse and heterogeneous interconnected societies. They aim at exchanging views on and debating Higher Education frameworks of practice and policy, envisioning an education that constantly responds critically to the challenges of contemporary social dynamics. **The research for these presentations was funded, in part, by the SSHRC partnership development grant, “Brazil/Canada Knowledge Exchange: developing transnational literacies,” and the Canada Research Chairs program.**

1. Transnational literacies and ethical internationalization of higher education

Dr Diana Brydon (University of Manitoba, Canada), diana.brydon@umanitoba.ca

This paper places the theoretical and practical work of the SSHRC-funded project, “Brazil-Canada Knowledge Exchange: developing transnational literacies” (2011-2015) within the global contexts of evolving postcolonial cultural theory. I will explore the following questions: What is English Canada’s current place within the dynamic ecosystem of the evolving global higher education regime? How might that place be rethought through a dialogue with Brazil? I will suggest that current frameworks through which internationalization is understood need to be revised in the light of the diversity of global knowledge systems and the interlocking global trade relations, which ensure that Canadian lives are linked to garment factories in Bangladesh or to mines in parts of Africa and Peru. Setting Boaventura de Sousa Santos’s model of an “ecology of knowledges,” in dialogue with Gayatri Chakravorty Spivak’s theorization of transnational literacy, my paper will address how these proposals might be rearticulated, both to meet Canadian needs and advance our reciprocal knowledge exchanges with other parts of the world. Given the challenges of working across established borders, how could Canadians better prepare ourselves for working across boundaries of culture, geography, and language? In attempting to answer this question, I will reflect on what I have learned from our team’s transnational, collaborative work together and from my own teaching of postcolonial literature and theory within Canadian and Brazilian classrooms.

2. From Stickiness to Spreadability: de-linking in practices of reading space

Dr Lynn Mario T Menezes de Souza (University of Sao Paulo, Brazil), lynnmario@gmail.com

This paper analyzes a recent phenomenon in urban São Paulo, called “rolezinho”. This consists of the sudden organized (via the use of social media) invasion of shopping malls by large, often ‘unruly’ groups of suburban new-middle-class adolescents. Such invasions are seen to represent a de-linking (Mignolo 2007, Quijano 2004) or refusal to conform to dominant epistemes and imposing a new, unauthorized and unforeseen reading of the space of consumption representing what Sousa Santos (2004) described as an ‘ecology of knowledges’. Jenkins et al (2013) propose the concept of ‘spreadability’ as a recent phenomenon in the creation of meaning in networked culture describing a process which counters the previously dominant concept of

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'stickiness' (Gladwell 2000). Whereas 'stickiness' referred to the need to attract consumers and on-line readers to specific locales or sites, where they could be counted and turned into the data of numbers of accesses that would then accrue profits to the site owners in the commercialization of media space in the neoliberal paradigm, 'spreadability' refers to how users/readers react to this co-optation of space and illegitimately redistribute previous foreseen distributions of space and their use. From this theoretical perspective the phenomenon of the "rolezinho" offers a challenge and an opportunity for urban neo-liberal society to re-think hegemonic paradigms of distributions of space and knowledge to accommodate an ecology of multiple co-existing though conflicting epistemes.

3. Higher Education in Brazilian Portraits: Reframing Concepts

Dr Walkyria Monte Mor (University of Sao Paulo, Brazil), wmm@usp.br

Some portraits related with the 'multi' and 'trans' perspectives of diverse and heterogeneous interconnected societies have become evident in Higher Education in Brazil, thus calling the attention of researchers mainly in the areas of education, languages and sciences. As the Brazilian academy strengthens its partnerships with foreign academies through the international relations promoted by projects such as the Brazil-Canada Knowledge Exchange Project: Developing Transnational Literacies and the Science without Borders Governmental Program, it broadens its views on transnational issues and their challenges. The portraits reveal issues of political, economic, cultural, social and educational implications and evidence a history of a struggle for social participation in view of previously non-inclusive policies. The analysis of Brazilian portraits, thus, considers the need for working on the expansion of perspectives by reframing concepts that challenge the Brazilian society in its relationships, in face of new scenarios presently seen in the country and overseas. The concepts in this paper follow views of literacies, language and culture, focusing on transnational literacies according to Brydon (2013; 2012); on heterogeneity and difference based on Pennycook (2007, 2010); Canagarajah (2013; 2010; 2007); Biesta (2010, 2009); Hall (1992) who consider the cultural changes in societies and the influences of the 'multi'-built perspectives. Other researchers are as well approached, such as Kalantzis, Cope (2008, 2012); Lankshear, Knobel (2013; 2011); Freire (1967, 1987, 2001) that expand the potentials of the notions aforementioned.

4. Preparing Language Teachers for Social Justice Teaching

Dr. Andrea M A Mattos (Post-Doc Fellow, University of Manitoba), Andrea.MachadoDeAlmeidaMattos@umanitoba.ca ; andreamattosufmg@gmail.com

After the publication of the National Curriculum Guidelines for High School Teaching (Brazil, 2006), critical literacy was integrated as a suggestion for the teaching of English as a Foreign Language (EFL) in Brazil, aiming at educating students to become critical citizens. However, recent work (Mattos, 2011, 2012) have shown that English teachers often find it difficult to implement critical literacy, not only because of lack of theoretical basis, but also because they have never experienced learning through critical literacy. The field of FL Teacher Education has long been speaking of the "apprenticeship of observation" (Bailey et al, 1996) to refer to the fact that teachers tend to reproduce the models and practices used by their own teachers. The biggest challenge is, thus, to provide language teachers with new spaces where they may develop critical thinking and transnational awareness, so that they can be able to devise their own context-specific ways of teaching. Inspired by these challenges, this paper aims to describe an experience of introducing critical literacy in a pre-service EFL teacher education course at a large Brazilian university, aimed at students' critical education and their preparation as future critical teachers. The paper tries to show how the concepts of transnational literacies and critical literacy have been used as a standpoint for teacher education and for the development of "site-specific and context-sensitive modes of promoting language learning" (BRYDON, 2013, p. 6-7). The paper also highlights the importance of fostering teacher reflection on responsible social transformation and promotion of social justice.

Organizers: Diana Lee Brydon and Lynn Mario T Menezes de Souza

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Monday 26-May-14 15:00 - 16:15 Plaza 408 **Panel Session** **Austerity, Neoliberalism, and Community: Unpacking Mediated Relationships in Higher Education**

Chair/Président: Tania Kajner, University of Alberta

Institutions of higher education are increasingly subject to cuts in public funding, and tight restrictions on tuition levels, on the one hand, and politically defined envelop funding strategies coupled with research funding incentives to engage the business sector, on the other. These strategies and policy instruments function to underfund higher education at the same time as they point the way out of funding shortfalls: a path that embraces a vocational model of higher education in partnership with private sector economic interests. In this panel we explore the shifting borders and boundaries of higher education in terms of the role that forces of neoliberalism and austerity play in mediating relationships, including relationships with students, peers, and communities outside academe. We discuss how austerity impacts education for citizenship, democracy and a decolonizing future; research and teaching undertaken across local, regional and global levels; the community of scholars within the institution; and community-based teaching and research.

1. Reassembling Corporatized Higher Education and the Need for Decolonial Practices of Citizenship Education

Dr. Lynette Shultz, University of Alberta (lshultz@ualberta.ca)

2. Collateral Damage: The New Realities in Community-based Anti-oppression Education

Ev Hamdon Phd (Can) University of Alberta (ehamdon@ualberta.ca)

3. (De)colonizing partnerships?: Interrogating mutual benefit and exchange in university partnerships

Dr. Shelane Jorgenson University of Alberta (Shelane@ualberta.ca)

4. Constructing Community through Engagement: Pastoral Intermediary of the Neoliberal State

Tania Kajner PhD (Can) University of Alberta (Tania.kajner@ualberta.ca)

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Monday 26-May-14 15:00 - 16:15 Plaza 409 **Panel Session** **Beyond "Encouraged to Apply": Promoting equitable access to professional programs**

Chair/Président: Ruth A. Childs, University of Toronto

Initiatives to promote equitable access to higher education have the potential to affect who is admitted to university and college programs. Because admission to a professional program, such as medicine, law, or initial teacher education, is a first step to entering the profession, access initiatives in those programs affect who becomes a doctor, lawyer, or teacher. Consequently, access initiatives in professional programs are important not only for the applicants to those programs, but also for the communities which the professionals trained by the programs will serve. For example, Lakhan (2003) argues that “Medical schools have the societal responsibility to select and instruct the physician workforce of the future” and that they are responsible for “selecting candidates for admission who will serve society best” (p. 2). Similarly, Villegas and Irvine (2010), in an exhaustive review of the education literature, found research supporting the importance of teachers who are visible minorities, especially for schools with high proportions of students who are visible minorities. For “second entry” programs – that is, programs, such as the professional programs in medicine, law, and initial teacher education, that require a previous postsecondary degree – the pool of potential applicants is limited to those who were able to access and complete a first degree program. Especially where access to the first degree program may not have been equitable or may have been affected by other factors, access initiatives for the second entry programs are particularly important. The members of the panel bring complementary perspectives from in three professional programs – medicine, law, and initial teacher education. The session will include time for discussion both among panel members and with the audience about the opportunities and challenges involved in designing, implementing, and evaluating access initiatives. Beyond discussing the initiatives and research in which we are involved, we hope to facilitate a wider discussion about the importance of such initiatives and how professional programs, especially, might learn from and build on each others’ practices.

