



**congrès** | **congress 2019**   
DES SCIENCES HUMAINES | OF THE HUMANITIES AND SOCIAL SCIENCES

# Welcome to the 48th Annual CSSHE Conference



University of British Columbia, B.C.

June 2-4, 2019

# congress 2019

OF THE HUMANITIES AND SOCIAL SCIENCES



## Land acknowledgement

We give thanks to the Musqueam people for welcoming us on their territory. We will be working diligently to live up to our collective responsibility to honour and respect their protocols and homeland, to build relationships, and to engage meaningfully with their knowledge in this Congress and beyond. Our gratitude extends to the Skwxwú7mesh (Squamish) and sə́lílwətaʔt (Tsleil-Waututh) First Nations, for hosting Congress attendees on their unceded territories that we now know to be the city of Vancouver.

## Theme: Circles of Conversation

The Congress theme “circles of conversation” provides a forum for us as higher education scholars, practitioners, and policy makers to delve deeper into conversations about who we are and the work we do as in relation to our diverse communities, in particular our indigenous communities. The conference offers opportunities to ask who we have been in conversation with, who we need to bring into conversation, and how listening and learning in conversation can challenge our perspectives and knowledge traditions, sharpen the questions we ask, and encourage us to critically reflect on our approaches to research and our theoretical contribution to scholarship in the humanities and social sciences.

## President’s Welcome

Welcome to the 48<sup>th</sup> Annual Conference of the Canadian Society for the Study of Higher Education (CSSHE), held within the Congress of the Humanities and Social Sciences and hosted this year at the University of British Columbia. The University of British Columbia is situated on the traditional, ancestral and unceded territory of the Musqueam people. We are pleased to come together on this beautiful campus, to speak about higher education with those within Canada and beyond.

The CSSHE conference provides an annual opportunity to gather, share findings and talk about higher education research, practice, and ideas. We hope that you find it a thought-provoking time, where you can grow your network, build teams and professional friendships. In keeping with this year’s theme for the Congress, “Circles of Conversation” we have put together a program comprised of a variety of sessions and topics presented by higher education scholars, practitioners, and graduate students.

We would also like to draw your attention to the pre-conference workshop Saturday, June 1 in partnership with Simon Fraser University and Community Campus Engage Canada (representing over 350 community and campus organizations). Please RSVP to save your spot here: <https://www.eventbrite.com/e/catalyst-sharing-supporting-and-inspiring-community-campus-engagement-tickets-59326422928>

This year we have been fortunate enough to receive funding from multiple sources to undertake new initiatives. The video streaming of our Graduate Student Panel, The Keynote Panel and The Provosts’ Panel has been made possible with funding from three Canadian higher education centres: the Centre for the Study of Educational Leadership and Policy, The Centre for the Study of

Canadian and International Higher Education, and the Centre for Higher Education Research and Development. We gratefully acknowledge their support.

CSSHE and CASIE also wish to acknowledge the Federation for the Humanities and Social Sciences for the funding of the interdisciplinary Panel: *Academic Leaders Panel: Indigenous and Settler Scholars*. This panel will be open to the Congress registrants and the general public and too will be video-streamed. Finally CSSPE and CSSHE wish to acknowledge the Federation for the Humanities and Social Sciences support of an interdisciplinary panel.

Please be sure to attend the **CSSHE Annual General Meeting (AGM) and Awards Luncheon** scheduled for **Tuesday, June 4 from 11:30 AM to 1:00 PM in Room 200 LSK**. The AGM is an opportunity for you to learn more about the Board's activities, to offer feedback and to recognize our Award recipients. CSSHE would also like to thank the Collaboration for Online Higher Education Research (COHERE) for sponsoring our AGM luncheon.

In addition to the CSSHE events remember the Congress wide events at <https://www.congress2019.ca/>. You will note that the Big Thinking <https://www.congress2019.ca/program/big-thinking> and the Career Corner <https://www.congress2019.ca/program/career-corner> return this year. In addition this year there are a number of special events

organized by the Federation, UBC, and partners. These events are free and open to all registered Congress attendees. Information can be found at <https://www.congress2019.ca/featured-events>

A big 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 Dale McCartney who acted as our Local Arrangements Coordinator. Under the leadership of Dr. Laurie Hill Program Chair, and Dr. Roopa Trilokekar Program Co-Chair along with the committee members Dr. Tamara Leary and Dranna Andrews-Brown. It has been a pleasure to work with you on this committee and you have prepared an amazing line-up of speakers, panels, papers, ignite sessions and more.

Thank you to all of you for making CSSHE 2019 happen.

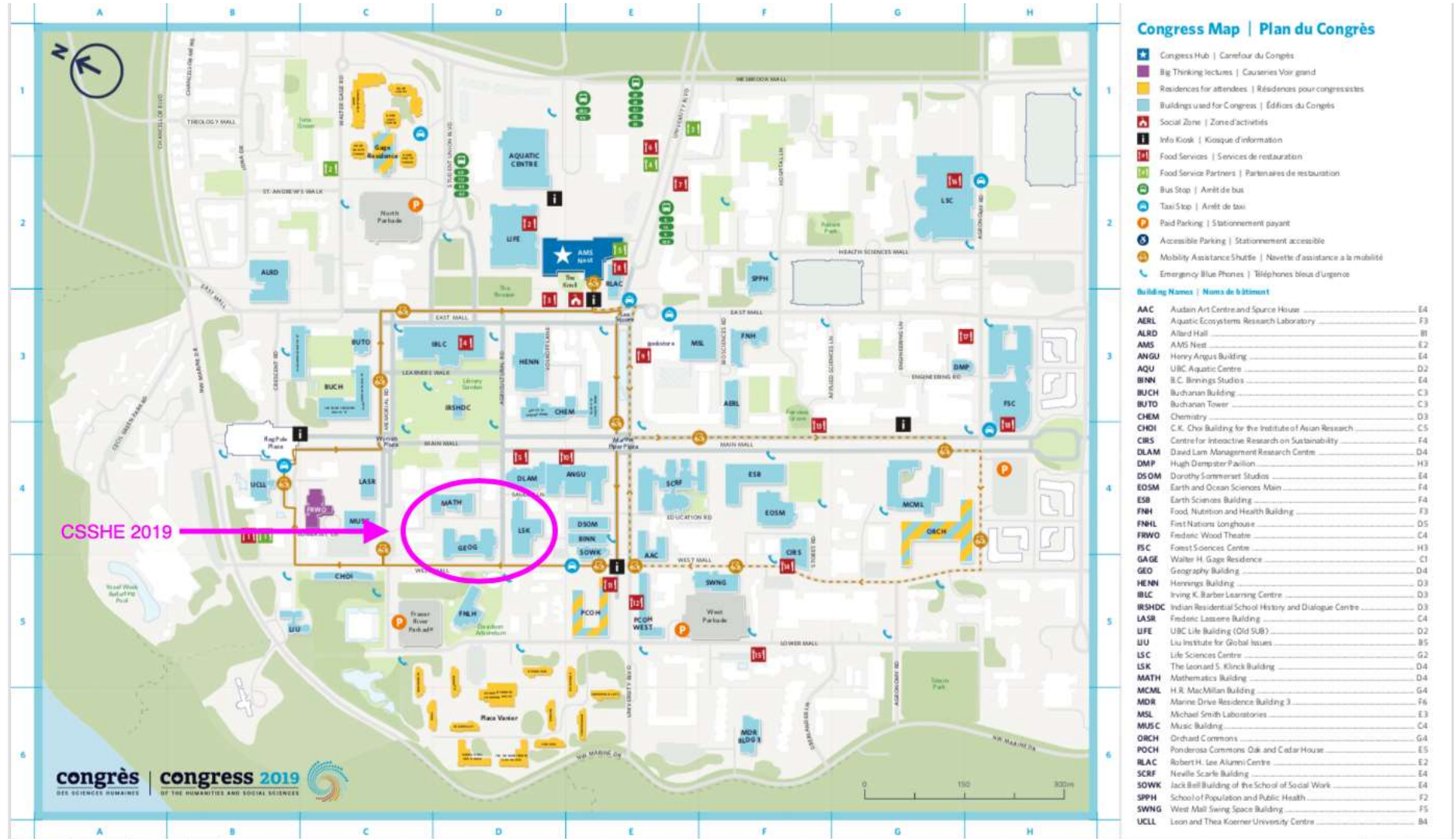
*Kathleen Matheos*

President, CSSHE.

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# MAP



## Navigating the Conference: Helpful Information

**Session Chair:** For each session, and where appropriate, the last presenter will serve as the chair for the earlier presentations, and the first presenter will serve as the chair for the last presentation. They facilitate the sessions by introducing speakers, keeping time, and moderating questions. Time sheets will be provided in each room for the presenters.

**Directions:** There is a campus map available on page 4 of the program. An interactive campus map is also available at: <http://www.maps.ubc.ca/PROD/index.php>

## Congress Events

Come and join us for an enriching and thought provoking experience by participating in one of these free events brought to you by the Federation and the University of British Columbia.

- **Big Thinking:** Hear leading scholars and public figures from around the globe present forward-thinking research, ideas and solutions to the critical questions and issues of our time.
- **Career Corner:** Partake in a professional development workshop series and learn about career advancement, teaching techniques, lesson planning, publishing research and careers beyond academia.
- **Interdisciplinary Symposia:** Attend this series organized focused on interdisciplinary research on issues of national and global importance in the humanities and social sciences.
- **Congress Expo:** Visit Canada's largest academic trade show including 50 exhibitors, book launches, book signings, career presentations and networking receptions.

## Registration

- The easiest way to register is online at: <https://www.congress2019.ca/register>

- Onsite registration is located in **The Congress Hub, which is located in the Nest's Great Hall.** You can register for both CSSHE and Congress there.

## **Networking and Relaxing Space**

The University of British Columbia is providing designated quiet spaces around campus which will be open for the duration of Congress. See <https://www.congress2019.ca/local-amenities> for an up-to-date list of their locations.

**Audio-Visual Equipment:** Rooms booked by the society for presentations and events June 2-4 2019 will be equipped with the Basic Presentation (AV) Package. It is recommended that participants who plan to use a PowerPoint presentation should bring their electronic presentation on a thumb/flash drive. The Basic Presentation (AV) Package in each room includes: windows computer, data projector; projection screen; internet access; sound system. Please note Mac users must bring their own dongle if they wish to use their own computers.

Any questions can be directed to either the Program Chair, Laurie Hill ([Laurie.Hill@stmu.ca](mailto:Laurie.Hill@stmu.ca)); Program Co-Chair, Roopa Desai Trilokekar ([roopat@edu.yorku.ca](mailto:roopat@edu.yorku.ca)); or Local Area Coordinator, Dale McCartney ([dale.mccartney@alumni.ubc.ca](mailto:dale.mccartney@alumni.ubc.ca)).

## Getting to and from UBC

UBC is located roughly ten kilometres from downtown Vancouver. As BC has not yet legalized the use of ridesharing apps (i.e., Uber and Lyft), attendees staying at locations away from campus will need to use conventional taxi companies or public transit to campus.

### **Taxi**

Both Yellow Cab (604-681-1111; [www.yellowcabonline.com](http://www.yellowcabonline.com)) and Black Top and Checker Cabs (604-731-1111; <https://btccabs.ca/>) offer accessible taxis, online booking, and downloadable apps.

