



CSSHE Annual Conference
May 27th – May 29th 2018
Official Conference Program

University of Regina
Regina, Saskatchewan

**Canadian Society
for the Study of
Higher Education**



**Société canadienne
pour l'étude de
l'enseignement supérieur**

Welcome

Welcome to the 2018 Annual Conference of the Canadian Society for the Study of Higher Education (CSSHE), held within the Congress of the Humanities and Social Sciences, hosted this year at the University of Regina situated on Treaty Four land within the Wascana urban park in Regina, Saskatchewan.

Our conference offers the opportunity to gather, share findings and talk about higher education research, practice, and ideas. We hope that you find it an engaging and stimulating experience, an opportunity to build your network, form collaborative teams, and find professional friendships. It is my sincere hope that your experience will contribute to Canada's higher education landscape of tomorrow.

In keeping with this year's theme for the Congress, "Gathering diversities" we have put together a program comprised of a variety of sessions and topics presented by higher education scholars, practitioners, and graduate students. In addition to our conference line up, Congress has many open events and services. Details can be found on the Congress website <https://www.congress2018.ca/program>.

The Big Thinking lecture series will be held at the Riddell Centre - RC 170 University Theatre from 12:15 to 13:15. See <https://www.congress2018.ca/program/big-thinking>. This series is free and open to all Congress registered attendees and the public. Big Thinking Lectures held during the days of our conference include:

- Melina Laboucan-Massimo, Lubicon Cree, Indigenous Knowledge & Climate Change Fellow, David Suzuki Foundation. "On the front lines: Indigenous women and climate change." Saturday, May 26;
- Margaret MacMillan, Professor of History at the University of Toronto, former Warden of St. Antony's College and Professor of International History, University of Oxford. "Thinking about war." Sunday May 27;
- Marie Wilson, C.M., O.N.W.T. Commissioner, 2009-2015, Truth and Reconciliation Commission of Canada. "Diversity and reconciliation." Monday May 28.

Other Congress events include the *Career Corner* - a professional development workshop series where everyone from graduate students to established faculty members can learn how to advance their academic careers, publish and market their research, improve their lesson planning and teaching skills and find out about careers outside of academia <https://www.congress2018.ca/program/career-corner>.

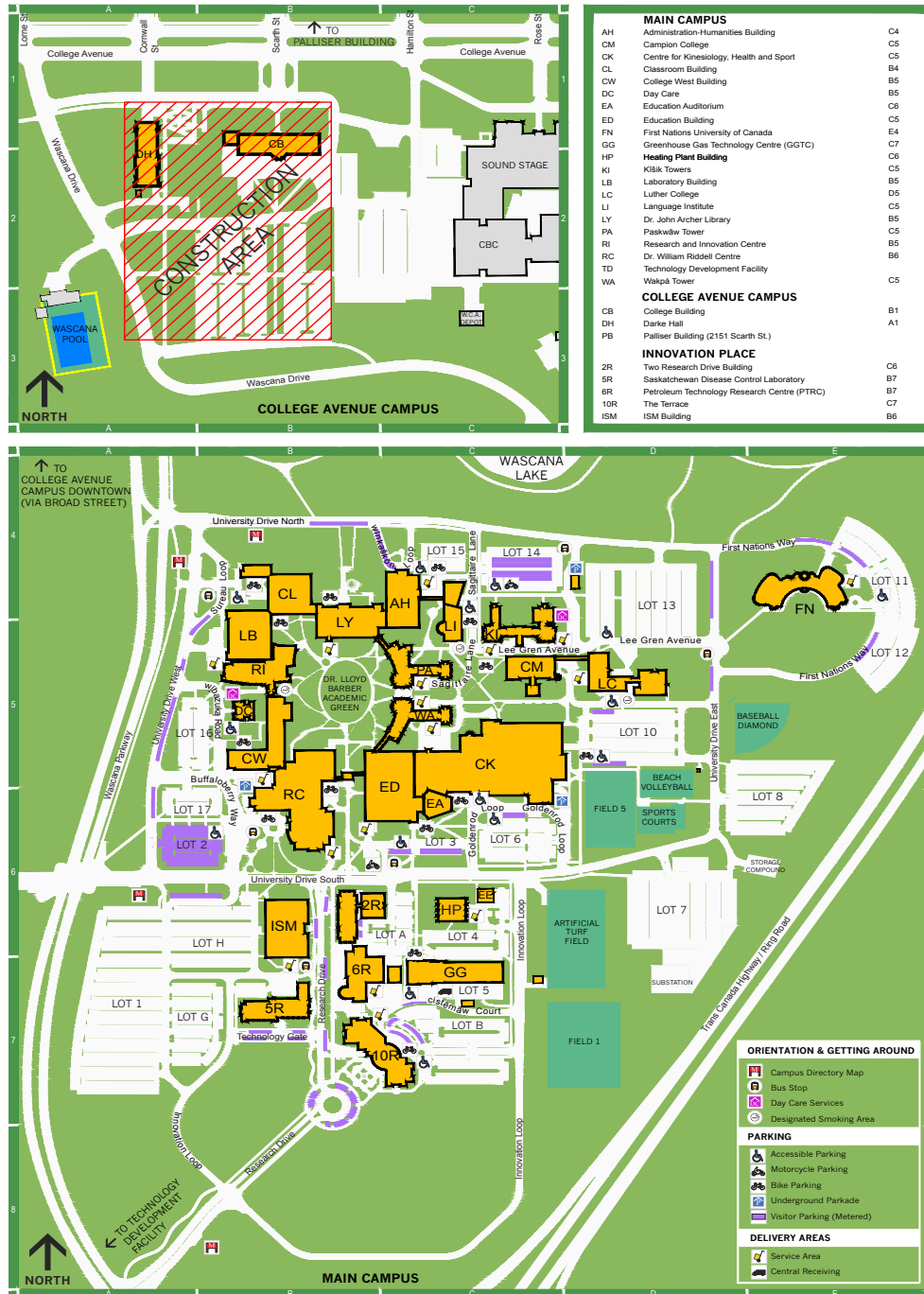
Please be sure to attend the **CSSHE Annual General Meeting (AGM) and Awards Luncheon** scheduled for **Monday May 28th at 11:30 – 13:30 in CL126**. The AGM is an opportunity for you to learn more about the Board's activities, to offer feedback and to recognize our Award recipients. I hope to see you there!

Thank you to everyone who took the time to submit a proposal to the conference, and to those of you here, and elsewhere, who so generously donated their time and expertise through participation in the peer review process, awards committees and more; you have made a significant contribution to the success of this conference.

Finally, I would like to acknowledge and give my very special thanks to the CSSHE Program Committee and Twyla Salm from the University of Regina who acted as our Local Arrangements Coordinator. Under the leadership of Dr. Tamara Leary, Program Chair, assisted by Dr. Laurie Hill, Program co-chair, and committee members Drs. Kathleen Matheos and Michelle McGinn, and Dranna Andrews-Brown you have prepared an amazing line-up of speakers, panels, papers, ignite sessions and more. You have worked tirelessly and with so much effort to make the CSSHE Annual Conference 2018 a success. Merci.

Dr. Anne Charles
President

University of Regina Campus Map



2018 CSSHE Annual Conference

CONGRESS OF THE HUMANITIES AND SOCIAL SCIENCES

University of Regina

May 27th – May 29th 2018

Sunday May 27th 2018		
Time	Event Title	Location
8:00 – 8:30 am	CSSHE Hospitality Room	CL 109
8:30 – 9:45 am	CSSHE Conference Opening Welcome Keynote: Dr. Malinda Smith	CL 126
10:00 – 11:15 am	SESSIONS GROUP A	
1A	Curriculum and Program Development Series: #1011 Colleges as local institutional actors: Using the capabilities approach to theorise the mission of community colleges #1084 Proposition d'un modèle de formation à distance selon la modalité mixte favorisant la persévérance et la réussite en enseignement supérieur #933 Using the Online Search Tools to Improve Teachings Skills at the University of Lubumbashi Once Curriculum Do Not Align the Demands from Society #1064 Gathering Diversity in Higher Education: Why it is Important to Learn About the Pre-colonial Christians of India	CL 420
2A	Equity and Diversity Series: #959 Public Policy for Gender Equality in Universities: Lessons from Canada #963 Legitimacy and institutional support for student groups at Canadian post-secondary institutions: Implications of resource allocations #1004 Contested spaces of diversity: Trans* experiences of a university campus in northern England #1026 Exploring Equity-Mindedness in Remedial Math: An Analysis of Curricular Artifacts	CL 417
3A	Scholar and Research Practice: #1092 Lessons Learned from Confucius and Socrates on a Failed Lesson on Confucius and Socrates #951 Precarious faculty in Canadian higher education institutions: An unsustainable trend #1087 Conditions for the development of online teaching capacity: a case study	CL 418
4A	The Topic of "Interdisciplinary" Series: #1062 A Survey of Undergraduate Students on Attitudes toward Multidisciplinary in Course Requirements #1076 Inter-disciplinarily for Sale: Knowledge, Markets and Customization #1039 Conceptualizing the future of credentials in the entrepreneurial university	CL 434