1. Sandra Carnegie-Douglas is Anti-Racism & Cultural Diversity Officer, University of Toronto's Office of the Vice-President – Human Resources and Equity
2. Ruth Childs is former Associate Dean – Innovations & Opportunities, Ontario Institute for Studies in Education, University of Toronto
3. Amanda Ferguson is lead researcher on many of the ongoing research projects on the initial teacher education program’s admissions policies and procedures
4. Alexis Archbold is Assistant Dean – Students, Faculty of Law, University of Toronto
5. Mark D. Hanson is Associate Dean – Undergraduate Medicine Admissions & Student Finances, Faculty of Medicine, University of Toronto

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Monday 26-May-14 15:00 - 16:15 Plaza 410 **Panel Session** **The Commensurability of Higher Education: Quality and accountability- policies, discourses and mechanisms**

Chair/Président: Roopa Desai Trilokekar, Associate Professor, Faculty of Education, York University

This panel of papers will examine the policy pandemic around quality and accountability measures in higher education. While reference will be made to the larger international higher education scene and trends therein influencing the Canadian landscape to set the stage, the focus of the panel will be on specific examples of quality and accountability policies emerging in Ontario's higher education system. The papers will utilize various methodological approaches including policy archeology and critical policy analysis, critical ethnography and critical policy discourse analysis. The purpose of the panel is to elucidate the tension between standardization and differentiation policy mechanisms in higher education and to discuss the implications for equity for faculty and students within the system.

1. The Agony of Influence: The standardization and performativity of quality and accountability in Canadian Postsecondary Education.

Theresa Shanahan, Faculty of Education, York University, tshanahan@edu.yorku.ca

2. "UUDLES" of accountability: A critical ethnographic policy analysis of university teaching work within the context of postsecondary education in Ontario.

Mandy Frake-Mistak, Faculty of Education, York University, mfmistak@yorku.ca

3. A Critical Discourse Analysis of Differentiation in Ontario's Public Postsecondary Education System

Ramjeet Harinarain, Faculty of Education, York University Ramjeet_Harinarain@edu.yorku.ca

4. "Have you ever heard of quality assurance?" How Ontario academics understand their work and its assessment in the contemporary university

Sandra Acker, Professor Emerita in the Department of Humanities, Social Sciences and Social Justice Education at the University of Toronto; Michelle Webber, Associate Professor in the Department of Sociology, Brock University

Our research considers how academics do their work under contemporary crisis conditions of what we call "accountability governance"-- the set of ideologies and practices linked with discourses of quality, accountability, efficiency and enterprise in post-secondary education. Our work has roots in the writing of Michel Foucault (1977) on governmentality processes. Combined with our Foucauldian-influenced approach, a feminist perspective alerts us to organizational micropolitics related to gender, race and other social divisions and the implications of accountability governance for marginalized groups (Morley, 2005). This paper focuses on in-depth, qualitative interviews conducted between 2011 and 2013 with 24 academics in education, geography, political science and sociology in 10 Ontario universities. While probing a number of aspects of academic work, we concentrated on performance, accountability and quality. Ontario has seen a number of policy changes in the past half-dozen years intended to heighten accountability. Most faculty participants said little about provincial initiatives and were unfamiliar with the 'quality assurance' discourse as applied to academe, yet expressed disquiet over certain aspects of their work situations, especially around performance-related aspects such as annual reports (which sometimes carried salary implications), student course evaluations and a perceived narrowing of criteria around doing acceptable research and securing grants. Gender and career point played a role in shaping participants' narratives.

Organizer: Theresa Shanahan, Associate Professor, Faculty of Education, York University (tshanahan@edu.yorku.ca)

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Monday 26-May-14 15:00 - 16:15 Plaza 309 **Panel Session** Voices in Transition

Organizers: Michelle Nilson-Levisohn, Rebecca Cox, Michelle Pidgeon, Simon Fraser University

This panel session presents three papers that have separately examined various aspects of educational transitions across the schooling years. These papers provide details about the long and short term factors that play a role in aspirations, decision making, and theoretical insights about critical junctions in students' educational paths. There are several studies that gather information about student transitions as they move through K-12 to higher education. One such example is the Andres' Paths on Lifes' Way Project, a longitudinal project (survey + interviews) the high school cohort of 1988 as they moved through life beyond high school (Andres, 2013; Andres & Wyn, 2010). Research that fully explores individuals' perspectives or the contextual details of their experiences as they pursue these paths provide educators, policy makers, parents, and other stakeholders broader understanding of those lived experiences and how they work to support students throughout their educational journeys. This panel session presents three papers that have separately examined various aspects of educational transitions across the schooling years. These papers provide details about the long and short term factors that play a role in aspirations, decision making, and theoretical insights about critical junctions in students' educational paths.

The first paper presents findings from a series of interviews with low-income inner city grades 5 to 10 students from British Columbia, as they think about their transition and aspirations to go to postsecondary. The students share their concerns about their ability to achieve their educational dreams, their anticipated barriers, and the factors that provide them with hope for the possibilities of success. The second paper presents findings from a study that explored the post-secondary transitions of a sample of low-income Black and Latino students from two inner-city high schools in the Northeastern region of the US. During interviews conducted while students were enrolled in grade 11, grade 12, then one year after high school graduation, the participating adolescents spoke about their educational and career goals and their efforts to navigate the obstacles to those goals. At the end of the three-year study, most students had not followed the postsecondary trajectories that they had envisioned and planned for while in high school, and ultimately, the final set of interviews illuminates the scope and nature of these individuals' unrealized expectations. Finally, the third paper presents findings from a study of Aboriginal students' experiences in post-secondary institutions in British Columbia. This study interviewed (often video recorded) approximately 50 Aboriginal students at two universities, one regional and one urban. The students' own voices of their experiences on what helped and hindered their university experiences will be shared along with recommendations for institutional change to support Indigenous student success. While all three of these papers concern transitions at various levels of schooling, they share several commonalities. Regardless of age or stage of education, the students in each study reported several similar challenges and successes to being able to fully achieve their aspirations (e.g., finances, family, academic readiness). The three papers will share the commonalities to their particular student group. In understanding the educational experiences across educational sectors, the three authors hope to add to the discussion of what further work needs to be done to fully empower youth in making that transition from K-12 to postsecondary education.

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Monday 26-May-14 16:30 - 17:45 Plaza 410 **Panel Session** Pedagogical Challenges and Insights from a First Year Foundations Program.

Chair/Organizer: Linzi Manicom, MA, and PhD candidate in Education, (University of Toronto), Coordinator of New One: Learning without Borders

This panel will present for discussion the critical reflections of a team of instructors in collaboratively designing and teaching an innovative first year arts and science foundations program in a major urban university with a culturally diverse student population. The program is organized explicitly around the theme of *Learning without Borders* to capture both its transparent focus on “learning to learn” as a competency critical to success in contemporary work-life contexts and its commitment to an ethical conception of responsible global citizenship. It was conceived as working across potential boundaries by embracing interdisciplinarity; exploring a range of non-traditional learning modalities and sources of knowledge; engaging community along with scholarly perspectives; understanding place (or ‘the local’) as shaped by and evidencing global processes; and introducing new students to the experiences of more senior undergraduate and graduate students. Among the questions to be engaged are: how to balance creative learning modes with more conventional academic skills development; how to integrate experiential learning effectively to optimise theoretical comprehension; how to meld specifically focused course content with broader program goals of students’ intellectual and ethical development; how to maintain the coherence of courses while including guest speakers working with different disciplinary backgrounds and methods; and how to respond to a student cohort characterised by diverse learning cultures and uneven academic language capacities.

1. **Lori Stahlbrand**, Instructor for “Food Matters,” New College, University of Toronto, and PhD candidate in Geography (Wilfred Laurier University)
2. **Jessica Taylor**, Instructor for “Travelling Words: Language and Diversity,” New College, University of Toronto, and PhD in Linguistic Anthropology (University of Toronto)
3. **Matt Price**, Instructor of “Digital Technology in Society,” and PhD in History of Science (Stanford University).
4. **Camille Taylor**, Instructor of “Art, Culture, and Community Building,” and MES (Environmental Studies), (York University).

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Tuesday 27-May-14 08:30-09:45 Learning Commons 211 Panel Session The Education of Brazilian Teachers of English as an Additional Language: challenges and possibilities for social mobility

Chair/Président: Sergio Ifa - Federal University of Alagoas (UFAL)

This panel session aims at discussing the challenges involved in pre-service and in-service education of Brazilian teachers of English as an additional Language, who are confronted with contexts of heterogeneity, diversity and inequality in the face of discourses of access to social mobility in a globalized world that the teaching of English assumedly represents to many teachers and student teachers in Brazil. The first paper focuses on continuing teacher education, and more specifically on the role of digital literacies in teachers' everyday practices, taking into account the definition of digital literacies as discussed by Lankshear and Knobel (2008). The second paper aims at discussing and reflecting upon the outcomes of a national teacher education project conducted in a Brazilian Northeast state. The goal was to have, at public schools, better informed English teachers who could construct knowledge by relating critical literacy studies to their choices and everyday practices. The final paper aims at discussing the teaching of English in the context of Adult Education - which is aimed at providing schooling to young people and adults who did not have access to it before the age of 15 - and the ways in which such education might challenge pre-service teacher education at university level, mainly from the perspective of teacher educators. The results presented are part of different research conducted in four Brazilian states both in the context of pre and in-service language teacher education. The need of a national discussion on what Brazilian teachers of English are educated for as well as the need of an epistemic break (Kumaravadivelu, 2012) are highlighted. Besides that, results confirm the need of investment aiming at changing teachers' working conditions - which involve teachers' pre and in-service education, salaries and social value - so that social mobility becomes a possibility also for them.

1. Sergio Ifa - Federal University of Alagoas (UFAL)
2. Ana Karina Nascimento - Federal University of Sergipe (UFS)
3. Denise Landim - University of São Paulo (USP)
4. Leina Jucá - Federal University of Ouro Preto (UFOP)

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INDIVIDUAL PAPERS

Sunday 25-May-14 13:15-14:45* Plaza 409 Individual Papers Student Success *Session starts at 13:30

Chair/Président: Cheryl Jeffs

1. Manitoba's University and College Early Leavers: Results from the 2010/11 survey

Kimberly Faye Browning, Kim Browning, formerly of the Council on Post-Secondary Education, now with the International Education Branch, Manitoba Education and Advanced Learning (kim.browning@gov.mb.ca)

Every year, thousands of students in Manitoba's post-secondary system leave their institutions without receiving a credential. Many of these are short-term stop-outs, others have merely transferred to another post-secondary institution in the province, while some are true leavers, who for various reasons, have left their programs. The results of a survey of early leavers from 11 public and privately funded post-secondary institutions in Manitoba, coordinated by the Council on Post-Secondary Education (COPSE) will be presented. The survey was conducted between May and October, 2011.