### **Transit**

UBC is served by buses operated by Translink (<https://www.translink.ca/>). A variety of buses run from both downtown and the Broadway corridor where Congress hotels are primarily located. There are also two buses that operate on UBC campus (bus no. 68 and 70); no. 68 stops near the CSSHE venues.

**Tourism:** Vancouver is known both for its diversity, vibrant culture, and beautiful nature. See Tourism Vancouver's website for details (<https://www.tourismvancouver.com/>).

### **Accessibility**

- **Vancouver airport accessibility:**  
<http://www.yvr.ca/en/passengers/navigate-yvr/accessibility-at-yvr>

### **Transit**

All translink buses are fully accessible to people with different types of mobility. For more details, see <https://www.translink.ca/Rider-Guide/Accessible-Transit.aspx>. Please take a moment to visit the TransLink Accessibility page to become familiar with the services available, including options for customers who are not able to tap a Compass transit Card.

HandyDART is a door-to-door, shared ride service for passengers with physical or cognitive disabilities who are unable to use conventional public transit without assistance. The driver will come to your home,

help you board on the vehicle, and get you to the door of your destination safely.

Congress attendees are eligible for HandyDART service:

- If you have a physical, sensory, or cognitive disability and are unable to use conventional public transit without assistance, you may be eligible to use HandyDART.
- Eligible visitors to Metro Vancouver can make use of our HandyDART service by filling out our [Visitor Application Form](#).
- To apply, please make sure you have all your personal information available including your date of birth, home address, doctor's name, and phone number, as well as any special medical facts that might affect your ability to use public transit. Your information remains confidential and helps us make sure that the HandyDART service will be suitable for your travel needs.

**Mobility assistance shuttle:** Mobility support will be available to attendees with accessibility needs or any kind of disability (permanent or temporary) to navigate campus. This includes:

- Accessibility shuttle for Individuals in wheelchairs, individuals with motor, visual, hearing and/or cognitive disabilities;
- Mobility assistance golf carts for individuals with temporary accessibility needs (e.g. recent injury; health issues impacting mobility; recovery from surgery; pregnant)
- **Mobility assistance Golf Cart Shuttle** will be available during the hours of 7:00-21:00, this service will travel on two continuous loops along campus roads taking you closer to key Congress event places. Wait times will vary between five to 10 minutes, approximately. Mobility assistance golf cart locations are identified on the Official Congress 2019 map.

**Accessibility shuttle:** available from 7:00 to 21:00 daily during the Congress. You can access this service either through reservation or ride pick-up options. To book a ride:

- Speak with a dispatcher or leave a voice message at 604.822.9929.
- When you book your ride, please be prepared with your pick up and drop off locations, dates and times.
- Rides will be available on a first-come, first-served basis.
- You must book your ride ahead of time. Bookings are made on a first-come, first-served basis and are subject to availability. Wait time can be between 5 – 40 minutes, depending on volume. Book ahead to ensure more timely and reliable service. If you leave a voice message to book your trip, you will receive a call back to confirm your ride by 8pm the evening prior to your pick-up date. We encourage you to plan your congress events in advance.

Ride Pick Up:

- Please be at your shuttle stop on time. Once the shuttle arrives at your stop, it will wait a maximum of five minutes, depending on rider demand.
- Look for shuttle signs at your stop location. This is where the shuttle will meet you. See the official Congress map for more details on where to go for your pick up.

If you have other questions please contact [accessibility.congress2019@ubc.ca](mailto:accessibility.congress2019@ubc.ca)

**Accessible parking:** Parking at UBC can be challenging at very busy times so plan ahead and allow extra time to find a stall and get to your destination.

The University provides designated accessible parking stalls across campus, most located within a parkade. A [parking map can be found here](#) - use the filter to show accessible parking locations within parkades. If parking in a non-accessible stall please use Health or Thunderbird parkades and use the elevator (North, Fraser and West are older parkades and do not have elevators). Note that payment or an approved permit is required to park at UBC and if using an accessible stall a valid accessibility permit (blue wheelchair SPARC type) must be displayed.

For additional assistance please email [support.parking@ubc.ca](mailto:support.parking@ubc.ca), call the team on 604 822 6786 or visit our Access Desk which is located inside the UBC Bookstore on East Mall.



## Big Thinking

The *Big Thinking* series is held throughout Congress and brings together leading scholars and public figures who present forward-thinking research, ideas and solutions to the critical questions and issues of our time. The series is free and open to all Congress registered attendees and the general public. Simultaneous interpretation will be provided.

The 2019 *Big Thinking* series will feature the arts as a platform to engage with scholarship in the humanities and social sciences. It is organized by the Federation for the Humanities and Social Sciences and The University of British Columbia, with the generous support of series sponsors. See <https://www.congress2019.ca/program/big-thinking> for the full line up.

All *Big Thinking* events will take place in the **Frederic Wood Theatre** on the UBC campus.



**Confirmed speakers:**

**Esi Edugyan**

Author of *The Second Life of Samuel Tyne* and *Half-Blood Blues*  
June 2, 2019 – 12:15-13:15

**Simon Brault, O.C., O.Q.**

Director/CEO of the Canada Council for the Arts  
**What is the price of reconciling freedom and responsibility in a changing democracy?**  
June 3, 2019 – 12:15-13:15

**David Suzuki and Ian Mauro**

**Beyond Climate: Science, storytelling and solutions**  
June 4, 2019 – 12:15-13:15

**Stan Douglas**

Visual Artist  
June 6, 2019 – 16:30-17:30

**Big Thinking Series Sponsors:**



Social Sciences and Humanities  
Research Council of Canada

## CSSHE Conference Schedule at a Glance

### Preconference

**Saturday, June 1, 2019**

8.30 AM- 4.30PM

[PRE CONFERENCE WORKSHOP](#)  
*Catalyst: Connecting, Supporting, and Inspiring Community Campus Engagement in Canada*

1:30 PM – 4:30 PM

CSSHE Board Meeting: GEOG 201

### General Conference

**Sunday, June 2, 2019**

07:30 AM – 8:15 AM

Coffee & Registration

08:30 AM – 9: 45 AM

[Graduate Student Panel](#)

9:45 AM – 10:00 AM

Coffee Break (*on own*)

10:00 AM – 11. 15 AM

[Session A](#)

11:15 AM – 12.15 PM

[Session B](#)- Poster Session

12.15 AM – 1:15 PM

[Big Thinker Session](#)/Lunch on own

1:30 PM – 2:45 PM

[Session C](#)

3:00 PM – 4: 15 PM

[Session D](#)

4:30 PM – 5: 45 PM

[Session E](#)

**General Conference  
Monday, June 3, 2019**

07:30 AM – 8:15 AM	Coffee & Registration
08:30 AM – 10: 00 AM	<a href="#">Key Note Panel</a>
10:00 AM – 10: 15 AM	Coffee Break ( <i>on own</i> )
10: 30 AM – 11:45 PM	<a href="#">Session F</a>
11:15 PM – 12:45 PM	<a href="#">Session G</a> - Ignite Session
1:00 PM – 2:30 PM	<a href="#">Provost Panel</a>
2:45 PM – 4:00 PM	<a href="#">Session H</a>
4:15 PM – 5:00 PM	<a href="#">Session I- Affinity Group Meetings</a>
5:00 PM – 7:00 PM	President’s Reception

**General Conference  
Tuesday, June 4, 2019**

07:30 AM – 8: 15 AM	Coffee & Registration
08:30 AM – 10.00 AM	<a href="#">Interdisciplinary Panel: CASIE/CSSHE</a> <a href="#">Academic Leaders Panel: Indigenous and Settler Scholars</a>
10.00 AM – 11.15 AM	<a href="#">Session J</a>
11:30 AM – 1:00 PM	AGM& Awards Luncheon (Lunch co-sponsored by Sponsorship from <i>Cohere Collaboration for Online Higher Education Research Cohere.ca</i> )
1:00 PM – 2:00 PM	<a href="#">Session K</a> : Award Winner’s Presentation
2:15 PM – 3:30 PM	<a href="#">Session L</a>
3:45 PM - 5:00 PM	<a href="#">Session M</a>
6.30 PM	CSSHE Dinner (member paid)

## **PRE CONFERENCE WORKSHOP: *Catalyst: Connecting, Supporting, and Inspiring Community Campus Engagement in Canada***

**June 1, 2019**

**8:30am - 4:30 pm**

**LOCATION:** Earth Sciences Building (ESB) 1013 (All Plenary Sessions) and West Mall Swing Space (All Concurrent Sessions)



The Canadian Society for the Study of Higher Education, in partnership with Simon Fraser University and Community Campus Engage Canada (representing over 350 community and campus organizations) invite you to participate in a pre-conference that will offer a fun filled and rich learning opportunity for those who work across different disciplines and sectors to participate in Circles of Conversations and practice sharing workshops in order to connect, support and inspire community campus partnerships in engagement and research.

Speakers will come from a variety of community, campus, and governmental organizations and will address the role that community

campus partnerships can make in addressing topics such as (but not limited to): poverty reduction, food security, community engaged pedagogy, reconciliation, equity and inclusion, environment, education, healthcare and public health, accessibility and disabilities.

This pre-conference is free but with limited availability! Families, students, faculty, administrators, staff, community members, groups, and teams from across all disciplines welcome and invited. Refreshments will be provided.

Please RSVP to save your spot here:

<https://www.eventbrite.com/e/catalyst-sharing-supporting-and-inspiring-community-campus-engagement-tickets-59326422928>

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## DAY 1 Schedule

SUNDAY, June 2, 2019

| Time          | Event                                                                        | Location   |
|---------------|------------------------------------------------------------------------------|------------|
| 7:30-8:15     | Coffee & Registration                                                        | LSK 200    |
| 8:30 – 9.45   | <a href="#">Graduate Student Panel</a>                                       | LSK 200    |
| 9:45 10:00    | Coffee Break ( <i>on own</i> )                                               |            |
| 10:00 - 11:15 | <a href="#">Session A</a>                                                    |            |
|               | A.1. Symposium <a href="#">Blended &amp; On Line Teaching &amp; Learning</a> | LSK 200    |
|               | A.2. Symposium <a href="#">Community Engagement</a>                          | GEOG 100   |
|               | A.3. Symposium <a href="#">International Higher Education</a>                | GEOG 101   |
|               | A. 4. Symposium <a href="#">Open Track Symposium</a>                         | GEOG 212   |
|               | A.5. Symposium <a href="#">Open Track Symposium</a>                          | MATH 104   |
|               | A.6. Symposium <a href="#">Open Track Symposium</a>                          | MATH 105   |
| 11:15- 12:15  | <a href="#">SESSION B: Poster Presentations</a>                              | LSK Atrium |
| 12:15 - 1:15  | <a href="#">Big Thinker Session</a>                                          | LSK 200    |
| 1:30 - 2:45   | <a href="#">SESSION C</a>                                                    |            |
|               | <a href="#">C.1. Papers Blended &amp; On Line Teaching &amp; Learning</a>    | GEOG 101   |
|               | <a href="#">C.2. Papers Community Engagement –</a>                           | GEOG 212   |
|               | <a href="#">C.3. Papers Colleges, Polytechnics &amp;</a>                     | MATH       |