11:25 – 12:50pm	Open Session with Graduate Students (Lunch provided)	CL 128
13:00 – 14:15	SESSIONS GROUP B	
SYMPOSIUM 1B	#973 A Developing Research Agenda for Higher Education Reform through Blended and Online Learning	CL 420
2B	Scholar and Research Practice	CL418
	#1083 How I became a researcher? A self-study of the process of writing a doctoral dissertation proposal	
	#1055 Impact of Collegiality on Faculty Performance	
	#1057 Cultivating a shared community of practice: Intra-campus collaboration for teaching and learning in the Digital Humanities and Social Sciences	
3B	Student Success Series: #992 Using guided writing groups to support self-efficacy and combat writing anxiety	CL 417
	#1091 A Longitudinal Assessment of Stress in Undergraduate Students around a Fall Reading Week	
14:30 – 15:45	Sessions Group C	
SYMPOSIUM 1C	#1075 Gathering Diversities in Post-Secondary Accessibility and Accommodation: Surveying the State of Policy and Practice	CL 418
2C	Reconsidering Higher Education Series: #998 University education: A free choice or coerced decision #1002 Drawbacks to Internationalization: A Case of Higher Education in Vietnam #1079 Whose Fire is it Anyway? Indigenous Led and Settler Supported Community-University Arts-Based Programs #974 Gathering Diversities/ Reflections on Emergent Research Methods for a Collaborative Online Instructional Practices Inquiry	CL 434
3C	Student Success Series: #962 Exploring Academic Acculturation Experiences of Chinese International Students with Low Oral English Proficiency #972 Aboriginal students who are parents: Experiences of their journeys through higher education #1029 Attending College while Parenting: The Experiences of Immigrants to Canada	CL 417
4C	Global Issues and Partnerships in Higher Education: #994 Mobilité internationale aux cycles supérieurs: motivations et transition aux études doctorales #987 The integration of diversities in education between Canada and Africa: A Case Study on Cote d'Ivoire's Vocational Training Institutions/ L'intégration des diversités de l'éducation parmi le Canada et l'Afrique: une étude de case sur la formation profession	CL 420
16:00 – 17:30	Affinity Groups	
	AH 412 Blended Online Teaching and Learning	
	AH206 Colleges, Institutes and, Polytechniques	
	AH309 Governance	
	AH313.3 International Higher Education	
	AH321 Student Services	

Monday May 28th 2018		
Time	Event Title	Location
8:00 – 8:30 am	CSSHE Hospitality Room	CL 109
8:30 – 9:45 am	Provosts' Panel: Critical Questions	CL 128
10:00 – 11:15 am	SESSIONS GROUP E	
1E	Leadership, Policy and Governance Series: #941 The Changing Roles and Qualifications of Canadian University Provosts #1053 Understanding the Underlying Perspectives and Dynamics within University Governing Systems #1061 Revisiting the Quebec Maple Spring: "Excuse me for telling you now" about the neoliberal hegemony	CL 417
2E	Curriculum and Program Development Series: #1085 Blended Learning and the Digital Classroom #1015 Compassion and Labour Market A Quantitative overview of Nursing in Canada as a regulated field #1019 Accreditation Processes and Educational Pathways in Nursing in Canada #1006 Understanding and Mitigating the Challenges of Nursing in Rural and Remote Canada	CL 418
3E	Global Partnerships in Higher Education: # 943 How multiple policy actor perspectives on the International students as ideal immigrants' policy discourse implicates universities #1033 Trends and gaps in transnational education research: A systematic review #1054 Internationalization of Canadian Higher Education: Opportunities and Challenges in Cross-border Partnerships with Chinese Universities #1082 Cross-Cultural Catalysts in International Academic Partnerships: Canadian Technical Assistance to Chinese and Ukrainian Universities	CL 434
4E	Student Success Series: #969 Power, freedom, and resistance: A Foucauldian analysis of the transition from school to work in neoliberal times #950 The Sound of Silence: A Musically Enhanced Narrative Inquiry into the Academic Acculturation of Chinese International Students #1023 Considerations for Canadian graduate students in education to attend conferences #1048 Precarious Possibilities: Disability, Self-Advocacy, and University Learning	CL 305
11:30 –13:30	CSSHE 2017 AGM and Awards Luncheon/SSHRC Presentation	CL 126
13:15 – 14:15	Awardee Presentations	CL 126
	POSTERS	CL 420
	# 978 A dyadic, mixed-methods investigation of partnered mature students in university study	
	# 989 Addressing student diversity using translanguaging in academic writing: Through the lens of plurilingualism	
	# 995 Uncovering Essential Skills for Student Retention: The Creation of a Soft-	

Official 2018 CSSHE Conference Program

	Skills Education Program	
	#1000 Analyzing the Effects of Self-efficacy on Well-being in Graduate Students	
	#1014 Leading Change in Postgraduate Medical Education	
	#1017 The ripple effects of a dark legacy: An Indigenous researchers' story	
14:30 – 15:45	Sessions Group F	
1F	Leadership, Policy and Governance Series: #942 Conceptualizing Policy Interactions: The Case of Canadian University Deans' Reappointments #1018 The Restructuring of Vietnam's Universities towards Corporate Governance Model #1060 Becoming an Age Friendly University #965 Spanning the boundary: The challenges of transcending the cultural abuttals for professional staff in higher education	CL 417
2F	Scholar and Research Practice #1047 The Syllabus Scan: Purpose, Process, and Institutional Utility #1074 Examining Faculty Subcultures: Motivations and Behaviours Driving Cross-Campus Partnerships #1043 Faculty Perceptions of Teaching: Comparisons Across Time and Institutions	CL 418
3F	Connecting Post-Secondary and Labour Market Series #985 Contributing to the Diversification of Vocational Education Models: A Case Study of Taiwan #1008 Vocational Education as a Context for Promoting Social Justice in Canada: Diverse International Case Studies #1020 A progress report on educational and occupational progression #1090 Slow learning: training vs education in a post-Fordist world	CL 434
4F	Curriculum and Program Development Series #957 The Surrey Portfolio Pathway Partnership #1028 Beyond the Classrooms: An Examination of the Pedagogical and Community Benefits of Student-Led Community Based Participatory Research #1025 Evaluating the impacts of UAlberta Community Service-Learning over a decade #1078 Willful engagements: Exploring resistance and compliance in community engaged scholarship	CL 305
17:00 to 19:00	University of Regina President's Reception / Réception	

Tuesday May 29th 2018		
Time	Event Title	Location
8:00 – 8:30 am	CSSHE Hospitality Room	CL 109
8:30 – 9:45 am	<u>CSSHE Panel: Indigenous Perspectives: Moving Forward in Canadian Higher Education</u>	CL 128
10:00 – 11:15 am	SESSIONS GROUP G	
1G	Leadership, Policy and Governance Series: <u>#980 How do program recruiters interpret Internationalization strategic plan from an Ontario university?</u> <u>#1027 Accountability and quality improvement: Examining cases of implementing outcomes-based quality assurance mechanisms in Ontario postsecondary institutions</u> <u>#1045 Indigenous Methodologies and Research Approaches in Indigenous Educational Research</u> <u>#1069 A Day at the University Fair: Hot Brands, House of Brands and Promotional Tactics in Higher Education</u>	CL 420
2G	Scholar and Research Practice <u>#1046 Formative feedback for teaching development: Exploring strategies for gathering Information about teaching and learning</u> <u>#964 Internationalisation through Government funded international scholarship programs-A case of Pakistan</u> <u>#997 Rock around the clock: Social production in the research policy landscape for social science academics</u> <u>#1038 Understanding policy rationales for collaboration in academic science: A comparative case study of Canada and Brazil</u>	CL 130
3G	Student Success Series <u>#949 Student support services for international students: Investigating information on institutional websites</u> <u>#954 Disinvited Students: Community Colleges & Mandatory Withdrawal</u> <u>#936 Exploring Canadian Students' Transition to Post-secondary Education: Hearing Their Stories</u> <u>#1044 Academic Help-Seeking in a University Facebook Confessions Page</u>	CL 126
11:30 – 12:45pm	IGNITE SESSIONS (Lunch Provided) <u>#1010 The Idea of University of the Future: Its Challenges and Potential</u> <u>#1050 The pen is mightier than the keyboard: How to integrate tablets with citation management, PDF markups, and QDA software</u>	CL 128
13:00 – 14:15	Sessions Group H	
1H	Leadership, Policy and Governance Series: <u># 934 Who Speaks for International Education? An Ontario Case Study</u> <u>#991 E pluribus unum? Some implications of the BC high mobility system for differentiated institutions</u> <u>#1005 Comparing the Protocols Used to Determine Compulsory Non-Tuition-Related Ancillary Fees at Ontario's Universities</u> <u>#1013 Validation d'une typologie des conceptions des collèges canadiens en vue d'évaluer leur performance (phase 2) : La dimension enseignement</u>	CL 434
2H	Equity and Diversity Series: <u>#990 Female Faculty Members' Experiences and Perceptions of Time and Temporality</u> <u>#1032 'Wicked problems' in Equity, Diversity and Inclusivity Policy Agendas – The Missing Discourse of Internationalization</u>	CL 420

	#1037 Agents of Change not Spectators in Canada: Transforming the Traditional Model of International Students #1088 Navigating the aspirations and anxieties of international faculty development in post-colonial contexts	
3H	<p>Scholar and Research Practice</p> <p>#1093 Findings from the “Academic Profession in the Knowledge Society” (APIKS) Survey: The (New) Canadian Professoriate</p> <p>Paper 1: Professors’ workload and work satisfaction: A critical stance</p> <p>Paper 2: Gender, diversity and promotion in the academic profession: A 2007-2017 comparison</p> <p>Paper 3: Academic research production in Canada: A first analysis of individual, institutional and systemic factors</p> <p>Paper 4: The national and international outreach of professors: analyzing union activities and professors’ engagement with society</p>	CL 305

Thank you for participating in this years CSSHE annual conference.