2. Pathways from High School to College Graduation: The TDSB-OCAS College Cohort Study 2009-2013

Robert S. Brown

Canada has one of the highest rates of post-secondary participation in the world, and Ontario has a well-established goal of raising post-secondary attainment to 70% of adults. Community colleges have a pivotal role in this strategy. For example, cohort studies of the Toronto District School Board (TDSB) have found that while applications to university are much more likely to come from higher-income neighbourhoods and from female students, this is not the case with college applications (e.g. Brown, 2010). College pathways are also very interesting since they represent a key pathway for adult students: for example, in Ontario there are more applications to college than to university. (HEQCO, 2013). In a pilot exploratory analysis, the TDSB's Research and Information Services has partnered with the Ontario College Application Service(OCAS) and the Continuing Education School Board Administrators of Ontario (CESBA) to examine student transitions from the TDSB, into community colleges programs, and then to monitor their progress within colleges until graduation.

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Sunday 25-May-14 13:15-14:45* Plaza 309

Individual Papers

Teaching and Learning/Colleges

*Session starts at 13:30

Chair/Président: Michelle Nilson

1. Writing across/within/toward Borders: Questioning the Role of Academic and Compositional Writing in Colleges and Universities

Rhonda Dynes (PhD Student, OISE/ University of Toronto)rhonda.dynes@mail.utoronto.ca

The Canadian government stresses the role of writing as essential to a citizen's development (www.literacy.ca < <http://www.literacy.ca> >) yet many colleges and universities are requiring more preparatory and foundational academic writing courses for students entering higher educational institutions (Pettigrew, 2012; Fisher and Hoth, 2010; Smit, 2007). Standardized testing for students during primary and secondary school's focus on essay writing and Basic Literacy. But what happens to a student's academic and compositional writing once they go to College or University? What about the role of workplace writing for higher education students who are increasingly interested in getting practical as well as theoretical skills? Do great communication and writing skills give you an edge when applying for fulfilling careers (Folinsbee, 2001)? This paper will explore the variety of roles that academic writing does, can, or should play in a student's higher educational career. It will explore the challenges of teaching essay and composition writing in an increasingly restrained educational sector focused on radical restructuring (see Dickeson, 2010). Topics for exploration include how much writing instruction is needed in Community Colleges (the role of writing courses in relation to online or blended learning, whether or not academic writing should solely be taught by English instructors (Action Canada Task Force, 2013), and the value of academic writing to a variety of language learners (adult learners, English language learners, etc.).

2. Pilot Study of student internet use for purposes of completing course assignments

Doug Thomson, Michele Fleet, Humber College

This research explores the legitimacy of Prensky's (2005) digital native theory which suggests individuals born after 1980 employ digital technologies for learning more robustly and effectively than individuals born before 1980. For the field of education and information science this research will help determine how students use the Internet to complete course assignments for information seeking and collaboration activities. The research surveyed business students at Humber College (diploma and degree) and conducted in-depth focus groups to answer questions regarding use of technology by students for coursework assignments.

3. Developing Frameworks, Principles, and Social Audit Criteria: Taking Steps Towards a Performance Story for Breadth Studies in Ontario Colleges' Degrees.

Anne Charles, Conestoga College ITAL

Ontario's Post-secondary Education Choice and Excellence Act, 2000, (PESCE) provides a legislative pathway for the Ontario Colleges of Applied Arts and Technology to offer degree programs. As a specified requirement, Ontario colleges' degree programs must include breadth or non-core disciplinary studies courses (twenty percent) (PEQAB Handbook for Ontario Colleges, 2010). While public policy is "a choice made by government to undertake some course of action" (Howlett & Ramesh, 2003:5), Pal (2010) argues that when policy goals are general they can be difficult to measure and evaluate. Policy audits may provide macro-positive information with respect to implementation and compliance, but less is known about actual policy impacts, that is, whether the policy is meeting the desired policy goal. This is in part due to the absence of micro-positive data about social variables and affective values which are needed to inform and provide a basis for policy impact evaluation studies. This paper argues that policy analytical frameworks offer a way forward towards building a performance story (Mayne 2003). Performance stories can assist policy-makers in determining future goals and directions with regard to the arts, social sciences, and humanities as complimentary to vocational learning outcomes in higher education.

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Sunday 25-May-14 16:30-17:45 Plaza 408 Individual Papers Individual Papers: Funding and Financial Issues

Chair/Président: Walter Archer, University of Alberta

1. "Performance Funding: Past, Present and Future"

Daniel W. Lang, Professor Emeritus, University of Toronto (dan.lang@utoronto.ca)

This paper will discuss the origins of performance funding, the expectations initially held for it, its evolution in terms of human capital and agency theories, why it works, and why it fails. The paper will also investigate the apparently declining deployment of performance funding at the university level and analyze reasons for it, including a series of problems that have become chronic. The paper will conclude with a discussion, particular to Canada, about the interlocking future of performance funding at the system level and incentive-based planning and budgeting at the institutional level. Canada, at the provincial level, is one of a very few jurisdictions in which performance funding and incentive-based planning and budgeting are deployed simultaneously.

2. An Alternative Explanation for Isomorphism: A resource dependence approach to academic drift

Darren Deering, Cynthia Field, OISE, University of Toronto

There is a vast extant literature investigating the process of academic drift. In this study we present an alternative explanation through the application of resource dependence theory (RDT). Higher education institutions (HEIs) are socially embedded institutions that exist in a state of interdependence with other social institutions (eg. government, industry, religion, popular culture, and communities). We propose that these interdependencies will encourage HEIs to evolve and change in relation to their environment and, in return, attempt to change their environment (i.e. influencing funding criteria) in order to secure resources (Fisher, Rubenson, Jones, & Shanahan, 2009; Gumport, 2000; Morphew, 2002).

3. "Shaping Provincial Post-secondary Policy: Contributions of Interest Groups in the Case of Tuition Policy

Deanna Rexe, Doctoral Candidate, Educational Leadership Faculty of Education Simon Fraser University (drex@sfu.ca)

This study examines the influence of interest groups in shaping provincial post-secondary policy in Canada through a comparative case study of three episodes of tuition policy change in three provinces: British Columbia, Manitoba, and Ontario. Despite widespread government policy experimentation with post-secondary tuition, there is limited understanding of agenda-setting dynamics in Canada. This research contributes to the growing area of empirical study of policy and politics in higher education research in Canada, and considers the nature of the political contests regarding tuition fee policy, including how Canadian organized interests influence post-secondary policy decision-making.

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Sunday 25-May-14 16:30-17:45 Plaza 409 Individual Papers Individual Papers: Educational Development - Teaching and Learning

Chair/Président: Michelle Nilson

1. Causing Scholarship of Teaching and Learning: Advancement through Educational Development

Cheryl L. Jeffs EdD, Teaching and Learning Centre University of Calgary cljeffs@ucalgary.ca

Building on Boyer's (1990) seminal work on scholarship, Huber and Hutchings (2005) made five recommendations to advance the scholarship of teaching and learning (SoTL). One of the recommendations was that institutions provide funding and the infrastructure to support the SoTL. This recommendation has been implemented with the trend towards Canadian universities encouraging and supporting the SoTL by providing financial awards and grants that directly support faculty. This paper explores how Canadian institutions, particularly educational development units, provide financial awards and grants that support faculty in 'causing' SoTL. Some of the issues explored in this paper are: 1) implications for educational development and the SoTL; 2) is there evidence that awards and grants have advanced and caused the SoTL?; and 3) the current state of awareness of SoTL within Canadian universities. Implications for this exploration and discussion will focus on how institutions can 'cause' the advancement, awareness and funding of SoTL through educational development units.

2. Creating standing ovations in the classroom: Expanding the cohort model through embodied learning

Kathy Bishop, Interdisciplinary PhD candidate (Faculty of Education - Leadership Studies, and Faculty of Fine Arts - Applied Theatre) at the University of Victoria

Traversing the borders of art, research and education together can enable strong learning communities and embrace "radical interconnectedness" (Selby, 2002). Over the years, scholars in fields such as education, health and anthropology have attempted to bring theatre practices into academic research, resulting in a growing body of literature on theatre-based research which incorporates a range of dramaturgical processes and practices for purposes of integrating art, research and education (e.g. Ackroyd & O'Toole 2010; Beck, Belliveau, Lea & Wager, 2011; Norris, 2009; Saldaña, 2005, 2011). As the emphasis within the academy on theatre-based research grows, so too does the interest of graduate students in using these methods. Critical to the development of artist/researcher/educators is engaging in communities of practice (Springgay, Irwin, Leggo, & Gouzouasis, 2008; Wenger, 1998; Wenger, McDermott & Snyder, 2002). Communities of practice can be developed in many different ways. A way to enhance learning environments, however, is through the use of embodied ways of knowing (Amann, 2003; Brockman, 2001; Clark 2001; Yorks & Kasl, 2006). Embodied learning is learning through bodily experience. Recognizing the body's inclusion in the learning environment has implications for how we make sense of social and cultural norms and issues (Brockman, 2001; Crowdes, 2000). This study investigated how the multiple roles of artist, researcher and educator could be transformed through creative and embodied ways within a cohort of graduate students. It pushes thinking, working and creating beyond traditional disciplinary boundaries by expanding the cohort model through embodied learning.