|             |                                                                                   |          |
|-------------|-----------------------------------------------------------------------------------|----------|
|             | <a href="#">Institutes</a>                                                        | 102      |
|             | <a href="#">C.4. Papers Governance</a>                                            | MATH 104 |
|             | <a href="#">C.5. Papers Open</a>                                                  | MATH 105 |
| 3:00 - 4:15 | <a href="#">SESSION D</a>                                                         |          |
|             | <a href="#">D.1. PAPER SESSION: Governance: Leadership –</a>                      | GEOG 101 |
|             | <a href="#">D.2. PAPER SESSION: International Higher Education</a>                | GEOG 212 |
|             | <a href="#">Critical Policy Perspectives in International Education</a>           |          |
|             | <a href="#">D.3. PAPER SESSION: Student Success: Graduate Student Experiences</a> | MATH 102 |
|             | <a href="#">D.4. PAPER SESSION: OPEN: Student Services</a>                        | MATH 104 |
|             | <a href="#">D.5. PAPER SESSIONS: OPEN: Faculty Development</a>                    | MATH 105 |
| 4.:30- 5:45 | <a href="#">SESSION E</a>                                                         |          |
|             | <a href="#">E.1. COMMUNITY ENGAGEMENT SYMPOSIUM</a>                               | GEOG 101 |
|             | <a href="#">E.2. OPEN TRACK SYMPOSIUM</a>                                         | GEOG 212 |
|             | <a href="#">E.3. OPEN TRACK SYMPOSIUM</a>                                         | MATH 102 |
|             | <a href="#">E.4. OPEN TRACK SYMPOSIUM</a>                                         | MATH 104 |
|             | <a href="#">E.5. OPEN TRACK SYMPOSIUM</a>                                         | MATH 105 |
|             | <a href="#">E.6. OPEN TRACK SYMPOSIUM</a>                                         | GEOG 100 |

## Graduate Student Panel

**DAY 1: SUNDAY, June 2, 2019**

**8:30 – 9:45**

**Location: LSK 200**

The purpose of the session is to provide an opportunity for graduate students at CSSHE to connect and learn from each other, with other faculty and administrators, and to explore research as a graduate student.

**Moderator:** Dranna Andrews Brown, Royal Roads University; CSSHE board member.

### Panelists:



**Anisha Arora** is a doctoral student at Simon Fraser University in Postsecondary Leadership. Her thesis is researching the experiences of first generation Punjabi students at SFU. Anisha also works at SFU as the Director, Projects working for the Office of the Vice Provost, Students & International. Anisha is a mom to two wonderful kids, and is originally from the United States but thinks Canada is the best

place to be.



**Charles Bazilewich:** has dedicated his 15 year Technology Education journey to empowering students in pursuit of post-secondary education and entry-level career opportunities in Manitoba's Information Technology sector. Charles is a MEd student at the University of Manitoba. He hopes to leverage his experience and contribute to the conversation across Canada on how to increase

student success in STEM, post-secondary education and employment opportunities through analysis of Technology Education programming.



**Jason Holmes** is a first year PhD student in the Faculty of Education at York University. He holds a Master of Education from the University of Alberta - Department of Educational Policy Studies. His research interests broadly centre on higher education quality assurance and accountability.



**Eric Lavigne** is a postdoctoral fellow at OISE, University of Toronto. His research program focuses on higher education management and managers. In particular, he is interested in how organizational monitoring and control, principally done through performance evaluations, shape managers' leadership

*\* The Graduate Student Panel Streaming is Sponsored by Centre for the Study of Education Leadership and Policy (SFU).*

## Big Thinker Session

DAY 1: SUNDAY, June 2, 2019

12:15 - 1:15

Location: Frederic Wood Theatre



### Esi Edugyan, Canadian Novelist

Esi Edugyan is the author of the novels *The Second Life of Samuel Tyne* and *Half-Blood Blues*, which won the Scotiabank Giller Prize and was a finalist for the Man Booker Prize, the Governor General's Literary Award, the Rogers Writers' Trust Fiction Prize and the Orange Prize. Her most recent novel, *Washington Black*, won the 2018 Scotiabank Giller Prize and was a finalist for the Man Booker Prize. In 2014, she published her

first book of non-fiction, *Dreaming of Elsewhere: Observations on Home*. She lives in Victoria, British Columbia, with her husband and two children.

## DAY 1: Sessions' Abstracts

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### SESSION A

Sunday, June 2

10:00 AM – 11:15 AM

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#### A.1. BLENDED & ONLINE TEACHING & LEARNING SYMPOSIUM

LOCATION: LSK 200

**1233: Higher Education Reform: Continuing the Conversation on the role of Blended Learning**

**Moderator:** Dr. Alan Davis, Kwantlen Polytechnic Univers

**Panelists:** Alan Davis, Kwantlen Polytechnic Univers

Kathleen Matheos, University of Manitoba

Heather Kanuka Kanuka, University of Alberta

Martha Cleveland-Innes, Athabasca University

**Abstract:** Sustainability for higher education has translated into reducing institutional costs. Presently, there are few ways left to reduce costs, leaving institutional reform as necessary. It has been asserted that blended learning can play a crucial role in reform. This symposium will provide a discussion on the feasibility of this option.

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#### A.2. COMMUNITY ENGAGEMENT SYMPOSIUM

LOCATION: GEOG 100

**1105: Towards a 'community first' agenda for the measuring of the impacts of community-campus engagement initiatives**

**Moderator:** David Peacock, University of Alberta

**Panelists:**

Dr David Peacock, University of Alberta

Dr Isabelle Kim, University of Toronto

Dr Crystal Tremblay, University of Victoria

Magda Goemans, Carleton University

Lee Lakeman, CFICE Violence Against Women

**Abstract:** This symposium will present research and generate discussion from the Community First: Impacts of Community Engagement project on the co-production of authentic impacts in community-campus engagement projects. Participants will discuss impact constructions and measurements deployed by, and linking together, post-secondary institutions, governments, foundations and community-based organizations jointly addressing social challenges.

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### **A.3. INTERNATIONAL HIGHER EDUCATION SYMPOSIUM**

**LOCATION: GEOG 101**

**1295: Professional and Vocational Education in the 21st Century: Studies and Reflections about Policies and Practices in Canada and China**

**Moderator:** Qiang Zha, York University

**Panelists:**

Qiang Zha, York University

Haisheng Pan, Tianjin University, China

Xiaolei Zhang, Tianjin University, China

Jun Ma, Shaanxi Normal University, China

Shiming Zhu, Tianjin University, China

**Abstract:** This symposium is meant to stage a conversation on professional and vocational education among scholars from Canada and China—drawing on their studies on this topic about Canada, China and the US. The presenters include established and emerging scholars from universities in Canada and China.

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### **A.4. OPEN TRACK SYMPOSIUM**

**LOCATION: GEOG 212**

**1157: Sociological Perspectives on National and International Higher Education**

**Moderator:** Creso Sá, University of Toronto

**Panelists:**

**Paper 1**

Status, Capital, and Becoming a Canadian University President (1986-2018)

Author/s: Summer Cowley, University of Toronto

Abstract: This paper session discusses the forms of social, cultural, and symbolic capital accumulated by Canadian university presidents through their education and career experiences and the ways in which these capitals relate to the status of the university each president leads.

**Paper: 2**

Social Entrepreneurship Initiatives in Brazilian universities

Author/s: Magdalena Martinez, University of Toronto

Abstract: This paper examines the emergence of student social entrepreneurship initiatives at major universities in São Paulo, Brazil. Drawing on social stratification theories, it shows how students, as participants in a highly unequal society, negotiate social and class boundaries as they engage with low-income communities through social entrepreneurship initiatives.

**Paper: 3**

Organizational Identities of Traditional Universities in Central and Eastern Europe: Between Historical Legacies and Global Excellence

Author/s: Nadiia Kachynska, University of Toronto

Abstract: Traditional universities established many centuries ago have recently been challenged to assimilate global norms of excellence. This study explores how traditional universities in the Czech Republic, Poland and Ukraine represent their organizational identities and balance traditional values and emerging global models.

**Paper 4**

Creating legitimacy through higher education: Sub-cultures of diaspora of ethnic Koreans living in China and Japan

Author/s: Clara Kim, University of Toronto

**Abstract:** This paper examines the role of minority-serving universities as institutions that confer degrees that support minorities' social mobility, but arguably plays more importantly a symbolic representation of the cultural legitimacy of group identities. This paper focuses on Korean-serving institutions in China and Japan, which serve post-1945 Korean diaspora.

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### A.5. OPEN TRACK SYMPOSIUM

**LOCATION: MATH 104**

**1421: Disrupting Academic Disciplines: Decolonization in Progress**

**Moderator:** Michelle Yeo, Mount Royal University

**Panelists:**

Michelle Yeo, Mount Royal University

Gabrielle Lindstrom, Mount Royal University

Roberta Lexier, Mount Royal University

Lee Easton, Mount Royal University

**Abstract:** In this session, we share our experiment in creating "disrupting" interviews intended to excavate colonial structures within academic disciplines, a necessary undertaking if we want to do more than lip service of Indigenization to the academy. We aim to confront and uncover the implicit colonial ideologies that structure academia through personal acts of reflection.

### A.6. OPEN TRACK SYMPOSIUM

**LOCATION: MATH 105**

**1125: Teaching or research, happy or sad? Findings from a large-scale survey of Canadian faculty.**

**Moderator:** Grace Karram Stephenson, University of Toronto

**Panelists:**

Glen Jones, University of Toronto

Grace Karram Stephenson, University of Toronto

Amy Scott Metcalfe, University of British Columbia

Olivier Begin-Caouette, Université de Montréal

**Abstract:** The Academic Profession in the Knowledge Society study (n=2988) was an online, bi-lingual (English-French) survey distributed at 64 provincially-funded universities across Canada's 10 provinces. This presentation highlights four main findings: professional satisfaction; gender diversity and promotion; academic research production and the balance between research and teaching.

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### SESSION B: Poster Presentations

**Sunday, June 2**

**11:15 PM – 12:15PM**

**LOCATION: LSK Atrium**

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**1143: Principals' leadership styles and ability on teachers' performance in selected Jamaican primary schools**

**Author/s:** Darcia Roache, University of Saskatchewan

**Abstract:** The paper will discuss principals' leadership styles and ability on teachers' performance in selected primary schools. One issue uncovered was at times the principals lack the educational leadership ability to assist teachers' performance and enhance their motivation. This laissez-faire approach of the principal sometimes causes dilemma in the school system.

**1299: Power and Competence in Post-Secondary Education Governance**

**Author:** Rob Harasymchuk, University of Saskatchewan

**Abstract:** This research will identify the perception of competence and power in post-secondary governance and will encourage a better understanding of the relational power that exists between Boards and administration and between institutions and government partners. It



will identify gaps existing gaps in agentic competency in the various roles of governance in PSE.

**1197: Is Ecuadorian Higher Education moving towards Internationalization? A qualitative document policy analysis**

**Author/s:** Diego Renato Sornoza Parrales, Western University

**Abstract:** The aim of this paper is to examine potential motivations and challenges in the internationalization of higher education in Ecuador. Through a document analysis of the government's regulatory frameworks for higher education, this study proposes a conceptualization of the processes of internationalization based on notions of space, networks, and mobilities.