The conference is presented to you by a committed group of volunteer CSSHE Board and Society members and we thank each one of them for their contribution of skills, knowledge and time.

We look forward to seeing you again at the 2019 CSSHE conference hosted by the University of British Columbia!

2018 CSSHE Conference Session Descriptions

** Tracks identified in parenthesis: Blended Online Learning Teaching (BOLT); Colleges Institutes Polytechniques (CIP); Continuing Education (CE); Governance (G); International Higher Education (IHE); Open (O); Student Services (SS).*

934 Who Speaks for International Education? An Ontario Case Study (IHE)

This study attempts to understand the unique postsecondary international education (IE) policymaking landscape in Ontario using Discourse Coalition Framework

Through examining media's coverage of IE between 2005-mid2017, this study examines how IE is constructed, who the policy actors are, and what role they play in empowering and silencing different discourses.

Amira El Masri York University PhD Student

936 Exploring Canadian Students' Transition to Post-secondary Education: Hearing Their Stories (O)

This qualitative case study, focusing on student transitions to Canadian higher education, used semi-structured interviews with focus groups of undergraduate students to explore supports for and challenges of transitions. Students noted personal supports as most helpful and issues with relationships with faculty and instructors as most challenging in transitions.

Vicki Squires University of Saskatchewan
Natallia Zakharchuk University of Saskatchewan

941 The Changing Roles and Qualifications of Canadian University Provosts (GOV)

This paper examines the changing roles and qualifications of Canadian university provosts. The study uses job advertisements from 22 universities published between 1987 and 2017. Preliminary findings suggest that provostial roles and qualifications have changed from purely scholarly to dually scholarly and managerial.

Eric Lavigne Ontario Institute for Studies in Education

942 Conceptualizing Policy Interactions: The Case of Canadian University Deans' Reappointments (GOV)

This study presents a conceptual framework describing how and why policies interact with one another. The framework is developed based on the investigation of fourteen Canadian university deans' reappointments and borrows from conflict management theory. Preliminary results show that policies compete or collaborate based on their intrinsic characteristics.

Eric Lavigne Ontario Institute for Studies in Education

943 How multiple policy actor perspectives on the "International students as ideal immigrants" policy discourse implicates universities? (IHE)

This paper examines perspectives of different policy actors, governments, universities, students and employers, on the "international students as ideal immigrants" policy discourse implicating the university as a key factor in the

selection (implied, weeding out) [and] policing of potential immigrants' monitoring their readiness for the labour market (Cerna, 2014, 6).

Roopa Trilokekar York University
Amira El Masri York University

949 Student support services for international students: Investigating information on institutional websites (IHE)

This study examines the extent of the proliferation of international programs in publicly funded post-secondary institutions in Ontario and the student services for international students therein. The authors argue that access to accurate information is essential for international students to make informed decisions in their institutional and program selection process.

Rahul Kumar Brock University
Clinton Kewley Ontario Institute for Studies in Education

950 The Sound of Silence: A Musically Enhanced Narrative Inquiry into the Academic Acculturation of Chinese International Students (IHE)

This study explored the academic acculturation experiences of international students using a newly developed arts-based research methodology: musically enhanced narrative inquiry. This approach builds on traditional narrative methods by utilizing sound and music to re-tell participant stories. The musical representations generated can affect audiences in new ways. Implications are discussed.

Deyu Xing Queen's University

Sawyer Hogenkamp Queen's University

951 Precarious faculty in Canadian higher education institutions: An unsustainable trend (GOV)

One of the most dramatic changes to Canada's universities over the last quarter century has been the shift in the nature of academic work away from permanent full-time tenure-stream positions towards insecure, contract positions. This session will review the current literature that has explored precarious work in Canadian higher education institutions.

Lisa Allen University of British Columbia Doctorate of Education, student

954 Disinvited Students: Community Colleges & Mandatory Withdrawal (CIP)

Persistence is a serious concern for colleges, typically accepting a higher share of "at-risk" students than their university counterparts. Many students are withdrawn from their programs for poor performance. Findings from a mixed methods study about the student experience of failure and mandatorily withdrawal and professional gatekeeping will be discussed.

Tanya Shute Laurentian University PhD Candidate

957 The Surrey Portfolio Pathway Partnership (CIP)

This presentation, co-authored by a faculty member and two undergraduate researchers, discusses an ambitious k-16 partnership between a local school district and a local university that seeks to create a competency based admission system to allow British Columbian students to move from their K-12 experience (which is increasingly competency-based and personalized) to their post-secondary studies with a decreased reliance on letter grades. In it, we discuss the successes and failures of our attempt to admit students using more authentic measures of achievement, as well as our experience drawing both secondary and post-secondary students into the policy reform process.

David Burns Kwantlen Polytechnic University
Anya Goldin Kwantlen Polytechnic University

959 Public Policy for Gender Equality in Universities: Lessons from Canada (IHE)

In most industrialized countries, women are under-represented in the academic profession. This presentation examines the increase in the number of female faculty at Canadian universities in relation to public policy. It provides insight into how the policy environment is created to help achieve gender equality in higher education.

Noriko Inuzuka Den-en Chofu University (Japan)

962 Exploring Academic Acculturation Experiences of Chinese International Students with Low Oral English Proficiency (IHE)

This narrative inquiry sought to understand the academic acculturation experiences of Chinese international university students with limited spoken English. Findings indicate the autonomy, competence and relatedness of all six students were compromised as a result of their limited oral English capacity. Implications for universities and Chinese international students are discussed.

Deyu Xing Queen's University

963 Legitimacy and institutional support for student groups at Canadian post-secondary institutions: Implications of resource allocations (O)

Legitimacy theory suggests that organizational allocations create perceptions of relative importance and priorities. Allocations of resources to student groups may not only create perceptions of hierarchical importance, but may also affect the abilities of those groups to achieve desired outcomes. We investigate sources and types of resources allocated to student organizations representing marginalized demographic groups at Canadian post-secondary institutions.

Alyson King UOIT
Fiona McQuarrie University of the Fraser Valley

964 Internationalisation through Government funded international scholarship programs – A case of Pakistan (IHE)

This paper explores the placement of government funded international scholarship programs by developing countries in the internationalisation arena and its effects on both the sender and recipient countries. An in-depth

exploration of literature, reports, and other kinds of document analysis, sets pace for a larger study to understand the government funded international scholarship Program in Pakistan.

Shahrman Khattak Ontario Institute of Studies in Education Doctoral Student

965 Spanning the boundary: The challenges of transcending the cultural abuttals for professional staff in higher education (O)

Within the conceptual framework of organizational cultures in higher education (Berquist & Pawlak, 2008), the challenge of legitimacy that professional staff face in academia will be examined. Using a collaborative inquiry approach, the authors explore their respective roles by investigating the perceived effects of their contribution to institutional decision-making.

Erica Jung University of Manitoba Doctoral student
Brandy Usick University of Calgary
Jerome Cranston University of Manitoba

969 Power, freedom, and resistance: A Foucauldian analysis of the transition from school to work in neoliberal times (O)

This paper examines how students experience their transition from post-secondary education to work; specifically, how workers in social service fields accept or resist neoliberal expectations. Drawing on co-created narratives, I use a Foucauldian understanding of power and resistance to show how power is working on and through participants as they navigate their transition.

Meaghan Dougherty Douglas College

972 Aboriginal students who are parents: Experiences of their journeys through higher education (O)

Indigeneity remains at the forefront of many institutional initiatives; however, systemic and structural barriers continue to limit Indigenous student success. Through an Indigenous wholistic lens, this paper explores how Aboriginal student-parents navigate their multiple identities as they pursue post-secondary education, and concludes with implications for institutional policies and practices.

Rebecca Cox Simon Fraser University
Michelle Pidgeon Simon Fraser University

973 A Developing Research Agenda for Higher Education Reform through Blended and Online Learning (BOLT)

In 2017, researchers met to formulate a Canadian research strategy to advance higher education reform through blended and online learning, examining quality, sustainability, and social justice through lifelong learning, and for rural, remote, removed and refugee learners. In this symposium we discuss preliminary projects to foster this national agenda.

Wendy Freeman Ryerson University
Jennifer Lock University of Calgary
Marti Cleveland-Innes Athabasca University
Elan Paulson Western University

Vivekanandan Kumar	Athabasca University
Swasen Lakhali	Universite de Sherbrooke
Dorothea Nelson	University of Calgary
Norman Vaughan	Mount Royal University

974 Gathering Diversities: Reflections on Emergent Research Methods for a Collaborative Online Instructional Practices Inquiry (O)

The paper considers the study and implications of an emergent research methodology developed by four scholar-practitioners co-investigating collaboration in instruction within a fully online, cohort-based graduate program. Researchers describe their collaborative in-situ approach, which honoured each member's diverse experiences and perspectives and was responsive to the changing contexts of the work. Through a cycle of reflection, participatory researchers consider the value and challenges of a research methodology that aligns with the subject of study and the positioning of the co-investigators. This paper also provides an opportunity for participants to share their own experiences with applied research methodologies on pedagogies used in blended and online learning in higher education.

Elan Paulson	Western University
Scott Lowrey	Western University

978 A dyadic, mixed-methods investigation of partnered mature students in university study (SS)

This dyadic, mixed-methods study examines relationship and school experiences when one partner is enrolled in post-secondary study with a goal of developing an understanding of how romantic relationships are affected by one partner attending school as well as how academic success is influenced by support from a romantic partner.