3. Influence of instructor professional background on their professional learning

Julieta Delos Santos, Annemarieke Hoekstra, Jocelyn Crocker, Northern Alberta Institute of Technology

At many vocational education institutes, the role of the instructor (the term we use to describe post-secondary vocational educators) is expanding to accommodate for the increasing diversity of students (e.g., culturally and generationally) and changing industry requirements (Harris et al., 2001). In order to meet this expanding role, vocational and trades education institutions typically have invested in the development of their instructional staff by funding course and conference attendance. In response to evidence of limited transfer from course to practice, an

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increasing number of educational development (ED) initiatives have turned to workplace practices as a source of learning, using, for instance, peer review, team teaching, or action research in combination with more direct instruction (Stes et al., 2010). This presentation discusses the professional learning of instructors, and specifically how practices from the instructor's original trade/profession play a role in shaping their new profession as instructor. This research was in part funded through a grant from SSHRC.

Sunday 25-May-14 16:30-17:45 Plaza 410 Individual Papers Individual Papers: Technology and Higher Education

Chair/Président: Alexandre Beaupré-Lavallée

1. Qualitative Study of Twitter Use in a Canadian University

Janet Symmons, Ph.D in Educational Studies student, University of Victoria and Joe Engemann, Associate Professor, Faculty of Education, Brock University

This exploratory study examined how professors at an Ontario university use Twitter for teaching, communicating, and augmenting their discipline-specific knowledge. While American studies (e.g., Jones, Gaffney-Rhys, & Jones, 2011; Malesky & Peters, 2012) have examined Twitter use in higher education, little has been published about its use within Canadian postsecondary institutions. Research suggests that professors use Twitter to enhance communication with their students (Badge, Johnson, Moseley, & Cann, 2011; Junco, Elavsky, & Heiberger, 2012) and as a tool to increase student engagement (Junco, Heiberger, & Loken, 2011; "Twitter in Higher Education," 2010). But Jones et al. (2011) noted that professors' resistance to using social networks may be due to a belief that the relationship with their students might change from professional to personal, while Mishra, Koehler, and Zhao (2007) suggest that many professors are unwilling to keep up to date with the newest technology. As social networks become more prominent within postsecondary institutions, it is important to discover faculty members' motivations and demotivations for learning about and using this technology. Davis (1989) developed the technology acceptance model in an effort to explain why people accept or reject technology according to perceived usefulness and ease of use. Venkatesh, Morris, Davis, and Davis (2003) created a theory that details four determinants for technology use: performance expectancy, effort expectancy, social influence, and facilitating conditions. This presentation will share the findings from the study and showcase the theoretical framework, used.

2. Student Perceptions of and Experiences with Traditional and Nontraditional Tutorial Formats: Results of an Online Survey on Regular Session, i>Clicker and Online Tutorials

Sheri Catherine Fabian, Senior Lecturer, Academic Integrity Advisor, School of Criminology, Simon Fraser University and Barry Cartwright, Senior Lecturer, Academic Integrity Advisor, School of Criminology, Simon Fraser University

As new learning technologies continue to emerge, it is important to evaluate their impact on learning outcomes and student satisfaction, to ensure that our teaching practices are pedagogically grounded. This study invited Simon Fraser University students enrolled in the Fall 2012 and Spring 2013 offerings of CRIM 101 (i>clicker tutorials), Fall 2012 and Spring 2013 offerings of CRIM 104 and CRIM 131 (online tutorials) and the Spring 2013 offerings of Current Theories and Perspectives in Criminology (CRIM 300) and Qualitative Research Methods in Criminology (CRIM 321) (regular session tutorials) to participate in an online survey regarding their experiences with regular session, i>clicker and online tutorials. The objective of the study was to evaluate student perceptions of emerging learning technologies, compared to more traditional teaching methods. This paper reports on the effectiveness of i>clicker and online tutorials in comparison to regular session tutorials, based on student responses and actual learning outcomes (as measured by tutorial and exam grades). **This study was supported by a Teaching and Learning Development Grant from the Teaching and Learning Centre, Simon Fraser University, Burnaby, British Columbia, Canada.**

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3. An App to Teach With: A Case of Mobile Learning Non-adoption in Higher Ed

Sidneyeve Matrix, Associate Professor, Media and Film Department, Queen's University

This presentation is a case study of designing a custom-designed smartphone app in a large communications university course in Canada. By analyzing over 2,000 students' responses to the app over a two-and-a-half year period, I evaluate the impact and sustainability of this mobile learning initiative. When fewer than half the students downloaded the free app to support their learning, a series of factors explained this non-adoption trend, including hardware restrictions, the cost of wireless data, and content redundancy. Based on this classroom experience and contextual research on Canadian mobile phone use on and off campus, some general best practices for application design across the disciplines in higher education courses emerged and are shared.

Sunday 25-May-14 16:30-17:45 Plaza 309 Individual Papers Individual Papers: Student Experience

Chair/Président: Peggy Patterson

1. Leveraging Student Voice to Enhance the Undergraduate Experience: The Mount Royal Assessment Seminar Five Years On

Jim Zimmer Mount Royal University (jzimmer@mtroyal.ca)

Fullan and Scott (2009) note that capturing and invoking student voice is a particularly important aspect of "strategic thinking and doing" in higher education. For the past five years, Mount Royal University has been systematically capturing student voice and using it to inform positive change in the undergraduate experience on our campus. The *Mount Royal Assessment Seminar* is an ongoing, university-wide assessment project in which rich, qualitative data pertaining to aspects of the undergraduate experience. In this session, the presenter will provide an overview of the Assessment Seminar and how it works, share key insights about the undergraduate experience of Mount Royal students gleaned through the first five years of the project, give examples of action/change occurring on campus in response to the initiative's findings, share perspectives on the value, and the challenge, of an initiative that brings together multiple stakeholders focused on enhancing the undergraduate experience and engage participants in discussion of how institutionally-collected data, quantitative or qualitative, is leveraged on their campus to inform strategic thinking aimed at enhancing the student experience.

2. A Narrative Inquiry with First-Generation Students: To Early Childhood, Habitus, and Beyond

Neil Buddel

Evidenced through higher educational aspirations, greater representation in professional positions, and increased postsecondary credentials, there is consistent and convincing quantitative data demonstrating that middle-class youth perform better in the formal education system and continually reap social benefits (Krahn, 2009). Conversely, first-generation students (who are the first in their families to attend university) are less likely to persist to degree completion. In addition, those that do attend are less engaged and do not experience the same psychosocial and cognitive development; however, little is understood of their actual experiences in the university field (Pike & Kuh, 2005; Pascarella, Pierson, Wolniak, & Terenzini, 2004). This doctoral research utilized Bourdieuan (Bourdieu, 1984) tools of habitus, capital, field, and practice and narrative inquiry as methodology in order to deeply qualitatively explore the following inquiry question: For first-generation students, do the stories of their lives have a formative relationship with their habitus and, if so, how do the stories shape their university experiences?

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3. Student Experiences of Gamification in Post-Secondary Education

Anastasia Kulpa, University of Alberta, Grant MacEwan University

Gamification in education can be understood as an application of the principles of game design to the design of courses and assignments (Sheldon, 2012). In this particular case, gamification translated into an additive grading scheme (students start at 0 points, and gain points throughout the semester, without the possibility of losing them), as well as a flexible assignment structures (there are more assignment possibilities than necessary to complete the course, and students can choose which assignments to complete allowing them to reach their desired outcomes). Despite theoretical groundings of gamification, both as a powerful frame, and games as powerful vehicles for learning (Gee, 2007, McGonigal, 2011), there is little empirical work exploring the student experience of gamified classrooms. Sheldon (2012) discusses a variety of case studies, but these are explored only from the perspective of instructors. The present study draws on the author's experiences with gamified classrooms as an instructor, but primarily discusses data from student focus groups. Understanding how students experience gamified classrooms represents an important exploration of the practice, and a window into how students perceive the impact of changes to classroom structures more generally.

Monday 26-May-14 08:30-09:45 Plaza 408 Individual Papers Internationalization

Chair/Président: Walter Archer, University of Alberta

1. Exploring the identities of students at Western Branch-Campuses in Malaysia and United Arab Emirates

Grace Karram Stephenson Ph.D. Candidate, University of Toronto, Ontario Institute for Studies in Education, Department of Leadership, Higher and Adult Education

Globalization has increased the salience of identity issues. It has brought together distant communities both physically and virtually, highlighting the similarities but also the deep diversity that exists between peoples of the world. The past twenty years have seen numerous cultural conflicts that have led some scholars to suggest globalization offers little hope for peaceful interaction (Huntington 1993). Yet despite these reports, the export of higher education from Western, English-speaking nations, has only grown in the past decade. The number of branch-campuses rose from 24 to 162 between 2002 and 2009, with the presence of Western university programs in every continent and sub-region world-wide (Knight 2011). Of particular interest are certain Islamic nations that have become leading importers of Western branch-campuses. Several states in the Arab Gulf (Bahrain, Qatar, UAE) as well as Malaysia are using their growing economic strength to set themselves up as education hubs, centres that attract both foreign providers and students in a central locale of higher education (Knight 2011). The students who attend these branch-campuses are at the centre of the cultural exchanges that define globalization. Yet little has been written about how branch-campuses accommodate and support the diverse individuals they serve. This study opens a new area of research by exploring the identities of students in Dubai and Kuala Lumpur who are studying at British-run branch-campuses. This foundational, student-centred research will describe who students are and how they experience their time at a Western branch campus.

2. A Comparative Analysis of Academic Staff's Job Performance between Private and Public Universities in Tanzania

Simon Peter Ngalomba School of Education, University of Dar es Salaam, Tanzania simonngalomba@yahoo.com

This study investigates the academic performance of the academic staff in Tanzania's private and public universities in the areas of teaching and research activities. The study aims to prove that

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there are differences between the two types of universities. An independent-sample *t*-test approach was employed to measure those differences. The study revealed that there are statistically significant differences between the performance in the two types of universities in terms of the number of research projects, the number of academic publications in international-level peer-reviewed journals, the number of presentations at international-level academic conferences and the number of academic books published. But with respect to the number of postgraduate students under academic supervision, the extent of teaching workloads, expressed in terms of subject units, the number of academic publications in national-level journals and the number of presentations at national-level conferences there are no significant differences.