**1191 The Recruitment and Selection of Academic Deans: Does the process achieve the goal?**

**Author/s:** Marc R Usunier, University of Saskatchewan

**Abstract:** Canadian universities rely almost exclusively on executive search firms to recruit academic deans, and the involvement of institutional search committees is becoming increasingly limited. The purpose of this study is to examine the current decanal recruitment and selection process followed at Canadian research-intensive universities. By exploring the roles search firms and faculty members play in the various stages of the recruitment process it will be possible to develop a clearer understanding of the influence these parties have on the ability of the selection committee to identify high-quality candidates.

**1537: Developing a framework for the analysis of university to work transition of second-generation immigrant youth in Canada**

**Author/s:** Aliya Kuzhabekova, Nazarbayev University, Kazakhstan

**Abstract:** This paper presents the results of literature review on the experiences of immigrant youth with the purpose of developing a framework for the analysis of the experiences of the youth in transition from higher education to job. The framework combines several

theoretical frameworks, such as intersectionality and social capital, to identify factors affecting the transition.

**1507: Falun Dafa and Higher Education: A Case Study**

**Author/s:**

Angela Yu, University of British Columbia

Skylet Yu, University of British Columbia

**Abstract:** Outside of Canada, some institutions have been trying out a new approach to enhance students' physical and psychological health and academic performance. That is the introduction of Falun Dafa (a.k.a. Falun Gong; FG) into the education system. FG is a mind-body self-improvement practice based on the principles of truthfulness-compassion-tolerance and that includes meditation and four meditative exercises.

**1293: Building Academic Tenacity to Improve Student Wellbeing, Learning and Success**

**Author/s:** Diana Jung, University of British Columbia

**Abstract:** This poster will present preliminary results from a multi-year study currently underway at a Canadian university that employs various educational strategies and interventions to promote students' academic tenacity and ability to thrive in rigorous academic environments. This poster will engage viewers to reflect on potential applications of similar strategies in their own campus context.

**1151: Academic-Queer-Administrator: Troubling Normativity in University Roles**

**Author/s:** Trevor Batters, University of Saskatchewan

**Abstract:** Working as a university administrator, I have witnessed and experienced the difficulty that academics and administrators face in their relationship on campus. Rather than exploring differing subcultures, I want to disrupt and trouble the way the two groups perceive one another and themselves. Through this troubling, I hope to transform the way individuals see one another to create an opportunity

for the groups to recognize that the division may not be as clear as they think.

**1225: And the Teaching Award Goes to...: The Acknowledgement of Sessional Teaching Excellence through University-Level Teaching Awards in Ontario**

**Author/s:** Brandon M. Sabourin, University of Windsor

**Abstract:** This research is exploring the public acknowledgement of sessional teaching practices through an exploration of teaching awards awarded to educators teaching at Ontario Universities over the past five years (2013-2018). In this study, I documented all teaching awards received to identify who is receiving public acknowledgement and who is not. In the analysis, I am exploring national-, provincial-, institutional-, departmental-, and association-level teaching awards, documenting (a) those who are receiving awards, (b) who are eligible to receive these awards, and (c) if there are patterns seen in the demographics of award winners which may suggest inherent acceptance or disposition toward acknowledging non-tenure-track faculty as distinguished educators.

**1247: How highly-educated women attain manager-level jobs in China: from the perspective of occupational status attainment**

**Author/s:** Rui Tian, Tianjin University

**Abstract:** The present paper employed the qualitative research method of grounded theory. The “4A model” (namely Action, Attribute, Ability, and Aim) of female occupational status attainment was constructed through the in-depth interviews with 13 high-educated women in management position and the three-level coding analysis. We further put forward effective suggestions on promoting women’s development in Chinese higher education.

**1279: Ontario’s Flexible Secondary Curriculum and Course Selection in Access and Transition to Higher Education in Ontario**

**Author/s:** Ceara Khoramshahi, University of Toronto

**Abstract:** Few researchers have considered the process of course selection in high school as a key aspect of access to higher education. Understanding how students make these choices and the factors that influence course selection is important as they ultimately determine which programs of study students have access to in post-secondary education (PSE). The first step in understanding Canadian high school students’ access to higher education is to understand how students choose their courses in high school. My research project focuses on the Ontario context.

**1321: The labyrinth and the challenges of females in obtaining senior leadership positions in Saudi universities**

**Author/s:** Laila Albughayl, University of Saskatchewan

**Abstract:** The transformation of women’s role in Saudi Arabia over the past decade, has seen females occupying more leadership positions in the public sphere. In spite of governmental efforts and developmental plans for the liberation of women, they are still faced with unsurmountable challenges. The ingrained cultural values that exist, impede women’s effectiveness as leaders in higher education.

**1337 Circles of conversation: Examining the engagement of academic librarians in cyclical program reviews in two Ontario universities**

**Author/s:** Lynne Bowker, University of Ottawa

**Abstract:** In higher education, the regular review of academic programs is a key element of quality assurance. In the province of Ontario, publicly funded universities are required to review their programs at least once every eight years in order to secure academic standards and ensure continuous improvement. While the faculty members from the academic unit that delivers the program typically take the lead in preparing for and responding to the various requirements of the cyclical program review, there are other groups within the university who could potentially make a valuable contribution, including academic librarians. The overall goal of this paper is to explore whether and how academic

librarians are engaged in the quality assurance process for cyclical program reviews.

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## SESSION C

Sunday, June 2

1:30 PM – 2:45 PM

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### C.1. PAPER SESSION: Blended and Online Teaching & Learning

LOCATION: GEOG 101

#### Paper 1

**1335: Understanding the Experiences of Open Education Practitioners**

**Author/s:**

Michael Paskevicius, Vancouver International College

Valerie Irvine, University of Victoria

**Abstract:** The development of open and collaborative internet technologies has been a major support for the movement towards more open and accessible practices in education and has provided new methods and techniques for contributing knowledge as part of pedagogy. Further research is still needed on understanding the notion of open education practices, the impacts to student's personal knowledge management practices, and the impacts this has on pedagogy. This research focuses on the latter, investigating how faculty describe open education's impact on their approaches to teaching and learning.

#### Paper 2

**1403: Indigenous and Open Education: A Contradiction?**

**Author/s:** Colin Madland, Trinity Western University

**Abstract:** Open education narratives often emphasize increasing access to higher education opportunities for marginalized students. This session

explores whether open and networked learning environments ought to be used to increase access to higher education and promote social justice for Indigenous students in Canada.

#### Paper 3

**1252: How do the faculty view their innovative practices in MOOCs? A case study in China**

**Author/s:** Xiaolei Zhang, Tianjin University

**Abstract:** The potential influence of MOOCs on higher education institutions is much discussed and debated. Drawing on the concept of Engestrom's expansive learning and March's exploitative and exploratory learning, this small-scale qualitative study investigates how the faculties who participate in MOOCs, Blended learning or other projects, interpret their understanding of the practices, and furthermore, learn to explore new practices within the university environments

#### Paper 4

**4891: Assessing MOOC Pedagogy: The role of facilitation in iMOOC design**

**Author/s:**

Martha Cleveland-Innes, Athabasca University

Sanjaya Mishra, Commonwealth of Learning

Larry Mitchell, Athabasca University

Nathaniel Ostashewski, Athabaska University

Dan Wilton, Athabaska University

**Abstract:** Hallmarks of the traditional teacher-learner relationship are challenged by the ability of the facilitator to engage with learners in large scale MOOCs. Facilitation needs to be scalable and adapt itself to a practice of building strong communities. This study will examine the evolution of facilitation in a large scale MOOC.

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## **C.2. PAPER SESSION: Community Engagement**

**LOCATION: GEOG 212**

### **Paper 1**

**1173: The Landscape of Social Innovation in Canadian Universities: An Empirical Description and Analysis**

#### **Author/s:**

Peter Milley, University of Ottawa  
Barbara Szijarto, University of Ottawa  
Kristen Bennett, University of Ottawa

**Abstract:** Social innovation (SI) initiatives are intended to enhance the contributions universities make to society through intensive engagement with diverse actors. A surge in SI activity is taking place with little empirical research to support it. This study contributes by providing an empirical description of the SI landscape in the Canadian university sector.

### **Paper 2**

**1201: A University's Community Engagement Ethos: Understanding the Capacity for Democratic Community Engagement**

#### **Author/s:**

Mary Margaret Sweatman, Acadia University

**Abstract:** The purpose of this study was to investigate the extent to which universities are ready to coordinate institutional-level change to support and advance community-engagement scholarship. Using an action research case study design, I investigated one university's community-engagement ethos to understand the capacity to embrace democratic engagement.

### **Paper 3**

**1521: A typology of private and public funding for community campus partnerships**

#### **Author/s:**

Michelle J Nilson, Simon Fraser University  
David Peacock, University of Alberta

**Abstract:** In this scholarly paper, we draw on three primary sources of data to construct a typology of funding arrangements for community campus engagement partnerships: examples from a seven year SSHRC funded project that focuses on community-campus partnerships; publicly available funding documents and reports from postsecondary and philanthropic organizations; and the scholarly literature.

### **Paper 4**

**1369: A Collaborative Self-Study: Starting a SoTL Community of Practice**

#### **Author/s:**

Rebecca Wilson-Mah, Royal Roads University  
Jo Axe, Royal Roads University  
Elizabeth Childs, Royal Roads University  
Sophia Palahicky, Royal Roads University  
Doug Hamilton, Royal Roads University

**Abstract:** Choosing to complete a self-study, the presenters invite you to explore a collaborative account for their experience in the start-up, and support of a SoTL community of practice (CoP). Drawing on Wenger's social theory of learning this session will explore both scholarly and practice-based insights into their experience.

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## **C.3. PAPER SESSION: College, Polytechnics & Institutes**

**LOCATION: MATH 102**

### **Paper 1**

**1467: Utilizing Competency Mapping in Post-Secondary Admissions**

#### **Author/s:**

David P. Burns, Kwantlen Polytechnic University  
Anya Goldin, Kwantlen Polytechnic University

**Abstract:** A redesign of K-12 education in British Columbia is causing a shift towards competency-driven assessments, prompting post-

secondary institutions to review their admission policies. Consequently, our polytechnic post-secondary institution has begun development on a system through which these forms of assessment can be used in the admission process.

#### **Paper 2**

##### **1269: A Study of the Development Path of China's Higher Vocational Education Innovation with the Globalization and New Technology-Economic Paradigm**

**Author/s:** Jun Ma, Shaanxi Normal University, China

**Abstract:** This paper will share some thoughts on the future development path of China's higher vocational education focusing on the exploring the mode of running an industry college; developing project-based teaching curriculum systems; creating a learning environment of cognitive apprenticeship; and forming a factory teaching mode of smart learning.

#### **Paper 3**

##### **1405: Technical and Vocational Education in Crisis? A Perception Survey of Australia's Goals, Achievements and Supports**

**Author/s:**

Fatima Samji, University of Toronto

Gavin Moodie, University of Toronto

Leesa Wheelahan, University of Toronto

**Abstract:** Since the 2000s, Australian technical and further education (TAFE) institutes have been weakened through marketization and privatization policies. This paper presents a survey of public TAFE actors. Made evident is a disconnect between goals, achievements, and support. The capabilities approach provides a frame through which we present our recommendations.