Tricia van Rhijn	University of Guelph
Deborah Gores	University of Guelph
Caitlyn Osborne	Ryerson University
Ruth Neustifter	University of Guelph

980 How do program recruiters interpret Internationalization strategic plan from an Ontario university? (CE)

The study that originates this proposal focuses on how program recruiters interpret a university's strategic plan and how they translate this policy initiative into the recruitment of Chinese international graduate students. In this study, recruiters are regarded as one of the many groups and individuals (e.g. President, Provost and Vice-Provosts, Deans, Associate Deans, etc.) who interpret the university's internationalization strategic plan. Based on this key assumption, this paper argues that the recruiters' job is prominent and influential. They interpret the university's expectations as enactors of the university's internationalization policy. Thus, to gain a deeper understanding of internationalization of higher education's processes, this study explores how program recruiters understand the internationalization strategy in Canadian post-secondary education. A qualitative research approach is used for designing this study. The data is gathered from policy documents and semi-structured interviews with recruiters from an Ontario university.

Jing Qu	Western University	Master 's student
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985 Contributing to the Diversification of Vocational Education Models: A Case Study of Taiwan (IHE)

This paper examines the structure of higher and vocational education in Taiwan, which could contribute to diversified vocationally oriented post-secondary education in Canada. Through the productive capabilities approach, the paper explores how Taiwan's vocational education has prepared graduates for sustainable development through practice-emphasized, whole-person oriented, and research focused education.

Leping Mou Ontario Institute for Studies in Education
Leesa Wheelahan Ontario Institute for Studies in Education

987 The integration of diversities in education between Canada and Africa: A Case Study on Cote d'Ivoire's Vocational Training Institutions/ L'intégration des diversités de l'éducation parmi le Canada et l'Afrique: une étude de case sur la formation profession (IHE)

Presenting potential implications on higher education for immigrant Canadian students, this case study reports on vocational education in Côte d'Ivoire in the context of its rich African, francophone history and culture. Using the productive capabilities approach, it explains vocational education's effectiveness in a francophone context. Utilisant le cadre historique et culturelle de l'Afrique, cette étude de cas vise à faire un rapportage sur la formation professionnelle en Côte d'Ivoire. Elle vise à expliquer l'effet de cette formation sur les études supérieures pour les étudiants immigrants canadiens. Cette étude a pour objectif d'employer l'approche des capacités productives pour expliquer l'efficacité de la formation professionnelle dans un milieu francophone.

Aiman Jafar Ontario Institute for Studies in Education
Annette Ford Ontario Institute for Studies in Education
Leesa Wheelahan Ontario Institute for Studies in Education
Gavin Moodie Ontario Institute for Studies in Education
Leping Mou Ontario Institute for Studies in Education

989 Addressing student diversity using translanguaging in academic writing: Through the lens of plurilingualism (SS)

With a dearth of research focusing on translanguaging in writing, this study explores translanguaging as one way that students can gather and project out diverse linguistic and cultural resources in writing. Using plurilingualism as a theoretical lens, translanguaging is reframed as a mediating strategy and as a controlled process.

Jade Kim University of Toronto

990 Female Faculty Members' Experiences and Perceptions of Time and Temporality (GOV)

This research applies case study methodology to examine how female faculty perceive time and temporality in academic work. Research findings suggest that the experience of time in academia is gendered, and norms and practices in the academic community produce and reproduce that phenomenon.

ZHE (Jessica) LI University of Victoria

991 E pluribus unum? Some implications of the BC high mobility system for differentiated institutions (O)

Two of the most powerful factors affecting the higher education system in BC are the original design, featuring a hierarchy of colleges, teaching universities, and research universities, and sustained efforts to support student

mobility. Empirical analysis demonstrated a strong correlation between reduced transfer into high status institutions and increased local availability of degrees, suggesting that the hierarchy may be less significant than envisaged.

Ralf St. Clair University of Victoria

992 Using guided writing groups to support self-efficacy and combat writing anxiety (O)

Students transferring to university following the successful completion of a college diploma were supported via a guided writing group while writing their theses. Writing samples, questionnaires, and interviews were used to assess the effectiveness of the writing group to reduce writing anxiety and support students' self-efficacy for writing.

Karen Julien Brock University PhD Student

994 Mobilité internationale aux cycles supérieurs: motivations et transition aux études doctorales (IHE)

Cette présentation porte sur les motivations d'ordre personnel, social et professionnel qui mènent des doctorants d'origine Brésilienne à quitter leur pays d'origine pour étudier à l'étranger, ainsi que de leurs expériences au cours du processus d'admission et de transition au doctorat dans des universités en Ontario et au Québec.

Lilia Simoes Forte University of Ottawa

995 Uncovering Essential Skills for Student Retention: The Creation of a Soft-Skills Education Program (SS)

A preliminary research study that investigates how varying levels of soft-skills among learners might affect their capacity to engage with the institutional resources intended for their success and retention. Questions of how soft-skills might impact post-secondary student experiences and decisions to persist to graduation are explored.

Nicole Lee University of Windsor PhD student

997 Rock around the clock: Social production in the research policy landscape for social science academics (GOV)

The research policy landscape shapes the work environment and careers of social science researchers. We present a descriptive summary and analysis of representative documents from international agencies, Canadian and Ontario governments, intermediary organizations (including SSHRC), and two universities. Our interpretations of this landscape and its potential effects complement international literature.

Caitlin Campisi Ontario Institute for Studies in Education
Michelle McGinn Brock University

998 University education: A free choice or coerced decision (IHE)

The contemporary trend of university continuing education for international and immigrant students is not always a matter of free choice rather is often a coerced decision as an inclusion strategy. Employers' bias for otherness, in a postcolonial context creates strident conditions which necessitates a call for critical justice approach.

Najmus Sabah University of Regina PhD candidate

1000 Analyzing the Effects of Self-efficacy on Well-being in Graduate Students (CIP)

The present longitudinal study examined the effects of graduate students' self-efficacy across multiple mental health indicators. Analyses of an international dataset (N = 4,749) revealed significant beneficial effects of self-efficacy on both epistemic and failure-related emotions, emphasizing the importance of continued efforts to examine and promote self-efficacy in graduate students.

Samira Feizi McGill University
Nathan Hall McGill University

1002 Drawbacks to Internationalization: A Case of Higher Education in Vietnam (IHE)

Education remains a significant cultural good for social mobility and financial advancement, particularly in an era emphasizing the importance of entering into the labour force. Through literature research and analysis, this paper examines how internationalizing Vietnam's education experience perpetuates, 1) institutional hierarchies; 2) socio-economic inequality; and 3) regional disparities.

Connie Phung Ontario Institute for Studies in Education

1004 Contested spaces of diversity: Trans* experiences of a university campus in northern England (O)

This paper shares findings of a study concerning the ways in which social and spatial relations are constructed, contested and (re)imagined by Trans* students and staff on a university campus in northern England. We describe the challenges confronting Trans* people whilst elucidating the lessons learnt in respects of diversity broadly.

Graeme Mearns Newcastle University, UK

1005 Comparing the Protocols Used to Determine Compulsory Non-Tuition-Related Ancillary Fees at Ontario's Universities (SS)

This study examined and compared the protocols on compulsory non-tuition-related ancillary fees in effect at Ontario's publicly-assisted universities in terms of their outlined approaches to decision-making as related to determining compulsory non-tuition-related ancillary fee levels. Findings indicate considerable diversity in decision-making models and the potential for imbalances in decision-making power.

Jacqueline Beaulieu University of Toronto PhD Student

1006 Understanding and Mitigating the Challenges of Nursing in Rural and Remote Canada (CE)

Many people who study nursing in Canada continue in the nursing field in their further education and employment. However, there are challenges in the education and retention of nurses, especially for those who gain employment in rural and remote areas of Canada. This paper discusses these challenges and suggests ways to mitigate them.

Annette Ford Ontario Institute for Studies in Education Postdoctoral Researcher
Edmund Adam Ontario Institute for Studies in Education

1008 Vocational Education as a Context for Promoting Social Justice in Canada: Diverse International Case Studies (CIP)

Vocational Education is an avenue for social justice in Canada and elsewhere. This study tests the application of productive capabilities to developing vocational education's potential contribution to social justice in Canada by examining its application in countries with very different but great social need.

Annette Ford Ontario Institute for Studies in Education Postdoctoral Researcher
Aiman Jafar Ontario Institute for Studies in Education
Leping Mou Ontario Institute for Studies in Education

1010 The Idea of University of the Future: Its Challenges and Potential (BOLT)

By reviewing available scholarly and grey literature on MOOCs and On-line education, I will discuss how I envision higher education will change, what the landscape will likely look like, and how the trajectory of the university of the future will follow the foot steps of its older “sibling”—the thousand-year-old university of today. Furthermore, by describing historical events that conflated with technological innovation, I will illustrate how the university of the future will ameliorate access and quality. And by describing some of the reasons that culminated into the low completion rates of MOOC students, I will illustrate how the MOOC evangelists and detractors were both wrong and that the university of the future will be a hybrid of the traditional university and the innovation that will stand on its shoulders

Berhane Sertu University of Toronto

1011 Colleges as local institutional actors: Using the capabilities approach to theorise the mission of community colleges (CIP)

This theoretical paper introduces the capabilities approach to debates about the mission and role of colleges in Canada, Australia and England. It argues that the capabilities approach posits a role for colleges as local institutional actors' that support their students, local communities, and industries, and sustainable economic and social development.