3. Understanding the impact of international branch campuses on higher education: A case study of higher education in China

Jing Xiao, Ph.D. Candidate, University of Alberta

Over the past two decades, internationalization has become one of the central factors shaping higher education. As the outcome of an increasing globalized economy, internationalization of higher education has been manifested at various levels in China. The phenomenon of expanding international branch campuses has been closely related to China's policy of internationalizing its higher education sector. Since the beginning of a series of economic and political reforms starting from the 1990s, the Chinese government has been regarding internationalization of higher education as a strategy to strengthen national economic competitiveness (Ennew & Yang, 2009). As a result, the economic and political significance of China's rapid expansion of investment in higher education attracted the interest of foreign universities from across the world. This presentation explores the impact of growing numbers of international branch campuses on higher education system in China. It will explore two questions: (1) How do education stakeholders understand the process of internationalization in the system of Chinese higher education? (2) How do the increasing numbers of international branch campuses affect higher education in China, and its international partners?

Monday 26-May-14 08:30-09:45 Plaza 410 Individual Papers Teaching and Learning

Chair/Président: Cheryl Jeffs

1. Bridging the Difference: Facilitating Experiential Learning in the University Classroom

Alison Hood, Huntington University

The purpose of this presentation is to critically explore the use of storytelling and the exchange of narrative to enable students to access the knowledge they have already acquired outside of the classroom. The classroom is the site where students' experiential knowledge and emergent conceptual knowledge intersect. Such life experience and self reflection can sometimes be viewed as suspect within empirical and objective pedagogies. Informed by scholars such as Mezirow (1990, 1991, and 1994), Brookfield (1995), Cassidy (2001), and Tinto (1997), I will focus on the daily use of reflective and narrative methodologies in the classroom to acknowledge, engage, and validate students' experience outside of the academic environment. Specifically I will attend to the use of storytelling during class routines as well as demonstrate specific exercises and assignments to develop and employ these methods as learning tools. In this presentation, I will argue that the use of storytelling and narrative as a conduit for learning can bridge the boundaries between newly acquired knowledge and lived experiences. At its core this presentation encourages the deployment of recursive exchange of information between the students' varied environments and experiences.

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2. Coming to Terms with Mentoring: Conceptualizing the Borders and Boundaries of Relationships in Higher Education

Jacqueline L Beres, Monica Valente, Michelle K McGinn, Brock University

Despite widespread popularity and general recognition of the importance of mentoring in higher education, there is a lack of conceptual and definitional clarity regarding what constitutes mentoring (Eby, Rhodes, & Allen, 2010). The existing mentoring literature is fraught with varied definitions, some of which seem to identify related notions, while others appear quite distinct and seemingly incompatible (Bozeman & Feeney, 2007). Merriam (1983) criticized this lack of definitional consistency 30 years ago and yet the ambiguity remains a perennial issue in the literature (Johnson, Rose, & Schlosser, 2010). Comparable variability is also evident in the formalized mentoring programs that have proliferated on campuses, and in personal decisions about when to apply the labels mentor or mentoring to the formal and informal relationships that exist in higher education contexts. This paper documents our efforts as a team of three to resolve for ourselves our personal conceptualizations of the term *mentoring*. As the title of the paper suggests, we are trying to define and understand where the borders of our personal conceptualizations of mentoring lie so that those borders do not subsequently bound our study and our understandings of mentoring.

3. Beyond lectures: Promoting active learning in a first year undergraduate health science course

Fabiola Aparicio-Ting, University of Calgary

There is increased awareness that traditionally structured courses that depend on formal lectures to deliver content promote passive learning and tend to disengage students from the learning process. In order to move towards an active learning environment, the blueprint for a first-year course was revised to minimize the time spent during each class session on lecture-style presentation of concepts (about 25% of session time) and to incorporate small and large group discussion activities. The course in question is designed to develop an understanding of the social dimensions and health and how these can be explored through research in the social sciences. Group discussions are guided by broad questions provided by the instructor related to issues raised by health research focused case-studies, documentaries and select social science research articles. Class sessions end with a debriefing that includes a whole-class discussion when groups share their thoughts and ideas. Active learning is also promoted through the inclusion of two group presentations that involve the critical analysis of a research article and a documentary of the students choosing (40% of course grade). In addition, class participation contributes 15% to the course grade, so as to align the assessment regime with the expectation of student engagement. Overall, a focus on active learning promotes higher order learning focused on critical thinking and application of concepts, rather than memory-based learning that students experience in traditionally structured first-year courses. By the end of the semester, students are able to apply discipline-specific core concepts to a variety of public health issues and appreciate the contribution of the social sciences to health research. Such a learning outcome is unlikely to be achieved in a passive learning environment. In addition, active learning strategies also serve to improve communications skills by encouraging students to put forward their own ideas and engage with the opinions of others. Lastly, a course blueprint centered on active learning shifts the role of the instructor from formal authority and the sole conduit of knowledge to facilitator and promotes a student-centered focus.

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Monday 26-May-14 08:30-09:45 Plaza 309 Individual Papers Education and the Professions

Chair/Président: Peggy Patterson

1. Developing Clinical Judgment within The Context Of Reflective Practice: The Case Of Internationally Educated Nurses In Ontario

Eva Peisachovich, Faculty, York University, and PhD (c) at the Faculty of Education at York University

Clinical judgment is a term that has been increasingly used in the nursing education literature as it is critical to the development of professional knowledge, and provides a structure for the reasoning necessary for nursing practice today. It is well indicated in the literature that a vast amount of novice practitioners in healthcare lack or do not meet entry to practice expectations for clinical judgment and have difficulty transferring knowledge and theory into practice- regardless of educational preparation and credentials. Internationally Educated Nurses (IENs) are also considered novice practitioners, specifically in the Ontario healthcare environment. The purpose of the study was to understand how IENs develop clinical judgment using simulated clinical settings within the context of reflective practice. The research question guiding the study was how do IENs develop clinical judgment in the context of simulated clinical setting using High Fidelity Patient Simulation (HFPS) and within the context of reflective practice? An interpretative qualitative approach using action research methodology within the framework of adult learning and transformative reflective practice- predominantly focusing on my role as educator in this setting was conducted.

2. Journal Clubs as Informal Learning: Science Without Borders

Adam Larson, Weill Cornell Medical College in Qatar

Since Sir William Osler established the first journal club at McGill University in 1875, journal clubs have become standard practice in undergraduate, postgraduate, and continuing medical education. Journal clubs gather like-minded individuals to critically discuss current research and its implications for practice. Under the guidance of an expert practitioner, novices reflect on research evidence and connect it to practice. While journal clubs in medical education have been thoroughly researched (see Alguire, 1998; Ebbert, Montori, & Schultz, 2001), their effectiveness in other fields has not been sufficiently explored. This presentation discusses the preliminary findings from an ethnographic study of a journal club for biomedical research scientists at a transnational medical school and research institution in the Middle East. The journal club cuts across the laboratory hierarchy, bringing research assistants, postdocs, and laboratory leaders together to present and discuss relevant articles. By engaging in this practice, research assistants (novices) are socialized into scientific discourse and disciplinary logic. Moreover, they learn to relate abstract theory to their practical activities at the bench, thereby improving their scientific acumen and preparing them for advanced studies. However, this process is complicated by the highly obtuse nature of some scientific writing, and the fact that many participants speak English as an additional language. The study's findings indicate how journal clubs function for informal learning outside of medical education and shed light on complex issues of language, identity, and professional socialization within a scientific research micro-community.

3. Transformative spirituality in social work education: An ethical imperative

Manuela Popovici, School of Social Work, Carleton University

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Increasing attention is being paid to spirituality within social work research and literature, due to social work becoming more attuned to the diversity of communities it serves and to the important role that spirituality could play as a source of strength, support, conflict, or transformation. However, this increasing attention has not yet resulted in a corresponding incorporation of spirituality into social work education and practice, though slow progress continues to be made. This presentation discusses the ways in which the growing theoretical interest in spirituality could be manifested more practically in social work education and, by reflection, social work practice. I will explore ways of conceptualizing spirituality and the spiritual process as personally transformative, i.e. as ways to change and transcend boundaries of self, and examine the implications of such conceptualizations for social work education and for the social action mandate of social work. By reflecting on my experiences as both graduate student and educator in social work, I am seeking to identify personal, theoretical, and practical spaces that can be created for bringing transformative spirituality into the social work academia without having to compromise either the transformative potential of spirituality or the educational experience. Both an assumption and a conclusion of this discussion is the awareness that work for social justice must be accompanied by work for personal transformation in order not to perpetuate the very injustices it challenges. It is therefore an ethical imperative that social work education equips students with this awareness and with adequate tools for their work towards social and personal transformation.

Monday 26-May-14 16:30 - 17:45 Plaza 409 Individual Papers Higher Education and Internationalization

Chair/Président: Rhonda Friesen

1. Teaching in Englishized Higher Education Programs Worldwide: Some Problems and Some Possible Solutions

Walter Archer, University of Alberta

Academic communication and publication throughout the world is now overwhelmingly occurring in English, particularly in engineering and the natural sciences. More remarkably, thousands of programs, particularly graduate programs, are now being taught in English in non-Anglophone countries (Green, Wang, Cochrane, Dyson, & Paun, 2012). There is vigorous debate about whether this "Englishization" of higher education is good or bad (Salomone, 2013; Shohamy, 2013; de Wit, 2012) or how permanent the status of English as the worldwide lingua franca of higher education is likely to be (Ostler, 2010). However, there is no debate about whether or not it is going to be a prominent feature of higher education over at least the next few decades, since the largely financial and league-table-climbing motivations that are driving it are not likely to change significantly in the short term (Altbach & Knight, 2007). This presentation will focus on one aspect of the problem – the limited ability of many of the non-Anglophone instructors in the Englishized classroom to teach in English.