#### **Paper 4**

##### **1461: TVET in Taiwan: Investigating Goals, Achievements, Resources, and Challenges**

**Author/s:**

Leping Mou, University of Toronto

Ashley Rostamian, University of Toronto

Eric Lavigne, University of Toronto

Gavin Moodie, University of Toronto

Leesa Wheelahan, University of Toronto

**Abstract:** The paper examines Taiwan's technical and vocational education and training (TVET) system using a capabilities approach framework. Specifically, the paper investigates the system's goals, achievements, resources, and challenges. Although findings suggest that Taiwan's TVET meets various stakeholder needs, the system still faces challenges due to societal changes.

This study is part of a larger research project to explore the role of TVET systems by providing a social justice approach to issues of educational access in various jurisdictions. This paper focuses on the case study of Taiwan's TVET development and challenges.

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#### **C.4. PAPER SESSION: Governance**

##### ***Higher Education Policy***

**LOCATION: MATH 104**

#### **Paper 1**

##### **1259 The Impact of Academic Patent on Scientific Output in Higher Education of China:**

**Author/s:**

Siyu Yao, Beijing Institute of Technology

Haiyan He, University of Toronto

**Abstract:** China has made a great effort in stimulating innovation and facilitating technology transfer with the implementation of the Innovation-Driven Strategy. How will the commercialization of knowledge affect scientific research in higher education in China? This study examines the

interaction between the patenting and academic output using national-level data.

### **Paper 2**

**1331: L'Université du Québec (UQ) comme modèle d'université de type service public : évolution et diversification.**

#### **Author/s:**

Catherine Larouche, Université du Québec à Chicoutimi

Denis Savard, University of Laval

Lucie Héon, University of Laval

Rénaud Beauchesne, Université du Québec à Chicoutimi

**Abstract:** Les réformes adoptées dans les années 1960 à la suite de la Commission royale d'enquête sur l'enseignement dans la province de Québec (Rapport Parent) ont établi les fondements du système d'éducation québécois actuel dont l'établissement des polyvalentes au secondaire, la création des collèges d'enseignement général et professionnel (cégeps) et la mise en place d'une université d'État, l'Université du Québec (UQ). S'identifiant au départ comme une université de type service public, l'UQ a concrétisé, à l'ordre universitaire, les objectifs majeurs de ces réformes, soient la démocratisation de l'accès à l'enseignement supérieur et la réponse aux besoins de la société.

### **Paper 3**

**1127 Facilitating Conversations in Canada's Innovation Policy – The Intermediaries Behind the Scene:**

**Author/s:** Merli Tamtik, University of Manitoba

**Abstract:** Literature on innovation policy embraces the innovation ecosystem approach where intermediary stakeholders play a key role. This paper examines the work of the Canadian Science Policy Centre, the MaRS Discovery District, and university Vice Presidents Research, analyzing how innovation ecosystems are created and what factors influence the academia-industry-government relationships.

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## **C.5. PAPER SESSION: Open**

*Service Learning/Experiential Education*

**LOCATION: MATH 105**

### **Paper 1**

**1493: How may Critical Service-Learning Promote the Ideals of Inclusion and Social Justice?**

**Author/s:** Neivin M. Shalabi, Brock University

**Abstract:** The ideals of diversity and inclusion are gaining popularity in Canadian universities. This study investigates how critical service-learning may be used as an effective practical tool for promoting these ideas, particularly for international students. Findings call attention to the need of this student body for critical recognition and meaningful engagement.

### **Paper 2**

**1123: Exploring Stakeholder Perspectives of Experiential Education in the Humanities at a non-GTA Comprehensive Institution in Ontario.**

#### **Author/s:**

Timothy Allan Brunet, University of Windsor

Samantha Girard, University of Windsor.

**Abstract:** Ontario's MTCU has proposed an expansion of experiential learning opportunities for Higher Education students. This qualitative research project explores the perceived implications for the humanities departments in a stratified system that prioritizes STEM education. Specifically, the research reveals the perceptions of humanities faculty and administrators amid a changing social contract.

### **Paper 3**

**1261: Thinking transition with theory: power, performativity, and entanglement**

**Author/s:** Meaghan Dougherty, Douglas College

**Abstract:** I experiment with what is made possible by thinking with theory. I think with different theoretical concepts – power, performativity, and entanglement – to demonstrate how social service workers are constructed in transition. Examining transition as entanglement opens new understandings of relational responsibility and ethics that have significant implications for social service work and education.

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## SESSION D

Sunday, June 2

3:00 PM – 4:15 PM

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### D.1. PAPER SESSION: Governance: *Leadership*

LOCATION: GEOG 101

#### Paper 1

**1101: University Leadership within the Neo-liberal Agenda: How Principled Leadership can be the Antidote**

**Author/s:**

Sharon Blanchard, University of Calgary

Donald Scott, University of Calgary

Shelleyann Scott, University of Calgary

**Abstract:** This study explored Nova Scotian university leaders' beliefs, values, and change agency. "Principled leadership" was conceptualized as an expansion of authentic leadership – authenticity (identity), spirituality, and love (care) – and could offer an alternative leadership approach to facilitate positive change, cultures and as an antidote to the depredations of neoliberalism.

#### Paper 2

**1219: The Unintended Outcomes of Performance Evaluations on Leadership: The Case of Decanal Reappointments**

**Author/s:** Eric Lavigne, University of Toronto

**Abstract:** This paper draws from fourteen Canadian university deans' reappointments to examine the unintended outcomes of performance evaluations. Reappointments had a mild impact on deans' leadership, prevented non-reappointed deans from having a meaningful impact, and, in rarer cases, induced significant fatigue and psychological duress. Implications for theory and policy are discussed.

#### Paper 3

**1209: Let's Talk Leadership! Preliminary Findings on How Leadership is Experienced in Higher Education**

**Author/s:** Cristina L Eftenaru, Simon Fraser University

**Abstract:** In this case study, interviews and researcher's systematic reflections were used to identify theoretical elements found in leadership practice by exploring, analyzing, and interpreting leadership experiences of EdD Leadership alumni from a Canadian University. This paper presents preliminary findings, showcasing ways to bridge the gap between theory, research, and practice.

#### Paper 4

**1181: Longitudinal Changes in Teaching Practices and Perceptions of Educational Leadership Stream Faculty at a Large Canadian Research-Intensive Institution**

**Author/s:**

Briseño, University of British Columbia

Andrea Han, University of British Columbia

Gulnur Birol, University of British Columbia

**Abstract:** Although several higher education institutions across Canada have now introduced teaching stream faculty, little is known about their teaching practices and perceptions. We will present the findings of a multi-year study and paint a longitudinal picture of this group and make recommendations for both faculty and institutions considering these appointments.

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**D.2. PAPER SESSION: International Higher Education: *Critical Policy Perspectives in International Education***

**LOCATION: GEOG 212**

**Paper 1**

**1117: The Discursive Construction of Space in Internationalization Policies in Canadian Higher Education: A Critical Discourse Analysis**

**Author/s:**

Jing Xiao, University of Saskatchewan

Gus Riveros, Western University

**Abstract:** In this paper, we highlight the importance of the notion of spatiality in the study of internationalization of higher education. We adopted a Critical Discourse Analysis perspective to examine two internationalization strategic plans from two research-intensive Canadian universities. Our motivation was to identify how the category of space is constructed and mobilized through institutional discourses.

**Paper 2**

**1437: International education policy-making in Ontario: Storylines, coalition members and emblematic issues**

**Author/s:** Amira Masri, York University

**Author/s:** Amira Masri, York University

**Abstract:** This study examines the unique postsecondary international education (IE) policymaking landscape in Ontario (2005- 2017) using Discourse Coalition Framework. Through three data sources (media, policy documents and interviews), this study presents the Trillium Scholarship (2010) as an “emblematic issue” that mobilized biases influencing the IE policy landscape in Ontario and Canada in general.

**Paper 3**

**1317: Comparing internationalization of higher education policies in Canada and China: rationales and the role of the state**

**Author/s :** You Zhang, University of Toronto

**Abstract:** This study uses document analysis to compare the policies of higher education internationalization in Canada and China focusing on rationales and the role of the state. Adopting the concept that policy making is a sociological process and that it is subject to national contexts and global discourse, this study argues that higher education internationalization policies in different higher education systems manifest both similarities and differences. Similarities stem from the discourse of globalization and differences are rooted in national contexts such as the nature of the system.

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**D.3. PAPER SESSION: Student Success: *Graduate Student Experiences***

**LOCATION: MATH 102**

**Paper 1**

**1355: Students and Supervisor Reflecting on Circles of Conversations in an Online Doctoral Program**

**Author/s:**

Jennifer Lock, University of Calgary

Thomas Kennedy, University of Calgary

Kirstin Funke-Robinson, University of Calgary

David Gill, Memorial University of Newfoundland

Sandra Dobson, University of Calgary

**Abstract:** An online doctoral program is more than coursework and research. Engagement in learning networks and fostering circles of conversations are important work. Using a reflective process, four doctoral students and a supervisor share their reflections in engaging in circles of conversation and how such experience is influencing their academic journeys.



**Paper 2**

**1451: Gender and Higher Education: An Analysis of Female Doctoral Degree Attainment in the United States (2004 - 2014)**

**Author/s:**

Ezgi Ozyonum, Concordia University

Dalia Elsayed, Concordia University

Marlon Sanches, Concordia University

**Abstract:** This study examines female doctoral degree attainment in American higher education institutions in the years of 2004 and 2014. Additionally, this study investigates attainment differences among the following disciplines: social sciences, science, and engineering. This research was motivated by a need for further examination of graduate degree enrollment and attainment, particularly at the doctorate level.

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**D.4. PAPER SESSION: OPEN: *Student Services***

**LOCATION: MATH 104**

**Paper 1**

**1479: Starting conversations, starting change: Indigenization of Student Affairs and Services in Canada**

**Author/s:** Logan Lorenz, New York Institute of Technology

**Abstract:** Recently, higher education as a field and the institutions within have begun re-evaluating the relationship they hold with Indigenous peoples and communities. Although some specific actions have been identified, such as increased access to higher education for Indigenous Peoples (Truth and Reconciliation Commission of Canada, 2015), these are mostly aimed at higher-level institutional policy. Individuals within the institution may be left unsure of how or what actions they can take in their personal and work lives. The purpose of this inquiry is to understand how Student Affairs and Services (SAS) professionals at a higher education institution in Canada engage with these recent calls to Indigenize the academy.

**Paper 2**

**1455: Discursive Representations of Skills in Student Affairs and Services Practice**

**Author/s:** Shannon McKechnie, Western University

**Abstract:** The problem of the ‘skills gap’ among students exiting post-secondary education (PSE) into the workforce has become a common discourse among media, industry and public sector actors (Canadian University Survey Consortium, 2016; Hirsh, 2013; Millar, 2014). This research investigates the enactment of skills development policy in an Ontario university by SAS staff through a discourse analysis of skills related policies and interviews with SAS staff about their work. Ultimately, this research is concerned with better understanding the role of SAS staff as key actors in enacting policies aimed at student skills development in the university.

**Paper 3**

**1301: Perceptions and Applications of Professional Competency Models in Canadian Student Affairs and Services**

**Author/s:** Melinda Scott, University of Toronto

**Abstract:** An exploration of the perceptions of Canadian Senior Student Affairs Officers (SSAOs) regarding the application of Student Affairs and Services (SAS) professional competency models. The findings suggest a lack of alignment between these models and existing Human Resource functions, and limited desire on the part of SSAOs to do so.