Leesa Wheelahan Ontario Institute for Studies in Education
Leping Mou Ontario Institute for Studies in Education
Aiman Jafar Ontario Institute for Studies in Education
Edmund Adam Ontario Institute for Studies in Education

1013 Validation d'une typologie des conceptions des collèges canadiens en vue d'évaluer leur performance (phase 2) : La dimension enseignement (GOV)

Une deuxième phase de la validation de la typologie de Larouche et al. 2012 auprès des collèges canadiens a mené à bonifier la dimension enseignement auprès d'un groupe d'experts. Les paradigmes de l'enseignement sont associés aux conceptions des collèges canadiens permettant de mieux cibler la diversité des buts de l'enseignement.

Catherine Larouche Université du Québec à Chicoutimi
Denis Savard Université Laval
Lucie Héon Université Laval

1014 Leading Change in Postgraduate Medical Education (O)

This research will be vital to shedding light on the postgraduate medical education paradigm shift and the role of leadership in the change process. It will describe the general theories about how to lead a change, how leaders can identify the magnitude of the change event, and how to sustain the implemented changes.

Hasan Kettaneh Queen's University

1015 Compassion and Labour Markets: A Quantitative overview of Nursing in Canada as a regulated field (IHE)

This paper reports data from Statistics Canada's (2011) National Household Survey (NHS) to examine the relationship between education qualifications and labour market for the field of nursing. It finds a close correspondence between graduation and employment in nursing, but an unexpected distribution of nurses by level of occupation and qualification.

Jennifer Hounsell Ontario Institute for Studies in Education

Gavin Moodie Ontario Institute for Studies in Education

1017 The ripple effects of a dark legacy: An Indigenous researchers' story (O)

This poster depicts an Indigenous researcher's auto/ethnographic experience working with visual documentation of Canada's residential schooling system. This personal narrative strives to give voice to Indigenous researchers whose lived realities are entwined in the aftermath of this assimilation process and who further take on decolonizing research ventures.

Lyn Trudeau Brock University PhD student

1018 The Restructuring of Vietnam's Universities towards Corporate Governance Model (GOV)

Corporate governance is a model applied globally in response to policy changes on university autonomy, especially in Asian developing countries. Using a qualitative method and multiple-case design, this study explores how Vietnamese public universities have restructured their corporate governance model to respond to policy changes in the higher education sector.

Anh Le Western University

1019 Accreditation Processes and Educational Pathways in Nursing in Canada (CIP)

This study explores the accreditation processes of educational programmes and educational pathways within the field of nursing across Canada. The findings provide insights into how the nursing profession is regulated and the extent to which it helps nurses achieve the full potential of nursing qualifications.

Edmund Adam Ontario Institution for Studies in Education

Leesa Wheelahan Ontario Institution for Studies in Education

Jennifer Hounsell Ontario Institution for Studies in Education

Annette Ford Ontario Institution for Studies in Education

1020 A progress report on educational and occupational progression (O)

This reports progress with a project funded by SSHRC to investigate qualifications, the link between educational and occupational pathways, and labour market outcomes. It reports an analysis of Statistics Canada data on the extent and nature of progression between levels of postsecondary education and between levels of related occupations.

Gavin Moodie Ontario Institute for Studies in Education
Jennifer Hounsell Ontario Institute for Studies in Education

1023 Considerations for Canadian graduate students in education to attend conferences (CE)

Conference attendance for graduate students is an opportunity to develop a sense of professional identity, confidence, and belonging. Survey responses were collected from graduate students in education from across Canada, to seek which logistical and personal factors pose as participation barriers for students.

Susan He Ontario Institute for Studies in Education Master's Student

1025 Evaluating the impacts of UAlberta Community Service-Learning over a decade (CE)

This study examines ten years of Community Service-Learning evaluation data generated by end-of-term surveys of students, community partners and instructors. Findings indicate the consistency of learning outcomes for all CSL participants, as well as point to some structural limitations of our model and how we have been evaluating CSL outcomes.

David Peacock University of Alberta

1026 Exploring Equity-Mindedness in Remedial Math: An Analysis of Curricular Artifacts (O)

We use critical discourse analysis to explore the extent to which remedial math curricular artifacts embody explicit messages about cultural inclusiveness, reflect aspects of culturally responsive teaching, or challenge assumptions embedded in dominant approaches to mathematics education. Through this analysis, we offer analytical tools for assessing equity-mindedness in math curricula.

Rebecca Cox Simon Fraser University

1027 Accountability and quality improvement: Examining cases of implementing outcomes-based quality assurance mechanisms in Ontario postsecondary institutions (O)

This research paper reports how Ontario postsecondary institutions coped with the duality of accountability and improvement when they implemented outcomes-based quality assurance mechanisms within the system. While the findings show mixed experiences, it is hopeful that the gap between accountability and quality improvement can be narrowed.

Qin Liu University of Toronto

1028 Beyond the Classrooms: An Examination of the Pedagogical and Community Benefits of Student-Led Community Based Participatory Research (CE)

Partnerships between academics and the community can be mutually beneficial. The involvement of students in these partnerships has the potential to enhance learning for students through hands-on research experience and to meet the research goals of partners. This paper explores the benefits and limitations of one such learning experience.

Rebecca Lennox Simon Fraser University
Angela Culham University of Regina

1029 Attending College while Parenting: The Experiences of Immigrants to Canada (CIP)

Drawing from interviews with student-parents at a large, urban-serving college, this analysis focuses on the distinct experiences of immigrants to Canada. The accounts of these student-parents highlight a number of identity dilemmas that immigrant student-mothers face as they navigate new lives in a new country.

Rebecca Cox Simon Fraser University

1032 ‘Wicked problems’ in Equity, Diversity and Inclusivity Policy Agendas: The Missing Discourse of Internationalization (IHE)

Two policy agendas, internationalization and diversity and equity remain siloed in institutional visions/strategic plans. Is the siloed nature of policy an example of a ‘wicked’ problem? Through document analysis, policy coordination as determined through power among stakeholders, the level of agency and values used in framing the problems is examined.

Roopa Trilokekar York University
Merli Tamtik University of Manitoba
Kumari Beck Simon Fraser University

1033 Trends and gaps in transnational education research: A systematic review (IHE)

This research paper presents the results from a systematic review of published research and analysis on transnational education (TNE) since 2000. It demonstrates an overall picture about the research focus and the methodologies used for studying major TNE modes. It calls for filling in gaps and strengthening research on TNE.

Qin Liu University of Toronto

1037 Agents of Change not Spectators in Canada: Transforming the Traditional Model of International Students (SS)

The international student population is a key component of diversity in Canada. This session shows a new model of engaging international students as change agents. It aims to discuss the potential benefits for service-learning for this student population. The session contributes advice on the developmental process and discusses anticipated barriers.

Neivin Shalabi Brock University Visiting Scholar

1038 Understanding policy rationales for collaboration in academic science: A comparative case study of Canada and Brazil (IHE)

What drives research policy makers to support international research collaboration? Policies are often explained by their intended outcomes, but have not been subject to academic scrutiny. We carry out case studies of international research programs based in Canada and Brazil to explain the policy and political processes driving these programs.

Magdalena Martinez Ontario Institute for Studies in Education

1039 Conceptualizing the future of credentials in the entrepreneurial university (GOV)

This paper identifies two organizational logics within entrepreneurial universities promoting the increased specialization of professionally oriented credentials across a growing array of interdisciplinary fields. It further suggests that universities will continue to prioritize the proliferation of specialized interdisciplinary credentials as a necessary entrepreneurial strategy for ensuring their organizational autonomy.

Benjamin Crase Ontario Institute for Studies in Education MA student

1043 Faculty Perceptions of Teaching: Comparisons Across Time and Institutions (O)

Forty years ago, Cross (1976) conducted a study of faculty perceptions of teaching, concluding that higher education would be unlikely to see changes until the new millennium. Researchers replicated Cross's survey today at two different Canadian universities. Findings show differences but also striking similarities between institution types and over time.

Erika Smith Mount Royal University

1044 Academic Help-Seeking in a University Facebook Confessions Page (BOLT)

This mixed methods research examines online help-seeking in undergraduate learning. Analysis of 2,712 anonymous, public posts to a Canadian university's Facebook Confessions page demonstrates that over a quarter of these posts reflect student-student learning exchanges. Findings demonstrate that Facebook Confessions pages enable rich forms of academic advice and help-seeking.

Erika Smith Mount Royal University
Richard Hayman Mount Royal University
Hannah Storrs Mount Royal University

1045 Indigenous Methodologies and Research Approaches in Indigenous Educational Research (O)

In this session, three Indigenous scholars present on their distinct approaches in conceptualizing Indigenous educational research. Topics include the following: an approach for community engagement involving a First Nations Education Collective, the practice of hunting as an Indigenous methodology, and an Indigenous story-based approach to research that privileges Cree beadwork.

Brent Debassige Western University
Tara Hedican Western University
Candace Brunette-Debassige Western University

1046 Formative feedback for teaching development: Exploring strategies for gathering information about teaching and learning (O)

This study investigated formative feedback (FF) for teaching development processes in Canadian higher education institutions. FF has been identified as a developmental strategy for instructors to receive feedback about their teaching with the goal to better understanding and improving student learning. Strategies and resources are documented and available in an open access format.