2. The next global knowledge powerhouses? The Importance to Canada's role in a global knowledge society of comparing Chinese and Indian higher education reform policies

Roopa Desai Trilokekar, Sheila Embleton, Qiang Zha, York University

Altbach described India and China as gigantic peripheries that in the foreseeable future will remain peripheral to the international knowledge systems (Altbach, 2001). In the context of the global economy, neither India nor China could be considered peripheral, given that China is today the world's second largest economy and India the fourth. Over the course of the last fifteen years both countries have recognized the centrality of higher education to their societal progress and have thus embarked on massive policy initiatives to transform their higher education

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systems. China and India are core international partners for Canada. Globally, China is the largest higher education system in terms of enrolments and India is the largest in terms of the number of higher education institutions. How is Canada featured, if at all, within China and India's higher education policy developments? How is it "positioned" as a global partner for both countries and how might it better "position itself" *vis-à-vis* these two major global societies? This paper will engage a historical and comparative analysis and will use government policy documents as its primary data sources. It will discuss several distinguishing national policy characteristics, and thus identify policy opportunities and gaps in Canada's relations with both countries. More broadly, the paper speaks to the changing roles and responsibilities of governments and higher educational institutions as actors in the global community and the vital need for inter-civilizational dialogue for the economic, political and socio-cultural well-being of Canadian society.

3. Regionalization and Internationalization in Caribbean Higher Education: The University of the West Indies Open Campus

Paula P Green, University of Toronto

The English-speaking Caribbean has more than one hundred and fifty tertiary level institutions, most of which are public. The largest is known as the University of the West Indies, which attracts more than half of the regional enrolment of all post-secondary students in the Caribbean (Tewaie, 2010: Online). This multi-campus institution has locations in Jamaica, Barbados and Trinidad, as well as over forty- two Open Campuses locations throughout the region (University of the West Indies, Overview: Online), and satellite locations on the islands of Grenada and St. Lucia, just to name a few. Population growth in the Caribbean has placed an ever increasing demand for higher education. Higher or tertiary education in the Caribbean is "defined as "the teaching and learning process that occurs following the completion of secondary education, [which] provides academic credits and competencies that lead to certificates, diplomas and degrees from universities, university colleges, polytechnics, community colleges and similar institutions" (Tewaie, 2010: 1). To this end, the Caribbean is in dire need of a tertiary education strategy that is aligned to its development goals, which provides greater access to higher education for its population. The goal would be to pursue high quality educational outcomes that match educational output to market demands, and narrow the gap between academic research and policy formation (Tewaie, 2010:17). Since the creation of the Caribbean Knowledge and Learning Network (CKLN) in 2003, the University of the West Indies Distance Education Centres (UWIDEC) has been participating in the connectivity network (CKLN, 2003: 3). This research is a case study of the University of the West Indies. Part of the study's goal is to explore whether the creation of the Open Campus is advancing the regional integration goals of the University of the West Indies; and to what extent this goal is being hindered or advanced by the internationalization of higher education.

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Monday 26-May-14 16:30 - 17:45 Plaza 309 Individual Papers Paradigms, Capacity, and Collaboration

Chair/Président: Michael Buzzelli

1. Building Capacity for Collaboration in Higher Education: Opportunities, Obstacles and the Role of Identity

Patricia Kim Sanderson, University of Saskatchewan

Boyer (1990), in *Scholarship Reconsidered*, identified the four functions or scholarships of the professoriate as discovery, integration, application and teaching. New hybrids of knowledge make it necessary for academics to do research “at the boundaries where fields converge” (p. 19) and to create the connections necessary for both research and teaching. While the concept of community suggests cooperation, acceptance, mutual respect and concern for the group, academic life in reality cultivates autonomy, competition, criticism, judgments, scepticism and self interest (p. 294). This conceptual paper uses a theory of inducements to critically evaluate the opportunities and obstacles to building the capacity for collaboration within higher education.

2. An ‘unusual interest’ in teaching: A collaborative auto-ethnography on ‘pedagogical shifts’ in graduate student teaching development

Sara Carpenter (sara.carpenter@utoronto.ca), Lana Kühle, & Robin Sutherland-Harris, Center for Teaching Support & Innovation, University of Toronto

The field of graduate student development has long focused on ‘preparing for the professoriate,’ and attention to the development of teaching attitudes and capacities amongst graduate students is an essential, if marginalized, component of this process (Austin, 2000). Many graduate student development programs highlight the importance of learner-centered teaching approaches as well as the essential role that peer facilitation plays in the growth of teaching philosophies and capacities (Boud, 2006; Gunn, 2007; McHenry, et al, 2009). This paper provides insight into the development of university-level educators based on the daily experience of graduate students as teachers through a collaborative and critical auto-ethnography on the development of our own approaches and orientations towards teaching. The contribution of this self-study, however, is to situate the development of graduate student teaching practice with the social and cultural practices of universities, allowing us to explore what forces contribute to, and hinder, the emergence of an authentic and engaged pedagogical approach amongst graduate students.

3. So how did we do? Experimenting with a paradigm shift from undergraduate intake credentials to demonstrated learning outcomes: success achieved and challenges encountered

Katharine Janzen, OISE, University of Toronto

This presentation will highlight the findings of our case study on the efficacy and effectiveness of the M.Ed. in Higher Education Leadership Cohort initiative at OISE/UT, developed in response to the expressed interests and needs of non-academic leaders, some of whom did not meet the traditional intake criteria, but who had a desire to become more effective in addressing the many and increasingly complex challenges facing postsecondary education. An analysis of both the success and challenges encountered as viewed through the lens of Lewin’s Force Field Analysis will be presented. How this program brings together leaders from two sectoral “divides” within PSE and engages them in constructivist learning to foster creativity will be discussed. The “scaffolding” provided through cooperative group learning, cohort and compressed delivery format of this initiative will be explored, and the exciting achievements of the first three Cohorts presented. Participants will be invited to reflect on critical issues in PSE and discuss how these might be addressed through this learning model.

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Tuesday 27-May-14 08:30-09:45 Learning Commons 228 Individual Papers French/English, Language and Professional Learning

Chair/Président: Walter Archer, University of Alberta

1. Parallel Pilot Studies of French- and English-Language Graduate Seminar Teaching Practices

Gale Parchoma, Associate Professor, Educational Studies in the Learning Sciences, Werklund School of Education, University of Calgary (gale.parchoma@ucalgary.ca) and Michael Power, Associate Professor, Études sur l'enseignement et l'apprentissage, Faculté des sciences de l'éducation, Université Laval. (Michael.Power@fse.ulaval.ca)

This paper presents preliminary findings from two parallel, small-scale, pilot studies on the nature of graduate seminar teaching and learning practices in two Canadian university faculties of education. The overarching objective of the pilots is to explore comparative Canadian graduate education seminar typologies in Canada's two founding cultural traditions in higher education. A secondary objective is to examine alignment among professors' espoused *didactiques*/pedagogies, as articulated in interviews, and discursive learning designs, as evidenced in seminar syllabi, and through in-field observations. Our theoretical framework is based upon practice theory, wherein situated discourses and practices are examined for their capacity to produce alternative pedagogies. Relations between personal agencies and institutional structures are conceptualized as mutually constitutive (Feldman & Orlikowski, 2011). Our unit of analysis is practice. Data from a small sample of five French- and five English-language case studies of individual participants' espoused, discursive, and enacted graduate teaching practices are being collected. Findings from the study offering an original contribution to peer-reviewed literature on graduate seminar teaching and learning practices will be shared.

2. Globally Networked Learning Environments (GNLEs) and instructors' professional learning

Olivier Bégin-Caouette, Yishin Khoo & Momina Afridi OISE/University of Toronto

Globally networked learning environments (GNLEs) are transnational joint activities, courses or degree programs, which rest upon transnational partnerships between two or more instructors, and which extend across institutional, linguistic, national and other boundaries (Starke-Meyerring et al., 2008). Based on a close and equal collaboration, GNLEs are believed to enhance students' learning experience as well as instructors' professional development (Starke-Meyerring & Andres, 2006). This presentation will describe the process of developing GNLEs in Quebec general and vocational colleges (CEGEPs) and identify their impact on CEGEP instructors' professional development.

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Tuesday 27-May-14 08:30-09:45 Plaza 309 Individual Papers Careers

Chair/Président: Peggy Patterson

1. Borders, Borderlands, and Boundaries: Navigating space and place in the pursuit of academic careers

Meghan Pifer, Assistant Professor of Higher Education, Widener University, and Bryan Gopaul, Postdoctoral Research Fellow, Graduate School of Education, University of Pennsylvania

In both Canada and the US, considerable attention has been given to improving doctoral education. Multiple stakeholders have explored issues related to program goals and curricular content, student skill development and professional preparation, employment trajectories and outcomes of doctoral education, and context-specific doctoral student experiences (CAGS 2008; Golde et al., 2006; Nerad et al., 2007; Rose, 2012). Calls for doctoral education reform are motivated in part, by the reality of an academic labour market that offers more contingent jobs than tenure-track jobs (Finkelstein et al., 2009), a shift in the desire of doctoral graduates in some disciplines for non-professorial careers (Mendoza, 2007), and the substantial institutional and individual costs of students' decisions to leave their doctoral programs (Lovitts, 2001; Maldonado, Wiggers, & Arnold, 2013;). As PhD production outpaces demand and institutional capacity for tenure-track academic placements, there is a need for dialogue among prospective academics, current academics, and partners in institutions, government, and industry. Through this paper, we explore these experiences as a strategy for illuminating employment realities and trajectories that might be important for doctoral students, and those who facilitate doctoral education, to consider. We offer this structured conversation, rooted in the literature about doctoral education and academic careers across disciplinary and national contexts, as a step towards integrating research and practice through consideration of what doctoral students might anticipate as they commit to their professional and personal goals.