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**D.5. PAPER SESSIONS: OPEN: *Faculty Development***

**LOCATION: MATH 105**

**Paper 1**

**1239: Mentoring Practices in Academia: A Longitudinal Study**

**Author/s:**

Heather Kanuka, University of Alberta

Katherine Allen, University of Alberta

**Abstract:** To gain an understanding of the impact of mentoring on new faculty career development in research-focused institutions. Building on past research and a large Canada-wide survey, this study followed changes in mentoring practices for new faculty over the span of ten years.

**Paper 2**

**1285: Evidencing Impact of Faculty Development in Higher Education: The Implementation of an Evaluation Framework**

**Author/s:**

Jovan Pape, University of Ottawa

Aline Germain-Rutherford, University of Ottawa

**Abstract:** Evaluating the impact of practice is increasingly a central component of faculty development work in higher education. This session will provide an overview of the participatory approach used to develop and implement an evaluation framework. Data collection tools will be shared and serve as catalyst for continued discussion.

**Paper 3**

**1447: Exploring feedback literacy for academic development**

**Author/s:**

Cheryl Lynne Jeffs, University of Calgary

Kimberley A Grant, University of Calgary

Nancy Nelson, University of Calgary

Lorelli Nowell, University of Calgary

Britney Paris, University of Calgary

Nazia Viceer, University of Calgary

**Abstract:** Self-determination theory provides a lens to understanding why teachers and scholars set goals for self-improvement. Effective feedback can be considered an influencer in setting and attaining goals for professional development. The data collected from our study will be used to inform an institutional resource to support faculty in their teaching development and scholarship with a move towards and

initiative on ‘feedback literacy’ (Carless & Boud, 2018). This paper presentation will present the three components of our conceptual framework, and explore one of the artefacts developed as a result of the study.

**Paper 4**

**1475: Teaching at the Intersections: Identity, Social Location, and the Experiences of Teaching Assistants**

**Author/s:**

Alan Santinele Martino, McMaster University

Tianna Follwell, McMaster University

Beth Marquis, McMaster University

**Abstract:** Social locations, such as race/ethnicity, gender, disability, and sexualities, have been shown to substantially impact the experiences of both faculty and students on university campuses.

Yet, with few exceptions (e.g., Waring & Dipon Bordoloi, 2013; Cortes Santiago et al., 2017), comparatively little research has examined how the experiences of Teaching Assistants (TAs) are affected by their social locations as they navigate their teaching role, both inside and outside the classroom. This paper highlights the importance of fostering circles of conversation within the university that will provide TAs and others with opportunities to listen to and learn from one another, and to collectively consider how social inequalities that manifest in and shape teaching in learning can be better understood and addressed in our institutions.

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**SESSION E**

**Sunday, June 2**

**4:30 PM – 5:45 PM**

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**E.1. COMMUNITY ENGAGEMENT SYMPOSIUM**

**LOCATION: GEOG 101**

**1439: Threading Our Stories: A Project in Reconciliation Through Art for Social Change in Vancouver's Downtown Eastside**

**Moderator:** Lauren Casey, University of British Columbia

**Panelists:**

Doris Fox, Musqueam elder

Teresa Wong, Learning exchange patron and downtown eastside community member

Matt Hume, Learning exchange employee, University of British Columbia

Christian Pollock – learning exchange employee, University of British Columbia

**Abstract:** The objective of this session is to demonstrate how a time-limited arts project can continue to be used as an educational tool for students, staff, faculty and community alike. The proposed session will share the process of conception, completion, and the ongoing outcomes of a traditional Musqueam blanket-making project entitled Threading Our Stories that took place in Vancouver’s Downtown Eastside (DTES) community . The project sought to address reconciliation, as outlined in the Truth and Reconciliation Commission of Canada Call to Action (2015), through informal conversations between Indigenous and non-Indigenous community members and the academic community.

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**E.2. OPEN TRACK SYMPOSIUM**

**LOCATION: GEOG 212**

**1237: What is Open Education in the context of SoTL at Trinity Western University?**

**Moderator:** Colin Madland, Trinity Western University

**Panelists:**

Loranne Brown, Trinity Western University

Adrienne Castellon, Trinity Western University

Colin Madland, Trinity Western University

Jenn Skelding, Trinity Western University

Angela Wolff, Trinity Western University

**Abstract:** Scholarship of Teaching and Learning must be embedded in real work of academics and sustained so that changes in understandings and practices actually occur (Grant, 2006). We value collegial learning so that all those who participate learn from each other through ongoing conversations, and by developing networks and skills to enhance further conversations. To these ends, a small group of faculty from Trinity Western University hope that we could realize in our context the research that “OEP has the potential to transform educational practices by shifting the relationships among faculty, between faculty and students and between faculty and organisations” (Paskevicius, 2017, p. 6).

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**E.3. OPEN TRACK SYMPOSIUM**

**LOCATION: MATH 102**

**1395: Title: The State of Experiential Education at UBC**

**Panelists:**

**Moderator/s:**

Kari Grain, University of British Columbia

Adriana Briseño-Garzón, University of British Columbia

**Panelists:**

Catherine Douglas, , University of British Columbia

Kyle Nelson, , University of British Columbia

Vinicius Pecanha, Vancouver School of Economics.

Ryan Brown, , University of British Columbia

**Abstract:** Experiential education is understood and practiced in vastly different ways across disciplines and institutions. This symposium examines the state of experiential education at University of British Columbia (UBC), drawing on findings from three UBC studies, including a

teaching practices survey, an institutional case study, and a faculty survey on experiential education. Panelists will share findings and engage in audience-directed dialogue around emergent questions.

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#### **E.4. OPEN TRACK SYMPOSIUM**

**LOCATION: MATH 104**

**1415: Title: Reinvigorating the Study of Political Economy in Higher Education Research**

**Moderator:** Sharon Stein, University of British Columbia

**Panelists**

Sharon Stein, University of British Columbia

Dale McCartney, University of British Columbia

Kristi Carey, University of British Columbia

**Abstract:** This session argues for the significance of political economy for the study of higher education, in particular as a means to both diagnose and respond to contemporary higher education challenges. We consider how relationships between the state, capital, and higher education impact our individual and collective approaches to educational praxis.

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#### **E.5. OPEN TRACK SYMPOSIUM**

**LOCATION: MATH 105**

**1243: Toward anti-colonial teaching: A faculty development program**

**Moderator: Dolores van der Wey**, Simon Fraser University

**Panelists:**

Sheri Fabian, Simon Fraser University

Laura D'Amico, Simon Fraser University

Steven Hall, Simon Fraser University

Kora DeBeck, Simon Fraser University

Ena Lee, Simon Fraser University

Carolyn Lesjak, Simon Fraser University

**Abstract:** In response to the Truth and Reconciliation Commission's (TRC) Calls to Action (2015), many post-secondary institutions are looking to decolonize teaching and learning (e.g. Stein & Andreotti, 2016; Smith, 2012). To support such efforts at Simon Fraser University, a new program was developed, Decolonizing Teaching: An Integrated Seminar Series and Grant Program (DT), designed explicitly for faculty who are committed to integrating critical Indigenous content, issues, perspectives and pedagogies into their practice. DT seeks to dismantle typical institutional non-performative speech acts with respect to decolonization; that is, those utterances that fail to perform the action (Ahmed, 2006).

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#### **E.6. OPEN TRACK SYMPOSIUM**

**LOCATION: GEOG 100**

**1235: "Partners in Development or Privatizing the Public Good": Understanding the Development of Private Higher Education in Canada, Chile, China, Morocco, and the United Arab Emirates**  
**Moderator**

Elizabeth Buckner, University of Toronto.

**Panelists**

Scott Clerk, University of Toronto.

Cassidy Gong, University of Toronto.

You Zhang, University of Toronto.

Ceara Khoramshahi, University of Toronto.

**Abstract:** This Symposium presents initial findings from a cross-national project on the role of private higher education. Papers include a global analysis of growth, a cross-national comparison of the role of private

universities in Canada, Chile, China, Morocco and the United Arab Emirates, and a qualitative case study of Ontario's policies.

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## DAY 2 Schedule

MONDAY, June 3, 2019

| Time         | Event                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Location                                                             |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| 7:30-8:15    | Coffee & Registration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | LSK 200                                                              |
| 8:30-10:00   | <a href="#">Key Note Panel “Circles of Conversation”</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | LSK 200                                                              |
| 10:00-10:15  | AM Coffee Break ( <i>on own</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                      |
| 10:30-11:45  | <a href="#">SESSION F</a><br><a href="#">F.1. PAPER SESSION: Blended and Online Teaching &amp; Learning</a><br><a href="#">F.2. PAPER SESSION: Community Engagement</a><br><a href="#">F.3. PAPER SESSION: Governance: Faculty/Teaching</a><br><a href="#">F.4. PAPER SESSION: Governance Leadership</a><br><a href="#">F.5. PAPER SESSION: International Higher Education: Gender-based experiences in International Higher Education</a><br><a href="#">F.6. PAPER SESSION: Student Success Classroom Experiences</a> | GEOG 100<br>GEOG 101<br>GEOG 212<br>MATH 102<br>MATH 104<br>MATH 105 |
| 11:15 -12:45 | <a href="#">SESSION G: IGNITE SESSIONS</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | LSK200                                                               |
| 1:00- 2:30   | <a href="#">Provost Panel</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | LSK 200                                                              |

|             |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                 |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| 2:45 - 4:00 | <a href="#">SESSION H</a><br><a href="#">H.1. PAPER SESSION: Blended and Online Teaching &amp; Learning</a><br><a href="#">H.2. PAPER SESSION: Governance: Indigenous Governance</a><br><a href="#">H.3. PAPER SESSION: International Higher Education</a><br><a href="#">H.4. PAPER SESSION: Student Success: Student Transitions</a><br><a href="#">H.5. PAPER SESSION: Open</a>                                            | GEOG 101<br>GEOG 212<br>MATH 102<br>MATH 104<br>MATH 105                        |
| 4:15 - 5:00 | <a href="#">SESSION I: AFFINITY GROUP MEETINGS</a><br>Blended and Online Teaching & Learning Affinity Group Meeting – Community Engagement Affinity Group Meeting<br>Colleges, Polytechnics & Institutes Affinity Group Meeting<br>Governance Affinity Group Meeting<br>International Higher Education Affinity Group Meeting<br>Student Success Affinity Group Meeting<br>Open Affinity Group Meeting Affinity Group Meeting | LSK 200<br>GEOG 101<br>GEOG 242<br>MATH 102<br>MATH 104<br>GEOG 212<br>MATH 105 |
| 5:00 - 7:00 | President’s Reception                                                                                                                                                                                                                                                                                                                                                                                                         | Robert H. Lee Alumni Centre                                                     |

## Key Note Panel “Circles of Conversation”

DAY 2: MONDAY, June 3, 2019

8:30AM-10: 00 AM

Location: LSK 200

A panel with prominent higher education scholars to open conversations about who we are and the work we do as higher education scholars, practitioners and policy makers in relation to our diverse communities, in particular our Indigenous communities. They will speak to their current research in relation to the following questions: who you have been in conversation with; who you believe needs to be brought more into the folds of your conversations; and how listening and learning in conversations has challenged your perspectives and knowledge traditions, sharpened the questions you ask, and helped critically reflect on your theoretical and research approaches.