Cheryl Jeffs University of Calgary

1047 The Syllabus Scan: Purpose, Process, and Institutional Utility (O)

As part of a multi-level course re-design study, large-enrolment, first-year course syllabi from across an institution were analyzed to document contextualizing and expectation statements, learning activities, course alignment, and assessment approaches. Identifying trends and outliers in institutional practice contextualized individual course activity, enabling re-examination of current practice and deeper investigation.

Ashlyne O'Neil University of Windsor

1048 Precarious Possibilities: Disability, Self-Advocacy, and University Learning (O)

This presentation will discuss the key findings of a study that explored the experiences of disabled students and university faculty. Findings will explicate the marginalizing potential of self-advocacy as a mechanism for arranging disability support and elucidate the possibilities that were found to exist in reciprocal student/faculty relationships.

Cynthia Bruce Acadia University

1050 The pen is mightier than the keyboard: How to integrate tablets with citation management, PDF markups, and QDA software (O)

The pen wires information to your brain better than keystrokes. I will show you how to prepare a paper for publication in 20 fast steps, showing how such stuff as document markups with my electronic stylus is key to personalizing documents for citation, QDA, and quick retrieval of information.

Mark Ingham University of Ottawa PhD Candidate

1053 Understanding the Underlying Perspectives and Dynamics within University Governing Systems (GOV)

Within the governing systems of higher education institutions, actors operate under sometimes contradictory perspectives of their roles. This presentation aims to identify how these underlying perspectives can hinder communication and deliberation. It further urges that understanding these perspectives can improve the collective decision-making process and other governance operations.

Anya Goldin Kwantlen Polytechnic University
David Burns Kwantlen Polytechnic University

1054 Internationalization of Canadian Higher Education: Opportunities and Challenges in Cross-border Partnerships with Chinese Universities (IHE)

Official 2018 CSSHE Conference Program

This study examines the opportunities and challenges associated with Canadian-Chinese university partnerships. The findings reveal that international partnerships operate in a very complex political, financial, and educational context across two different cultures. It is important to consider organizational, contextual, financial, and individual factors in institutional strategies towards higher education partnerships.

Jing Xiao University of Saskatchewan

1055 Impact of Collegiality on Faculty Performance (GOV)

The purpose of this study is to explore and determine the impact of collegiality on faculty performance in types of post-secondary institutions in Saskatchewan. Higher education institutions today operate in a competitive environment, resulting in an emphasis on performance. Faculty performance and its drivers, therefore, become an important focal point.

Kenisha Blair-Walcott University of Saskatchewan PhD. Candidate

1057 Cultivating a shared community of practice: Intra-campus collaboration for teaching and learning in the Digital Humanities and Social Sciences (O)

Using as a case study a unique collaboration creating Open Educational Resources for a Digital Humanities and Social Sciences project, this paper will highlight best practices for intra-campus collaboration amongst administration, libraries, and faculty from the perspectives of project members who came together with different priorities and discursive understandings.

Samantha Cutrara York University
Anna St. Onge York University

1060 Becoming an Age Friendly University (SS)

We will explore how the 10 Principles of an Age Friendly University reflect the educational interests and pursuits of an aging population. Also, how lifelong learners will impact universities, and the roles of faculty, students, staff, and administration in the creation of and sustaining of AFUs

Alison Hood Huntington University

1061 Revisiting the Quebec Maple Spring: Excuse me for telling you now about the neoliberal hegemony (IHE)

This paper uses the conflict perspective and Gramsci's hegemony to analyze the 2012 Canadian Maple Spring. I will argue that neoliberal hegemony, as a discourse and practice in Quebec, examines the government's attempt to commodify access to postsecondary education and the normalize the neoliberal orthodoxy in the province.

Everton Ellis Ontario Institute for Studies in Education

1062 A Survey of Undergraduate Students on Attitudes toward Multidisciplinary in Course Requirements (SS)

Do course breadth requirements for students actually teach them to value interdisciplinarity? I conducted a survey of 994 undergraduate students at the University of Saskatchewan College of Arts and Science. Among other things, I found that exposure to a new discipline, on average, improves a student's perception of it.

Garrett Richards University of Saskatchewan

1064 Gathering Diversity in Higher education: Why it is Important to learn about the Pre-colonial Christians of India (O)

If curricula in Studies in Religion or Christianity include pre-colonial Indian Christianity, it will enhance Higher Education's goals of multiculturalism and internationalization. This paper makes this argument by engaging with critical postcolonialism or by challenging the presumptions within postcolonial studies about the history of Christianity.

Clara Joseph University of Calgary

1069 A Day at the University Fair: 'Hot' Brands, 'House of Brands' and Promotional Tactics in Higher Education (GOV)

Research on promotional behavior within PSE has exploded over the last two decades, spurred by the intensification of student recruitment across the system during this period. To date, studies have focused on mapping the content of conventional promotional texts (e.g. viewbooks, web sites), often with a view towards identifying how institutions depict themselves through them. By comparison, recruitment events, such as 'open houses,' exhibits and fairs, have received limited scholarly attention. This study aims to ameliorate this gap within the present literature, using naturalistic observation and collaborative auto-ethnography to analyze branding strategies and broader social dynamics within a prominent Canadian university fair. Using such methods, this study identifies i) variance in the uptake of 'house of brands' and 'branded house' strategies and ii) several types of niche marketing tactics across the facades of information booths, along with iii) diverging degrees of student interest across institutional types. We theorize observed patterns from the standpoint of contemporary research within the field of organizational sociology.

Rod Missaghian University of Waterloo PhD Candidate

1074 Examining Faculty Subcultures: Motivations and Behaviours Driving Cross-Campus Partnerships(SS)

Using a Canadian multi-institutional sample, we examine the extent to which differences exist between faculty subcultures (according to rank, years of employment, and discipline) with regards to partnering across academic and student affairs/services. These data reveal the various roles faculty subcultures play in shaping campus engagement for student success.

Christine Arnold Memorial University of Newfoundland
Tricia Seifert Montana State University

1075 Gathering Diversities in Post-Secondary Accessibility and Accommodation: Surveying the State of Policy and Practice (O)

This symposium panel presents selected findings from the Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Post-Secondary Education research project. The session will present preliminary findings from national data that describes the current population of graduate students with

disabilities, policies and practices, services and supports, and specific programming for those who self-identify as Aboriginal/Indigenous.

Christine Arnold	Memorial University of Newfoundland
Michelle Pidgeon	Simon Fraser University
Deanna Rexe	Assiniboine Community College

1076 Inter-disciplinarity for Sale: Knowledge, Markets and Customization (O)

Considerable academic debate has taken place over the supposed benefits and drawbacks of moving towards inter-disciplinarity. However, little empirical attention has been paid to the manner in which inter-disciplinary programs are being promoted to external constituents. To study this process, this study executes a mixed-methodological content analysis of the online self-descriptions of 203 credential-granting interdisciplinary programs across the Canadian university sector. It finds that these entities embrace contrasting knowledge, labour market and customization logics to strategically position themselves within the field. It interprets these findings through the lens of contemporary theorizing within the sociology of organizations, citing the ambidexterity of these programs as ensuring their continued existence.

Rod Missaghian	University of Waterloo	PhD Candidate
Roger Milian	Nipissing University	

1078 Willful engagements: Exploring resistance and compliance in community engaged scholarship (CE)

In this paper I analyze findings from research involving engaged scholars in Canada using Sara Ahmed's notion of the willful subject. With an eye to the ways willfulness, opposition, power, and force operate in higher education spaces, I explore engaged scholars as both willful subjects in organizations and organizationally willing subjects.

Tania Kajner	Adler University
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1079 Whose Fire is it Anyway?: Indigenous Led and Settler Supported Community-University Arts-Based Programs (CE)

Igniting the Fire: Storying the Urban Warrior is an arts-based, Indigenous literacies program for low-income Indigenous learners. Collaborative, community-based program informed by Indigenous ways of knowing/being, based on fundamental principles and processes that support learner agency, catalyses a process of decolonising the mind, body and spirit of Indigenous learners.

Michelle Scott	St. Mary's University
Tara Hyland-Russell	St. Mary's University

1082 Cross-Cultural Catalysts in International Academic Partnerships: Canadian Technical Assistance to Chinese and Ukrainian Universities (IHE)

The analysis in this paper engages the interplay of the boundary objects theory and multi-structural governance theory to shed light on opportunities and challenges of the university transformations driven by international projects. In particular, this presentation examines the roles and characteristics of cross-cultural facilitators in balancing the legacies of academic practices in the two different worlds: on the one hand, a post-modernist society, driven by critical inquiry and learning (as represented by Canadian universities), and, on the other hand, post-totalitarian hyper-regulated institutions of specialized education (as represented by Chinese and Ukrainian

universities). The study draws on qualitative data collected through review of CIDA/CBIE reports, university institutional and scholarly accounts of technical projects. These data sources are triangulated then through email-based questionnaires with Canadian, Chinese and Ukrainian co-PIs, as well as this author's observation notes from several technical assistance projects in the field. Three aspects are elaborated in the process of data analysis: 1) major roles played by cross-cultural catalysts (national, institutional, and individual) in Canadian collaborations with Chinese and Ukrainian universities; 2) major challenges in the created/implemented partnerships; 3) expected and realized outcomes in the cross-cultural collaborations.

Anatoly Oleksiyenko University of Hong Kong

1083 How I became a researcher? A self-study of the process of writing a doctoral dissertation proposal (CE)

This self-study aims to explore how a doctoral candidate navigates the process of writing a dissertation proposal and becomes a researcher. Drawing on Bakhtin's theory of dialogism, the doctoral candidate's journals, notes, and proposal written drafts are examined to demonstrate the doctoral writing journey as a dialogic process.