2. Understanding Environmental Thinking in Undergraduate Engineering Students through the New Environmental Paradigm Scale

Chris Campbell, Ph.D. Candidate, University of British Columbia

This paper presents the findings of a study of the environmental thinking of undergraduate engineering students conducted from 2012 to 2013 and is inspired by calls for a widening of engineering curricula to include a range of non-technical graduate attributes (Duderstadt, 2008). Advocates of engineering educational reform (Sheppard, Macatangay, Colby, & Sullivan, 2009, p. xxi) now call for a broader range of knowledge to be addressed in undergraduate programs (i.e., communication and teamwork, professional ethics, and the social and environmental impacts of engineering), noting that 'while so urgent in the world today (such knowledge has) long had difficulty finding meaningful places within this historical (curriculum) model'. In Canada, rather than calling for such change, the Canadian Engineering Accreditation Board of Canada (CEAB) is requiring it. Canada is one of the 15 signatory countries of the Washington Accord (International Engineering Alliance, 1989), an agreement designed to articulate and eventually recognize the substantial equivalency of engineering credentials. This accord is interpreted in Canada in the CEAB Engineering Graduate Attributes (Engineers Canada, 2012), which are beginning to influence program- and course-level learning outcomes in engineering curricula across the country (Table 1). This study is a response to graduate attribute 9: the impact of engineering on society and the environment. The study reports on a survey of over 300 engineering students at a large Western Canadian University using the New Environmental Paradigm (NEP) scale (Dunlap, Van Liere, Mertig, & Jones, 2000).

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Tuesday 27-May-14 10:00-11:15 Learning Commons 228 Individual Papers International Students/Study Abroad

Chair/Président: Walter Archer, University of Alberta

1. The "[h]unt for new Canadians begins in the classroom." The construction and contradictions of Canadian policy discourse on international education.

Roopa Desai Trilokekar, Associate Professor, Faculty of Education; Amira El Masri, Ph.D. candidate, Faculty of Education, York University, Toronto

"Underutilizing" immigrants has major economic impact; estimates suggest the loss averages about \$2 billion/year (Reitz, 2005). International Students (IS) are considered "ideal" immigrants or "designer migrants" for Canada (Simmons, 1999, cited by Chira, 2013) as it is assumed they will transit with less difficulty and more success into the workplace. Canada's immigration policy rests on human capital theory, it still forms the rationale of encouraging IS as immigrants. This presentation examines assumptions about the integration experience of IS in the labour market and explores the validity or the need for alternate immigration theories to strengthen the link between policy and programs at governmental and institutional levels. A pilot study has been conducted at two Ontario institutions, using a comparative case study method to examine the academic, social and cultural experience of IS. This research sheds light on the experience of an important segment of this student population in graduating and transiting into Ontario's labour market, and addresses important economic, social and cultural issues pertaining to access to labour market.

2. The Validity of Graduate Student Research in Study Abroad

Jeffrey Burrow

Study abroad participation is increasing around the world. In 2011/2012, an estimated 225,000 American, 250,000 European and 30,000 Canadian students studied abroad for credit (Canadian University Survey Consortium, 2012; European Union, 2010; Institute of International Education, 2012). Intercultural development is the most common rationale for participation and studies typically conclude that students who go abroad develop greater intercultural awareness (Salisbury, 2011), intercultural sensitivity (Williams, 2005) or world mindedness (Golay, 2008). Study abroad research, has exploded in the past ten years, especially among graduate students (Comp, 2010). While these studies add to the existing literature, little effort has gone into summarizing or investigating the quality of results in this area. This individual paper aims to examine the validity arguments in fifty recent dissertations on study abroad and intercultural development.

3. Across the Threshold: International Student Acceptance and Identity

Joe Corrigan, Doctoral student in Educational Policy Studies at the University of Alberta (joe.corrigan@ualberta.ca)

International students are transforming the campuses of Canadian post-secondary institutions, and this paper gives voice to their stories of application and acceptance. The metaphor of social, cultural and economic *threshold* is used to explore the meaning international students from nine countries attach to their experience of application and acceptance at one large Canadian university. The goal of foregrounding the application process as a social and cultural point of entry to the new environment is to illuminate the individual psycho-social meaning that is attached to acceptance. By working to tentatively conceptualize and understand the diverse anticipatory schemata of international learners before they arrive on campus, it is anticipated new ways of receiving and initially supporting these international learners will be possible.

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Tuesday 27-May-14 10:00-11:15 Learning Commons 211 Individual Papers The University

Chair/Président: Rhonda Friesen

1. The Rhetorical Limits of the University: From Ruins to Chains

Dennis Desroches, St. Thomas University

This paper examines the rhetorical intensification in recent years of university "metrics," examining through the analysis of texts by Thorstein Veblen, Bill Readings, and Henry Giroux the implications for the future of the university as it is re-tasked to respond to (often fabricated) market forces (i.e., red herrings like the "skills gap," which serve to externalize costs for training employees). This paper also examines the degree to which competing discourses within the university landscape itself (for example, that between administrators and unionized faculty associations) "speak the same language," and are therefore constrained--bounded and limited--by market principles that raise serious questions as to what the university, in this rhetorical determination, can become. It is the purpose of this paper to demonstrate that rhetorical boundaries determine the limits within which it is possible to think the university today, and to suggest that the above-mentioned thinkers may offer us ways to challenge these limits.

2. From placid to turbulent: The Canadian public university goes strategic

Michael D Buzzelli, University of Western Ontario [mbuzzel@uwo.ca]

The nature, roles and importance of Canadian higher education are matters of intense public debate. Voices of change and resistance can be found among ordinary citizens, the popular press, policy makers and those within higher education itself. The Canadian publicly funded university (CPU), representing the lion's share of enrolments in the sector and nearly all universities in the country, is the focus of this paper. The CPU is an autonomous conglomerate organisation that is funded by public subsidy and fee-paying adult students and whose primary aims are educative, including teaching and learning and discovery, or scholarship in the broadest sense. Though the definition persists, the CPU's operating environment is in flux. The CPU's history, particularly after WWII, was based on a placid social contract. Even the dynamism of system expansion was investment with certainty, purpose and pace toward a desired public good. But the terrain is shifting. New and intensifying pressures faced by the CPU include technological change, educational globalisation and tightening public finance. Public discourse and policy expertise alike are fuelled by these issues and imbued with new expectations. The overarching question is: how might universities respond to these pressures? More specifically, to what extent and in what ways is the CPU becoming more competitive and strategic in confronting change in higher education?

3. Implications for online education of an earlier information revolution: Gutenberg's invention of printing

Gavin Moodie, RMIT, Australia

This paper finds that printing's effects on universities were much more modest than might be supposed from its considerable and widespread effects on other institutions such as the church and on society generally. The paper argues that this is because printing did not change directly core university activities: the discovery of knowledge, the testing of propositions nor the way students learn. This argues for at least skepticism about the more extravagant claims for the current information revolution and for a careful analysis of precisely how the new technologies will change the way students learn, the way propositions are tested or the way knowledge is advanced.

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Tuesday 27-May-14 10:00-11:15 Plaza 309 Individual Papers Social Justice, Equity, and Access Issues in Higher Education

Chair/Président: Dr. Peggy Patterson, Professor, Professor, Post-secondary Leadership, Werklund School of Education, University of Calgary

1. Intersections of Equity and Access in Canadian Higher Education Admissions. (IHE Affinity Group)

Dr. Virginia Stead, Ed.D. 2012 Alum, OISE University of Toronto

This paper reports on the experiences of successful minoritized candidates as they navigated the admissions process and it will unearth both supports and constraints that shaped their experiences within an equity-based urban Canadian teacher education program. The emphasis here, so acutely born out in the findings, is that equity policy implementation is a highly contested process, replete with visible and invisible barriers to equitable outcomes. The methodology of this research is easily scalable and lends itself directly to new research into admission theory, policy, and practice within all undergraduate, graduate, and professional faculties.

2. Participating at the United Nations: Transforming Women's Voices

Geraldine Jody Macdonald, University of Toronto

For the past twenty years I have been a member of Canadian Voice of Women for Peace (VOW), In this NGO I am nurtured by many women who care passionately about life. VOW members care about peace, as peace supports life, the life of children and grandchildren, the life of the planet and all its life forms, and they use their knowledge and expertise to mobilize support for peace, identifying the connections between health and peace, including the health of individuals, communities, and the planet. In 2009, I had the opportunity to attend the United Nations Commission on the Status of Women, as a VOW member. VOW is an accredited NGO at the UN with consultative status with ECOSOC - United Nations Economic & Social Committee. This presentation highlights my learning about the connections between mining, peace, and health at the UN through the narratives of the women. Transformative learning theory provides a perspective on my personal learning and my subsequent efforts to ensure the women's voices were heard by my graduate students.

3. An Equity Audit of Sexual Orientation and Gender Identity Policies in Canadian Universities

Kris Wells, Assistant Professor, Director of Programs & Services, Institute for Sexual Minority Studies and Services, Co-Director, Camp Firefly, and Anastasia Kulpa, University of Alberta, Grant MacEwan University

This study explores the policies in place at Canadian universities to address the experiences of sexual and gender minority faculty, staff, and students. Some of the key policies examined in our study are administrative regulations, including non-discrimination statements, procedures for reporting hate crimes and incidences of bias, and procedures for staff members and students to change their names in university records. University facilities are also examined, such as access to gender neutral washroom and shower facilities and, for students, the ability to live in sexual and gender minority inclusive residence environments. The integration of sexual and gender minorities into the university's curricula is also examined, such as the availability of a major or minor in sexuality studies, and access to a specialized lending library resources addressing issues and authors connected to these communities. We also provide an examination of policies surrounding the social experience on campus, such as the availability of Pride events, and access to supportive campus groups and resources.

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SPECIAL EVENTS/ CAFÉS /POSTER SESSION

Saturday 24-May-14 Taro-260

10:30 – 12:00

13:30 – 16:00

Special Event

Graduate Student Pre-Conference

Part 1: CSSHE invites you to a conference/workshop about mindfulness in academia, for graduate students. What is mindfulness and how it can help getting through the tough times? Come and take some time for yourself. Presenter TBD.