**Moderator:** Walter Archer, University of Alberta

*\* The Keynote Panel Streaming is Sponsored by Centre for the Study of Canadian and International Higher Education (CIHE) (OISE) University of Toronto.*

### Panelists:



**Paul Axelrod**, professor emeritus and former dean of the Faculty of Education, York University, is the author or editor of nine books on the history of and policy development in schooling and post-secondary education. He is co-editor of *Making Policy in Turbulent Times: Challenges and Prospects for Higher Education*. York University.

### ➤ “Universities, the Research Conversation, and Me”

I will discuss the ways in which personal interests and changing intellectual currents have influenced my own research over my career. Now retired, I take a retrospective look at historiography and policy studies, the two fields that have preoccupied me over several decades. I conclude – on a slight tangent – that tolerance and civil discourse are essential if the liberal university is to endure.



**Kumari Beck**, is an Associate Professor and Co-Director for the Centre for Research on International Education in the Faculty of Education at Simon Fraser University. Her research interests span internationalization of higher education, international education, equity issues in education, globalization and international development.

### ➤ *The Untenability of Higher Education Internationalization Research*

I am not centrally located in the field of higher education, and came to research internationalization of higher education as a naïve graduate student of curriculum studies. In this presentation I will reflect on the influences on my research in internationalization, and the various conversations that I’ve had along the way – with international students, faculty, staff, administrators, my fellow researchers, and finally my Indigenous colleagues. At the present moment I am questioning my own complicity in supporting the liberal project of internationalization in a neoliberal institution.



**Glen A. Jones** is professor of higher education and dean of the Ontario Institute for Studies in Education, University of Toronto. His scholarship focuses on higher education policy, governance and academic work. He has been a visiting scholar at Fudan University, the University of Oslo, University of the West Indies, and Beijing Normal University. He has received several awards for his research from the Canadian Society for the Study of Higher Education, and in 2018 he received an honorary degree from the University of Manitoba. His recent

books include “Governance of Higher Education: Global Perspectives, Theories and Practices” (with Ian Austin, Routledge, 2016), “Doctoral Education for the Knowledge Society: Convergence or Divergence in National Approaches?” (with J.C. Shin and Barbara Kehm, Springer, 2018), and “Professorial Pathways: Academic Careers in Global Perspective” (with Martin Finkelstein, Johns Hopkins University Press, 2019).

➤ *With One Foot in Canada: Reflections of a Late-Mid-Career Scholar of Higher Education*

While beginning my career focusing squarely on higher education policy and governance in Canada, I quickly found myself engaged in international-focused projects, frequently as the “token Canadian” in international/comparative discussions of policy issues. In this presentation I reflect on both the challenges and learnings associated with a career that has intertwined academic administration, graduate education and research, as well as a gradual shift towards participating in increasingly international/comparative conversations while keeping one foot in Canada.



**Amy Scott Metcalfe** is an Associate Professor in the Department of Educational Studies at the University of British Columbia. Her research focuses on higher education in Canada and the North American region, including critical approaches to internationalization, academic labour and mobility, and critical policy studies in education. Dr. Metcalfe has a particular interest in visual research methods in education, with an emphasis on photographic methodologies and visual analysis. A summary of her scholarly profile is located at: <https://blogs.ubc.ca/amyscottmetcalfe/>

➤ *“Unlearning ‘Higher Education’ in the Space and Place of Indigenous Recognition, Redress, and Resurgence—or, The Higher Education (Studies) that Canada Never Wanted”*

Considering this year’s theme, Circles of Conversation, and building upon several key themes from last year’s Congress in Regina, I would like to spend a few minutes to continue to reflect upon emerging aspects of the Canadian higher education sector and our responsibilities within the field of higher education studies. As a non-Indigenous immigrant academic living and working on the traditional, ancestral, and unceded territory of the Musqueam people, and in conversation with Indigenous colleagues, students, staff, and community members, I have come to question everything I thought I knew—including, but not limited to, everything I have been taught—about the purpose and place of higher education in society. In this presentation, I will offer a local viewpoint and “situated reading” of the campus environment, sharing examples of the spaces and places from which my unlearning continues, with an open invitation to visit these and other campus sites during your time here, in extended conversation with others about the place of higher education on and within Indigenous territories.



## Provost Panel

**DAY 2: MONDAY, June 3, 2019**

**Location: LSK 200**

**1:00PM- 2: 30 PM**

Panelists have been invited to share their experiences and perspectives on the following questions:

- What does community engagement mean and how can an institution determine the degree to which an institution is engaged with its community?
- What are the challenges institutions face, and strategies used, when attempting to foster mutually beneficial relationships with community?
- When we imagine an intercultural, equitable and diverse Canadian campus, what are the barriers and where are the opportunities to make changes?
- How do we know when we are “there”?
- How has your institution responded to date to the Truth and Reconciliation Commission Report recommendations pertinent to post-secondary education?

**Moderator:** Kathleen Matheos, University of Manitoba  
President, CSSHE

### Panelists:



**Lesley Brown**, is the Provost and Vice-President, Academic at Mount Royal University. In this senior leadership role, Dr. Brown oversees all facets of educational programming and research at the University, while advancing strategic

academic priorities. Prior to joining Mount Royal in 2017, Dr. Brown compiled an exemplary record at the University of Lethbridge over 20 years, serving in leadership roles including Vice-Provost and Associate Vice-President, Academic. In addition to being a proven administrator, Dr. Brown is an accomplished scholar in the field of kinesiology, with a research specialization in balance and fall prevention in the elderly and people with Parkinson’s disease. A powerful champion of lifelong learning, she was recognized for excellence in teaching at the undergraduate level while also supervising graduate students at the U of L. Dr. Brown holds a PhD in Kinesiology from the University of Waterloo, a Master of Human Kinetics in Biomechanics from the University of Windsor and a Bachelor of Physical Education from McMaster University. She also completed three-year postdoctoral research fellowship at the University of Oregon. In 2019, she was named to the Calgary Herald’s list of Compelling Calgarians.



**Dr. Dru Marshall** is the Provost and VicePresident Academic at the University of Calgary and has served in this role since 2011. A nationally recognized leader with nearly 30 years post-secondary sector experience, she is currently chair of the U-15 Group of Canadian Research Universities Provosts, and also serves as the only non-American executive committee member on the Council of Academic Affairs of the Association of Public and Land-Grant Universities. She has been recognized as one of Canada’s WXN Top 100 most powerful women, and as one of the most influential women in sport and physical activity in Canada by the Canadian Association for the Advancement of Women in Sport and Physical Activity. For her work in high performance sport in Canada, she was awarded the Queen

Elizabeth II Diamond Jubilee Medal. Dr. Marshall holds a BPE with distinction from the University of Manitoba, and an MSc and PhD in Exercise Physiology from the University of Alberta.



**Professor Andrew Szeri** is the Provost and Vice-President Academic for UBC Vancouver, providing leadership for the university's academic strategy, budgetary and planning processes. The role also includes overseeing UBC's academic programs and support functions, faculty affairs, enrolment, sustainability and information technology.

Prior to his appointment at UBC, Professor Szeri served as Vice-Provost for Strategic Academic and Facilities Planning, at the University of California at Berkeley. Professor Szeri was also a professor in the Department of Mechanical Engineering at UC Berkeley, teaching in the areas of fluid mechanics and nonlinear dynamics. He has won several research awards.



**Dr. Janet Welch** is the President Academic and Student Services, Yukon College. She has over 29 years' experience in the post-secondary sector at both universities and colleges in Canada and abroad. She currently serves on the Teaching and Learning Advisory Board at Aga Khan University. In 2015, she was selected by former prime minister Kim Campbell to lead the design and development of first-year courses in the

Peter Lougheed Leadership College at the University of Alberta.

Dr. Welch holds a Doctorate in Educational Leadership/Educational Technology from the University of Phoenix, U.S.A., a Master of Science in Computer Based Information Systems from the University of Sunderland, U.K., and a Bachelor of Education degree from the University of Lethbridge, Alberta. The vice president Academic and Student Services oversees the divisions of Applied Science & Management and Applied Arts, the Office of the Registrar and Student Services and IT and Learning Commons.

\* The *Provost's Panel Streaming* is Sponsored by the *Centre for Higher Education Research and Development (CHERD) University of Manitoba*

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## DAY 2: Sessions Abstracts

### SESSION F

10:30 AM – 11:45 AM

#### F.1. PAPER SESSION: Blended and Online Teaching & Learning

LOCATION: GEOG 100

##### Paper 1

###### 1499: Cyberproxy in Higher Education: Exploring Telepresence Robots for Accessibility

###### Author/s:

Valerie Irvine, University of Victoria

Michael Michael Paskevicius, University of Victoria

**Abstract:** The term cyberproxy was first proposed by the author as means to shift the lens from institutional decision-making around audio visual accommodations to a student having certain rights and authority to demand such access, similar to the wheelchair ramp. The purpose of this to identify the factors that influence the feasibility of students accessing face-to-face courses via cyberproxy. Given that the use of telepresence robots have little exposure to date, this study will explore student and faculty perceptions surrounding its implementation.

##### Paper 2

###### 1229: Virtual Lab Integration in Undergraduate Courses: Insights from Design and Implementation

###### Author/s:

Maria Papaconstantinou, University of Toronto

Dawn Kilkenny Rocheleau, University of Toronto

Chris Garside, University of Toronto

William Ju, University of Toronto

Hedieh Najafi, University of Toronto

**Abstract:** In four Biology-related courses, instructors at a Canadian University integrated virtual labs as pre-lab activity, lecture substitute,

or lab experience where no on-site labs were available. An end of semester survey administered anonymously, showed that students perceived the virtual labs as useful learning resources to better understand course concepts.

##### Paper 3

###### 1165: Validating the categories inside the Community of Inquiry framework: confirmatory factor analyses and factorial invariance of a French version of the instrument

###### Author/s:

Géraldine Heilporn, University of Laval

Sawsen Lakhali, University of Sherbrooke

###### Abstract:

In this study, we explore the The Community of Inquiry (Col) construct as a whole by considering all ten categories simultaneously, instead of using per-presence subgroups as in Caskurlu (2018). Since a French version of the instrument was used (Nadeau, 2012), we also present a first validation of the French Col survey. Specifically, three research questions were addressed: (1) Does the Col survey demonstrate a ten-factor structure aligning with its categories? (2) If a ten-factor structure holds, is the French Col survey best represented by a three- or a ten-factor structure? (3) If a ten-factor structure holds, what would be potential significant effects of categories on each other?

##### Paper 4

###### 1161: Identifying the attributes and characteristics of influential posts in the discussion forum using Threadz

**Author/s:** Sunah Cho, University of British Columbia

**Abstract:** We aim to evaluate the effectiveness of the discussion visualization tool, Threadz, for identifying influential discussion posts. Threadz uses different sized nodes and dotted lines to show the connections between posts in a given discussion thread. Data was drawn from a fully online graduate course, where, as a part of weekly self-

assessments, students select the peer posting that had the largest impact on their thinking during the week and describe why.