Zinat Goodarzi University of Ottawa Doctoral candidate in Education.

1084 Proposition d'un modèle de formation à distance selon la modalité mixte favorisant la persévérance et la réussite en enseignement supérieur (BOLT)

Sawsen Lakhali Université de Sherbrooke

1085 Blended Learning and the Digital Classroom (BOLT)

A growing number of academic plans are prioritizing experiential, active, and blended learning in higher education. An essential part of meeting these priorities is to create evidence-based instructor resources and support that encourages the adoption of critical active, experiential, and e-learning practices. However, how can we best develop and implement these resources across departments and faculties? Do they align with pedagogical theory and student needs? This presentation will explore the role that blended learning and digital platforms can play in supporting and encouraging undergraduate student learning. Practically speaking, what does experiential and blended learning look like in terms of digital pedagogy and what are student perceptions of this learning? Researcher 1 is a course director for a Digital History course and Instructional Developer who will present the design and findings of a research project focused on Team-Based Learning assessments in humanities courses using online platforms like WordPress and MyLearningSpace. Researcher 2 is a Research Associate designing scalable Digital Humanities and Social Sciences (DHSS) pedagogical and assessment practices for faculty to incorporate into their traditional, blended, and on-line courses as part of collaborative project amongst university administration, library, and faculty.

Mary Chaktsiris Ryerson University

1087 Conditions for the development of online teaching capacity: a case study (BOLT)

With the number of online courses being offered by higher education institutions increasing every year, universities must provide opportunities for its instructors to develop their online teaching capacities. This instrumental case study explored the conditions for such development through the perspectives of instructors, academic leaders, and educational developers.

Luciano da Rosa dos Santos Mount Royal University

1088 Navigating the aspirations and anxieties of international faculty development in post-colonial contexts (IHE)

This session presents preliminary qualitative data from a study on the formation of an international faculty development partnership between a Canadian university and a Caribbean college, and explores the challenge of ethically negotiating an international partnership in a post-colonial setting where socio-economic, cultural, and pedagogic recovery are underway.

Michael Agnew McMaster University

1090 Slow learning: training vs education in a post-Fordist world (O)

How do we serve the dual demands for training – coming from governments, students, and employers – and education, of necessity a slower, more open ended process? This paper pursues the impact of and challenges to “slow education” within post-secondary contexts, with a focus on the most ill-served demographic within Canadian education: Aboriginal students.

Chad Thompson College of New Caledonia
Melinda Worfolk College of New Caledonia

1091 A Longitudinal Assessment of Stress in Undergraduate Students around a Fall Reading Week (SS)

Many Canadian higher education institutions have recognized the need to direct greater focus toward the mental health and well-being of their students, and are now implementing a range of stress reduction strategies. The necessity of these initiatives is difficult to overstate (Bellemare, 2017; Casey, 2017; Chiose, 2016; In it Together, 2017; Rushow, 2017). One of the most comprehensive responses was developed at Queen’s University, where a task force was formed following a year in which several students died by suicide (Clapham, Jahchan, Medves, Tierney, & Walker, 2012). In their report, the task force made several recommendations, most notably a break from studies during the fall academic term. We recently searched websites from 70 Canadian universities and found that 52 institutions had some form of a multi-day break in the 2017 fall term, with one additional institution planning to add a break in 2018. It is now critical to investigate whether the implementation of a fall break is addressing the mental health concerns for which it was recommended. Our multi-institutional, interdisciplinary team combined qualitative and quantitative approaches to provide the first comprehensive assessment of the impacts of a fall break. To do this, we surveyed undergraduate students at three Canadian Universities (McMaster University, University of Ottawa, and University of Waterloo) about their experience of the fall break, and collected standardized measures of experienced stressors and perceptions of stress before and after the break. We also assessed salivary cortisol levels (a physiological indicator of stress) from students at McMaster University and University of Ottawa and a university without a break (McGill University), and hosted several focus groups to develop a narrative of students’ experience. In addition, undergraduate instructors at McMaster University were surveyed in order to gain insight into the impact of the fall break on their course planning and teaching. This session presents the preliminary results of an ongoing longitudinal study, and will initiate a broader discussion on how SoTL can inform institutional responses to student stress and its impact on teaching and learning.

Heather Poole University of Ottawa
Michael Agnew McMaster University

1092 Lessons Learned from Confucius and Socrates on a Failed Lesson on Confucius and Socrates (IHE)

Canadian institutions of higher learning host foreign students, as well as serving many immigrants, refugees, and bicultural Canadians. Many such students are from China or other Asian countries argued to have Confucian cultural roots which clash with the Socratic roots of a culture of questioning and the open challenge of authority. To what extent might these Confucian roots have to do with saving face and lack of engagement with active student-centred and cooperative learning that is more typical in Canadian classrooms than in China?

Mark Ingham University of Ottawa PhD Candidate

1093 Findings from the “Academic Profession in the Knowledge Society” (APIKS) Survey: The (New) Canadian Professoriate (O)

Between October 2017 and March 2018, the *Academic Profession in the Knowledge Society* Survey was sent to faculty at 45 universities across Canada. The survey examined professor’s pathways and the complement of teaching, research and service. This presentation presents four key themes, comparing the findings with 2007 Changing Academic Profession survey.

Glen Jones OISE, University of Toronto
Amy Metcalfe University of British Columbia
Oliver Bégin-Caouette Université du Québec à Montréal
Grace Karram Stephenson OISE, University of Toronto

Keynote Speaker

Dr. Malinda Smith

Dr. Smith is a Professor of Political Science at the University of Alberta, where she teaches in the fields of international relations, comparative politics, and gender and politics. Her published research examines questions in critical African political economy, critical terrorism studies, global inequality and poverty, and equity and higher education. The author of numerous articles and chapters, Dr. Smith is the coauthored of *The Equity Myth: Racialization and Indigeneity at Canadian Universities* (UBC Press 2017). As well, she is the editor or co-editor of five books, including *Critical Concepts: An Introduction to Politics* (2013, with Janine Brodie and Sandra Rein), *Securing Africa: Post 9/11 Discourses on Terrorism* (2010) and *States of Race: Critical Race Feminism in the 21st Century* (2010, with Sherene Razack and Sunera Thobani), ‘Beyond the African Tragedy’: The Political Economy of Development in Africa (2006), and *Globalizing Africa* (2003).



Dr. Smith is a cofounder of the Anti-Racism and Decolonization Network at the University of Alberta, and serves on the national steering committee for the Critical Race and Anti-Colonial Studies Network. Over the past two decades Dr. Smith has worked to advance a more equitable, diverse and inclusive higher education sector. Nationally, she serves on the Canada Research Chairs Program Advisory Committee on Equity Diversity and Inclusion Policy, and as chair of the target-setting sub-committee. Dr. Smith is the President of the Academic Women’s Association at the University of Alberta, and previously served as Vice President Equity Issues for the Canadian Federation for the Humanities and Social Sciences. She is the recipient of a number of awards including

the ISA-Canada Distinguished Scholar Award (2018), the Equity, Diversity and Inclusion Award at the University of Alberta (2018), the HSBC Community Contributor of the Year Award (2016), the CAUT Equity Award (2015), and the Human Rights Education Recognition Award (2013).

Panel

Open Session for Graduate Students

This panel presentation will provide an opportunity for graduate students to connect and learn from each other, particularly exploring research as a graduate student. Panelists represent a range of interests and experiences within higher education and range in student experience from first-year doctoral students to recent graduates.

Bring your questions to engage the panelists in this lunchtime session (lunch provided).

Panel moderator: Adrianna (Dranna) Andrews-Brown is doctoral student at the Werklund School of Education at the University of Calgary, Manger, Student Engagement at Royal Roads University, and CSSHE board member.

Panelists:

Christine Helen Arnold

Christine Helen Arnold is an Assistant Professor in the Adult Education/Post-Secondary program in the Faculty of Education at Memorial University of Newfoundland and is a recent graduate with a Ph.D. in Higher Education from the University of Toronto/OISE in Toronto, Canada. Her research interests include the student experience in post-secondary education, with a focus on student affairs/services and student mobility/transitions. More specifically, she studies student transitions in post-secondary education and the extent to which organizational and information frameworks support movement.

Jacqueline Beaulieu

Jacqueline Beaulieu is a PhD Candidate in Higher Education at the Ontario Institute for Studies in Education of the University of Toronto. Her research examines the outcomes and implications of Ontario's provincial policy on compulsory non-tuition-related ancillary fees, which requires post-secondary institutions to share decision-making power with students when determining fee levels. Her research interests lie at the nexus of higher education policy, governance, and student affairs and services.

Karen Julien

Karen Julien is a second-year Ph.D. student studying cognition and learning at Brock University. She is interested in writing development in higher education, innovative and inclusive teaching practices, and the impact of educators' social-emotional skills in the classroom. Karen's current research involves supporting students' self-efficacy for academic writing and accessing metacognitive strategies for countering procrastination.

Amira El Masri

Amira El Masri is a doctoral candidate at the Faculty of Education, York University. Her areas of research interests are post-secondary education (PSE) and public policy focusing on international education policies and international students' experiences. Her current research focuses on PSE policy making in Ontario. Her professional experience in PSE has spanned over 14 years having worked in two different universities in the Middle East.