Part 2: The afternoon will be spent with Dr. Virginia Stead, Ed.D (OISE, 2012) who will engage with graduate students about publishing opportunities and the world of academic literature.

Sunday 25-May-14 10:00-11:15 Thistle 247

Special Event

ANNIVERSARY PANEL

"50 Years of Higher Education Programs in Canada"

This panel session will present a forum for marking the 50th anniversary of higher education as a field in Canada. The guest presenters are scholars who had a hand in starting the field, were among the first students, and those who have written the histories documenting the field will be available to present. Panellists include: Carl Amrhein, Walter Archer, Glen Jones, and Peggy Patterson. Panellists will share their perspectives on higher education as a field, the history of higher education programs across Canada, the variety of factors shaping their development, and the possible futures of these programs.

Michelle Nilson will moderate the session and will provide questions to the panellists for discussion as well as invite the audience to engage the panellists with their own questions. This session is anticipated to be highly interactive and engaging.

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Sunday	25-May-14	13:00 – 14:30	Sankey Chambers	Special Event	Copyright and the modern academic debate series Fair dealing and Canadian academics: The “Copyright Pentalogy” and beyond
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Discussion: Sam Trosow, University of Western Ontario and Blayne Haggart, Brock University

Main sponsoring association: Brock University Council for Research in the Social Sciences (CRISS) and hosted by the Canadian Association of Learned Journals.

AV sponsored by: Canadian Society for the Study of Higher Education

Additional funding: Brock University Faculty of Education

Other Copyright events:

Wednesday, May 28, 2014 Subject: Open Access

The question: Should Open Access be the primary publishing model for Canadian academic and research publishing?

Event time: 4:30-6:30 pm Event room: South Block Room 215

Participants: Michael Geist, University of Ottawa and Glenn Rollans, Partner, Brush Education Inc.

Sponsoring associations: Canadian Communication Association, AV sponsored by: Canadian Society for the Study of Higher Education, Additional funding: Brock University Faculty of Education

Thursday, May 29 Subject: Access Copyright

The question: Access Copyright, friend or foe? Should Canadian universities opt out of Access Copyright and depend instead on the Copyright Act, including its fair dealing exemption?

Event time: 2:00-3:30 pm Event room: International Centre Room 119

Participants: Howard Knopf, Macera & Jarzyna LLP and Roanie Levy, Access Copyright

Sponsoring Associations: Canadian Association for Information Science; AV sponsored by: Canadian Society for the Study of Higher Education

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SPECIAL TOPICS CAFÉ

Tuesday 27-May-14 10:00-11:15 Schmon Tower Boardroom **Special Topics Café** Non-tenure Track and Adjunct Faculty: Issues, Inclusion and Engagement

Facilitators: Anne Charles and Michelle Nilson

Special Guest: Dr. James L. Turk, Canadian Association of University Teachers (CAUT)

The purpose of this special session is to provide a Conversation Commons. **Dr. James Turk of the Canadian Association of University Teachers (CAUT)** will kick off the session and provide some context from a faculty association perspective, following which participants will break into small groups to raise and discuss issues relating to Non-tenure Track and Adjunct Faculty.

The Café is intended as an adaptable space for continuing the thinking and discussion about the inclusion and engagement of Non-tenure Track and Adjunct Faculty. The café ambiance will provide participants with an opportunity to connect with other colleagues (new and old) and to converse on the important issues and topics which are the subject of this session.

Participants can choose to visit, initiate a topic, or join a conversation in process. Facilitator(s) will be available, as will 'thinking tools', such as flip chart paper and markers.

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Tuesday 27-May-14 13:30-14:45 Sankey Chambers **Poster Session** **Poster Session**
Anniversary Prize Draw

Transferable Skills for Graduates from Education Programs: Pedagogical Shifts and Program Change!

Vafa Neghabian

Over the past 10 years, there has been a surprising fall in the employment rates of teacher education graduates in teaching positions. A 2012 report of Ontario College of Teachers (OCT) shows that almost 70% of unemployed first year teachers found alternative or supplemental employment outside of teaching (OCT, 2012, p. 11). This raises a question that is increasingly topical and important: if it is obvious that many graduates will end up in careers outside of traditional classroom setting (government, industry, not-for-profit, etc.), how can teacher of education programs evolve and change to address this reality? The intent of this research is to deepen the connections between these issues. [...] The study begins by establishing a framework for the project, which looks at transferable skills in terms of what is thought to be needed in terms of carry-forward skills for students, how the skills are taught by the teachers in the program, and a sense of why such training is believed to be crucial at this time. The purpose is to gain a better understanding of the transferability of skills and competencies learned in the teacher education programs for employment outside the teaching environment, to analyze the data gathered, and to make recommendations regarding teaching and learning activities in supporting skill development in the institution.

An iPad-Infused Classroom: Research-Based Outcomes of iPad Use in Two Inclusive, Inner-City Classrooms

Kimberly Maich

The use of iPads in inclusive classrooms for young children is increasing becoming a pedagogical reality. *An iPad-Infused Classroom* describes the reality of iPad use in two inner-city classrooms including student perceptions, educator satisfaction, and the use of an electronic scheduler to support everyday transitions for a student with ASD.

Understanding Faculty Resistance to Technology.

Janet Symmons, Educational Studies Ph.D. student at the University of Victoria.

This poster presentation examines professors' attitudes towards technology adoption, which may be useful to postsecondary institutions when creating and designing faculty training workshops and upgrading or implementing technology to be used as teaching and research tools.

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Using Technology to Address Student Mental Health: Initiatives in Ontario Colleges and Universities

Kathleen Moore

Preliminary findings from a brief policy analysis of institutional policies and practices surrounding e-mental health will be discussed. Practices and strategies will be collected by examining institutional websites and mental health policies. Exemplary, innovative, and collaborative practices will be discussed in order to present a landscape of on-campus mental health strategies in Ontario. In this presentation, participants will have the opportunity to reflect on the current state of e-mental health at their institutions, discuss innovative practices, consider whether institutions should be adopting e-mental health as a responsibility, and grapple with future directions of e-mental health.

Guests transcending the border of learning community

Jane Costello, Memorial University of Newfoundland

This poster presents results of a study which examined the impact of guest speakers on higher education professional learning communities. Guests may contribute to a course or learning community as an integral, authentic resource impacting student success both in their learning and their professions. Participants' (guests', instructors', and students') perceptions of guest's contribution to learning communities, as evidenced in their interactions with students, were investigated through exploratory multiple case study in two undergraduate humanities courses. The study examined this contribution through examination of six interrelated lenses often found in learning communities: group activity, engagement, enhanced learning experience, social presence, cohesiveness, and reflection. These courses' students evidenced community approaches to learning as they pursued studies in their respective disciplines. The study was conducted when students were enrolled in courses which focused on issues and trends in their respective disciplines and invited guests in to share in and inform their learning experiences. The study reveals the many ways a guest speaker negotiates the boundary of a learning community and the impacts and roles they play in these communities. New contributions to the area of guest speaker involvement in community and learning from participants' perspectives are presented. Guests', instructors', and students' experiences either echoed previous reports or contributed new knowledge, sometimes in the sense of cautionary advice. Recommendations for course design based on these contributions are also offered.

"I think we can do Better": College Instructors' Preparedness to Teach Students with Learning Disabilities"

Kathryn Hansen

A growing segment of the Canadian post-secondary student population is students with learning disabilities (LD). Despite the rising number, statistics indicate that students with LD continue to face barriers in completing their post-secondary programs (Finnie et al., 2012; Standing Senate Committee on Social Affairs, Science and Technology [SSCSAST], 2011). Students with LD have noted that two key components to their success are faculty understanding of their learning needs and the faculty-student relationship (Denhart, 2008; Nichols, et al., 2002; Rao, 2004). This research project asked the questions "Are community college instructors prepared to teach students with LD?" "What do faculty know about best practices for inclusive education?" Research in the K-12 education system has shown that preparedness for inclusive education includes having the attitudes and knowledge to do the job. This mixed-methods study investigated the preparedness of community college faculty by assessing two factors, attitude and knowledge, using a validated questionnaire and semi-structured interviews. Results showed that despite having generally positive attitudes towards and self-rated knowledge about learning disabilities college faculty were underprepared for the task of teaching students with learning disabilities.

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Implications of the findings of this research will be discussed including potential campaigns to address the preparation gap and inform best practices for providing quality, inclusive, post-secondary education.

AFFINITY GROUP MEETINGS

Tuesday	27-May-14	11:30 - 13:00	Learning Commons 228	Affinity Group Meeting	CSSHE Affinity Group Annual Meeting: Student Services
Tuesday	27-May-14	11:30 - 13:00	Learning Commons 211	Affinity Group Meeting	CSSHE Affinity Group Annual Meeting: Community Engagement
Tuesday	27-May-14	11:30 – 13:00	Learning Commons 227	Affinity Group Meeting	CSSHE Affinity Group Annual Meeting: Governance
Tuesday	27-May-14	13:15-14:45	Learning Commons 228	Affinity Group Meeting	CSSHE Affinity Group Annual Meeting: Blended and Online Learning
Tuesday	27-May-14	13:15-14:45	Learning Commons 211	Affinity Group Meeting	CSSHE Affinity Group Annual Meeting: International Higher Education

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Acknowledgements

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- Members of the Anniversary Panel: Carl Amrhein, Walter Archer, Glen Jones, and Peggy Patterson
- Dr. James Turk CAUT, Speaker for the Special Topics Café
- Presenters and Organizers: Individual papers, organized sessions, panels, posters and special events
- Walter Archer, President, the Board of Directors, and Secretariat, CSSHE
- The 2014 CSSHE Conference Program Committee: Walter Archer, Alexandre Beaupré-Lavallée, Anne Charles (PC), and Michelle Nilson
- CSSHE Award Committees
- Kathleen Moore, Liaison at Congress (LAC)
- Program Assistants @Congress: Gabriella Lancia and Kit Simmons

Anniversary Prize Draw

Our thanks also to the following for their generous support of the 50th Anniversary Prize Draw:

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