Brandy Usick

Brandy Usick is a first year EdD student at the Werklund School of Education, University of Calgary. She is the Director of Student Advocacy and Accessibility at the University of Manitoba and provides leadership to three university-wide working groups that focus on issues of academic integrity, accommodation for students with disabilities, and childcare. Her research interests include academic integrity, procedural fairness, and experiences of higher education professionals. Her doctoral work may explore the issue of collaborations within student affairs.

Awardee Presentations

CJHE The Edward F. Sheffield Award

Rochelle Wijesingha, PhD Candidate, Department of Sociology, McMaster University

Dr. Howard Ramos, Associate Dean of Research, Faculty of Arts and Social Sciences, Professor of Sociology, Dalhousie University

“Human Capital or Cultural Taxation: What Accounts for Differences in Tenure and Promotion of Racialized and Female Faculty?”

Achieving Tenure and promotion are significant milestones in the career of a university faculty member. However, research indicates that racialized and female faculty do not achieve tenure and promotion at the same rate as their non-racialized and male counterparts. Using new survey data on faculty in eight Canadian universities, this article examines differences in being tenured and promoted between racialized and non-racialized faculty and between female and non-female faculty. It also investigates the extent to which explanations of human capital theory and cultural or identity taxation account for these disparities. Logistic regression confirms that controlling for human capital and cultural or identity taxation washes away the differences between being tenured and promoted for female faculty. Differences for racialized faculty remain, offering evidence of racial discrimination in the academic system.

George L. Geis Doctoral Dissertation Award

Dr. Jennifer Brant, Assistant Professor, Curriculum, Teaching and Learning, University of Manitoba

“Journeying Toward a Praxis of Indigenous Maternal Pedagogy: Lessons From Our Sweetgrass Baskets”

My doctoral research explores the value of Indigenous Maternal Pedagogies, and considers the effects that my teaching praxis had on the cultural identity development, holistic well-being, academic success, and community engagement of Indigenous women. I connect Maternal Pedagogies with Indigenous epistemologies that embrace the “whole student” within educational contexts by drawing from an Indigenous women-centred worldview to establish a teaching and learning environment that can speak to the hearts and minds of students. Resulting from my work is a powerful narrative whereby the participants expressed strong connections with the Sweetgrass Basket.

Masters Thesis/Project Award

- **Julie Mooney**, doctoral student and Graduate Research Assistant, Centre for Teaching & Learning, University of Alberta

“Emergent professional learning communities in Canadian postsecondary education: Experiences of faculty, educational developers, support staff, and administrators”

- **Colleen Webb**, Centre for the Advancement of Teaching and Learning, University of Manitoba

“After the Adult Learning Centre: Rural Women: Decisions and Transitions to Post-secondary Education”

Research and Scholarship Award

Amy Metcalfe is an Associate Professor in the Department of Educational Studies, where she is the coordinator for Higher Education (HIED).

Dr. Metcalfe’s research focus is research policy as seen at the levels of higher education institutions, higher education systems, and individual researchers. Her work explores the internationalization of higher education from a (post)critical, comparative perspective.

Panel

Provosts' Panel: Critical Questions

Panel moderator: Dr. Kathleen Matheos is an Associate Professor and a Co-Director, Centre for Higher Education Research and Development (CHERD), Extended Education at the University of Manitoba. She is also a CSSHE board member.

Panelists

Dr. Thomas Chase

Dr Thomas Chase is Provost and Vice-President Academic at University of Regina, a position he has held since July 2011. He has also served as Vice-President (Academic) and Provost at Royal Roads University where he was centrally involved in developing the University's new Strategic Direction.

Dr. Chase has also held a series of administrative appointments at the University of Regina which include the Co-ordinator of the Linguistics Program, founding Director of the Centre for Academic Technologies, Associate Dean (Research and Graduate) of the Faculty of Arts and Dean of the Faculty of Arts. His academic appointment is in the Department of English.

Dr. Bob Kayseas

Dr. Bob Kayseas is the Vice President Academic at First Nations University of Canada, following more than 15 years of academic and administrative positions at the university. Dr. Kayseas is a Saskatchewan born Anishnabe (Saulteaux) scholar. He holds a Ph.D. (Enterprise and Innovation) from the Australian Graduate School of Entrepreneurship, Swinburne University of Technology in Melbourne, Australia. Dr. Kayseas has established a recognized scholarly program of research centered on Indigenous entrepreneurship and economic development. He remains actively engaged in both the research and practice of entrepreneurship and economic development. Most recently, he has worked to foster the integration of reconciliation into academic programming both in the classroom and in online distance learning.

Dr. Anne Neufeld

Dr. Anne Neufeld joined Saskatchewan Polytechnic in January 2012 as the Associate Vice President, Strategy Management. Since January 2014, Dr. Neufeld has served as the Provost and Vice President, Academic. She has also held senior positions within the Saskatoon Health Region and in the international research office at University of Saskatchewan where she was responsible for planning and implementing research projects in more than 50 countries and spanning multiple disciplines. Dr. Neufeld holds a Master of Health Science in Health Administration from the University of Toronto, a Doctor of Philosophy (Interdisciplinary Studies) from the University of Saskatchewan and is a Chartered Professional Accountant.

Dr. Deanna Rexe

Deanna Rexe is the vice-president academic at Assiniboine Community College (ACC). Prior to taking on this position at ACC, she was a teacher and researcher in the Faculty of Education at Simon Fraser University. She has extensive experience in college administration and having held senior leadership positions at both Vancouver Community College and British Columbia Institute of Technology. Deanna holds a doctorate in educational leadership from Simon Fraser University. She was the winner of the 2015 CSSHE George L Geis dissertation award and the SFU Dean of Graduate Studies Convocation Medal. Deanna is Adjunct Professor in the Faculty of Education and an Affiliated Scholar with the Centre for the Study of Educational Leadership and Policy at Simon Fraser University.

Dr. Anthony Vannelli

Dr. Anthony Vannelli, Ph.D., FCAE, P.Eng., M.Sc., B.Sc. is currently the Provost and Vice-President Academic at the University of Saskatchewan. He has held academic administrative appointments including Dean of the College of Physical Science at the University of Guelph (2007-2016), Associate Dean, Research and External Partnerships at the University of Waterloo (2004-2006) and Chair of Electrical and Computer Engineering at the University of

Waterloo (1998-2004). Working with the university community and leadership, he focuses on strengthening and enhancing academic programs to maintain a strong student and faculty experience. In 2016, this lifetime work led to his appointment as a Fellow of the Academy of Canadian Engineering (FCAE).

President's Reception

Please join **Dr. Anne Charles** CSSHE President, for the Ryerson University President's Reception – an annual Congress event that brings a number of different associations together for networking and conversation.

Panel

Panel: Indigenous Perspectives: Moving Forward in Canadian Higher Education

Panel moderator: Dr. Michelle Pidgeon is an Associate Professor in the Faculty of Education at Simon Fraser University. She is also the editor of the Canadian Journal of Higher Education and a CSSHE board member.

Panelists

Catharyn Andersen

Catharyn Andersen is special advisor to the president on Aboriginal affairs at Memorial University. Ms. Andersen has significant experience working with the Nunatsiavut Government. She previously served in the roles of director and Inuktitut Language Program co-ordinator with the Torngâsok Cultural Centre in Nain, Labrador. Ms. Andersen has been involved with a variety of committees and groups relevant to Aboriginal affairs. She holds a Bachelor of Arts in linguistics, a Master of Arts in linguistics and a Master of Business Administration from Memorial University.

Dr. Marie Battiste

Marie Battiste is a Mi'kmaw educator from Potlotek First Nations, Nova Scotia, and professor in the Department of Educational Foundations at the University of Saskatchewan. With graduate degrees from Harvard and Stanford, and four honorary degrees, she is a senior Indigenous scholar in Canada, whose work in advancing Indigenous knowledge and pedagogies, decolonization and Indigenizing the academy has opened new areas of research and inquiry. With an extensive career teaching, researching, writing, and lecturing in cognitive imperialism to cognitive justice, advancing Indigenous knowledge and humanities, and decolonization of education, she has been working actively to advance Indigenous epistemologies, languages, and pedagogies. Her research interests are in initiating institutional change in the decolonization of education, language and social justice policy and power, and anti-oppressive approaches that recognize and affirm the cultural and linguistic diversity of Canada.

Dr. Jan Hare

Jan Hare is an Anishinaabe scholar and educator from the M'Chigeeng First Nation, located in northern Ontario. She is the Associate Dean for Indigenous Education in the Faculty of Education at UBC. Her teaching and research are concerned with improving educational outcomes for Indigenous learners and centering Indigenous knowledge systems within educational reform in early childhood education, K to 12 schooling, and post-secondary contexts. In 2014, Dr. Hare was awarded the Professorship of Indigenous Education in Teacher Education.

Dr. Jacqueline Ottmann

Jacqueline Ottmann is Anishinaabe (Saulteaux), former elementary and high school teacher and principal, now a scholar. While at the University of Calgary, she was Coordinator of the First Nations, Métis, Inuit undergraduate teacher education program, and Director of Indigenous Education Initiatives within the Werklund School of Education (WSE). She also co-chaired the Werklund School of Education Indigenous Strategy, and alongside the Provost, the university-wide Indigenous Strategy.

Jacqueline is a Professor and Vice-Provost Indigenous Engagement at the University of Saskatchewan. Dr. Ottmann has been recognized as an international researcher, advocate, and change-maker whose purpose is to transform

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practices inclusive of Indigenous leadership, methodologies and pedagogies. Jacqueline is driven to create schools and communities that foster a deeper sense of belonging and appreciation for Indigenous peoples – their histories, stories, ways of knowing and being.