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## **F.2. PAPER SESSION: Community Engagement**

**LOCATION: GEOG 101**

### **Paper 1**

**1441: Governance Impacts of Community-Engaged Scholarship: Shifting Higher Education Space**

#### **Author/s:**

Tania Kajner, Adler University  
Natasha Cameron, Adler University  
Sara Sehic, Adler University

**Abstract:** In this paper we analyze findings from a literature review that examined how community-engaged scholarship is impacting formal and informal governance in higher education in Canada. We share four key themes emerging from the literature and explore implications of the shifts identified for both scholars and institutions.

### **Paper 2**

**1469 : Intersectional Communities and Community-Engaged Scholarship**

**Author/s:** Tania Kajner, Adler University

**Abstract:** In this paper I explore intersectionality as an approach to community-engaged scholarship that opens space for a conceptualization of community that does not over-emphasize organizational power structures. I posit that intersectionality invites a complexity and fluidity that can assist multiple actors to identify shared intersections and that supports the development of community-university coalitions.

### **Paper 3**

**1303: “Beyond the Comfort Zone” in experiential education: Boundary crossing, emotional terrain, and pedagogies of discomfort**

#### **Author/s:**

Kari Grain, University of British Columbia  
Alison Taylor, University of British Columbia

**Abstract:** The notion of comfort zones is a common topic in the research and discourse of experiential learning and community engaged learning. This presentation examines the phrase and its use by practitioners of experiential learning. Conceptual influences include Vygotsky’s activity theory in conversation with Boler’s pedagogy of discomfort.

### **Paper 4**

**1167: Gauging the Impact of the Okanagan Charter on the Well-being of Canadian Campuses**

#### **Author/s:**

Vicki Lynn Squires, University of Saskatchewan  
Chad London, University of Saskatchewan

**Abstract:** The Okanagan Charter provides a promising policy mechanism by which to organize and formulate campus responses to enhance student mental and physical well-being. This study examines how the first 10 signatory campuses are approaching implementation and evaluation connected to this holistic institutional approach for supporting students’ wellness needs.

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## **F.3. PAPER SESSION: Governance: Faculty/Teaching**

**LOCATION: GEOG 212**

### **Paper 1**

**1153: Disciplinary Peer Review of Teaching: a Framework**

**Author/s:** John P Egan, University of Auckland, NZ

**Abstract:** In terms of the university research enterprise, peer review remains the primary driver of publication and funding quality. Yet with respect to the concomitant teaching enterprise, the prominence of peer review of teaching, arguably analogous to research peer review, remains limited. This presentation will articulate the rationale behind a proposed performance peer review of teaching framework, which has six elements: 1) Statutory, 2) Transparency 3) Agency 4) Temporality 5) Collegiality and 6) Practicality for improving the quality of teaching.

#### **Paper 2**

##### **1287: Bridging Two Discourses of Transformation in Higher Education**

**Author/s:** Jovan Groen, University of Ottawa

**Abstract:** Two separate bodies of literature discuss transformation in the higher education learning context. This session examines opportunities for integration between the distinct discourses of “quality as transformation” (Harvey & Green, 1993) and “transformative learning theory” (Mezirow, 2000). Cross-application may shed light on a more robust description of both quality and learning.

#### **Paper 3**

##### **1407: Measuring what matters: A learning-centred approach to institutional quality**

**Author/s:** Ralf St. Clair, University of Victoria

**Abstract:** This presentation explores the potential for an alternative approach to university rankings. Current perspectives advantage a specific type of institution that adheres to western models of research, teaching, and resourcing. This makes it very challenging for universities in alternative contexts, or serving alternative values, to avoid being positioned lower in the rankings, with significant consequences for universities that do not wish to embrace the world-class university model or that are located in the global south (Author, 2018). The question being addressed here is how the quality concerns of rankings could be recognised without marginalising those outside the Anglo-American mainstream

#### **Paper 4**

##### **1473: The scholarship of Canadian higher education: what is it?**

**Author/s:** Tamara Leary, Royal Roads University

**Abstract:** Higher education as a field of scholarship, as opposed to its own discipline, is best described as interdisciplinary (Tight 2015). The question “what exactly is Canadian higher education research?” is a difficult one to answer given its interdisciplinary composition. This presentation will share the findings of a systematic literature review of Canadian higher education scholarship. The findings from this study identify the themes and current issues in the sector, the different methodologies used across the research, the academic disciplines and theories that make up Canadian higher education scholarship.

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#### **F.4. PAPER SESSION: Governance Leadership**

**LOCATION: MATH 102**

#### **Paper 1**

##### **1361: Resilience and the Academic Chair: Recommendations for Post-Secondary Institutions**

**Author/s:**

Janet Miller, Mount Royal University

Jodi L. Nickel, Mount Royal University

Ruth Pickett Seltner, Mount Royal University

Yasmin Dean, Mount Royal University

**Abstract:** Using individual interviews, this study explored narratives of resilience among a sample of current and recent university departmental chairs. This qualitative research project aimed to identify factors that have helped or hindered resilience, resulting in recommendations that can be applied at the individual or institutional level.

**Paper 2**

**1491: Change Leadership in Higher Education**

**Author/s:** Hasan Kettaneh, Queens University

**Abstract:** The purpose of my research is to unpack higher education change implementation process, and to develop a universal change leadership model by examining the nature of change leadership in a pan-Canadian study of CBME implementation. There are three questions guiding my study: 1) What factors promote successful change implementation? 2) What is the role of leadership in the change implementation process? 3) How is change being adapted across Canada at the programmatic (micro), institutional (meso), and national (macro) levels of CBME implementation?

**Paper 3**

**1459 : Academic Labour Negotiations. Action Gone Wrong: A governance issue or prisoners’ dilemma?**

**Author/s:** Anne C. Charles, Conestoga College

**Abstract:** In 2017, Ontario’s Colleges of Applied Arts and Technology (CAATs) experienced the longest academic strike in their history. The academic strike at York University in 2018 was also protracted. Using a rational choice lens this paper examines academic labour negotiations to further our understanding of these events.

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**F.5. PAPER SESSION: International Higher Education: Gender-based experiences in International Higher Education**

**LOCATION: MATH 104**

**Paper 1**

**1155: Increasing Representation of Women in Academia: Positive Action in Japan**

**Author/s:** Noriko Inuzuka, Den-en Chofu University, Japan

**Abstract:** Although the share of female faculty members in Japanese

universities is gradually increasing, in March 2017 it stood at 15.7%, which is low compared to other countries. The Japanese government and universities are taking efforts to address this problem. This study examines how women-only programs have been introduced at Japanese universities, focusing on new interactions of actors after the Central Government Reform (2001). Provided will be insight into how the policy environment is created to help achieve gender equality in higher education.

**Paper 2**

**1363: Tensions and Contradictions Facing International Educators Working in Higher Education in Qatar**

**Author/s:**

Chris David Campbell, University of Fraser Valley

Mary Gene Saudelli, University of Fraser Valley

**Abstract:** The cultural and historical milieu of the Arabian Gulf produces unique tensions and contradictions for educators at International Branch Campuses. This self-study of two seasoned international educators shows that despite appearing Canadian, international branch campuses are fluid third cultural-educational-institutional spaces. This has important implications for those seeking academic work abroad.

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**F.6. PAPER SESSION: Student Success Classroom Experiences**

**LOCATION: MATH 105**

**Paper 1**

**1289: Assessment for Learning with digital portfolios: A case study in Teacher Education**

**Author/s:**

Hong Fu, University of Victoria

Tim Hopper, University of Victoria

Kathy Sanford, University of Victoria

**Abstract:** The research described in this paper is part of a five-year SSHRC project on the use of DPs in Teacher Education and two other professional programs (Social work and Nursing). Our purpose is to discover how the use of digital portfolios has enabled AfL and consequently contribute to a enabling transformation in teacher identity for teacher candidates (TCs) throughout their teacher education program.

**Paper 2**

**1365: Exploring Various Understandings of Academic Discourse: Increasing Cultural and Linguistic Diversity in Canadian Higher Education**

**Author/s:** Jade Kim, University of Toronto

**Abstract:** English has gained its position as an international language for scholarship and research. Investigating various ways of understanding academic discourse and identifying gaps in extant research, this study argues for the need to further understand experiences and practices of students and scholars using English as an additional language in academia.

**Paper 3**

**1147: Concentric Storying: A Vehicle for Development, Life-long Learning and Meaning-Making**

**Author/s:**

Anh Tram Bui, Brock University

Susan Drake, Brock University

**Abstract:** The adult education's goal is transformational learning. Concentric storying enables telling and retelling stories for meaning-making and transformational learning. We used concentric storying to analyze participants' stories. Their stories were analyzed by deconstructing story parts. This study highlighted the power of concentric storying to engage participants in meaning-making and transformative learning.

**Paper 4:**

**1471: Internationalization of Higher Education and Prior Knowledge of Students: A Review of a Recent Literature and an Integrative Configuration**

**Author/s:**

Ezgi Ozyonum, Concordia University

Saul Carliner, Concordia University

Monica Lopez, Marianopolis College

**Abstract:** The aims of this study are to sensitize faculty to the diverse backgrounds of their students and to come up with some research-derived guidelines that faculty can use to think about their students' backgrounds and make sure that they have aligned both their teaching material and in-class activities to students' backgrounds.

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**SESSION G: IGNITE SESSIONS****11:15 AM – 12:45PM****LOCATION: LSK 200**

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Ignite presenters will have 5 minutes to present and the session will end with a Q&A session.



**Coordinator:** Eric Lavigne, University of Toronto



**Moderator:** Brit Paris, University of Calgary

**1413: Imagine There's No Grades**

**Author/s:** Brit Paris, University of Calgary

**Abstract:** Audience members will be called upon to imagine a world in which students in higher education focus not on their grades at the end of the course, but on learning aims. We will confront the problem with grades and imagine possible solutions, envisioning a brighter future for higher education.

**1511: To What Degree are Governance-Related Student Involvement Opportunities Accessible and Inclusive?**

**Author/s:** Jacqueline Nicole Beaulieu Mail, University of Toronto

**Abstract:** To what degree are governance-related student involvement opportunities accessible and inclusive? In this Ignite Session, I will guide session participants through an initial exploration of this question and identify several implications for researchers, practitioners, and students to ponder at length.

**1417: Creating Impactful Online Learning Environments: Incorporating UDL, Accessibility and Wellbeing Principles into Your Online Courses and Materials**

**Author/s:**

Marie Krbavac, University of British Columbia

Josefina Rosado, University of British Columbia

Bosung Kim Mail, University of British Columbia

**Abstract:** Every Learning Management System (LMS) offers many functions (e.g. content pages, discussions, grade book, etc.) for supporting teaching and learning. But, does simply making these functions available mean that they will support teaching and learning? The issue, as we see it, is that the introduction of an LMS does not necessarily ensure positive outcomes for instructors and students unless there is also guidance provided for making changes to the pedagogical approach and design of course materials.

**1445: Energizing Social Presence through Flipgrid**

**Author/s:** Frances Louise Tuer, McMaster University

**Abstract:** Video-based communication offers a way to build and sustain “social presence” – genuine connections between online learners and instructors. This session will review how Flipgrid was used for online discussion and will recap student perceptions of this technology. Issues up for discussion include how to assess online discussion and accessibility concerns.

**1183: Tapestry: A tool for student-teacher co-creation of content**

**Author/s:**

Trish Varao-Sousa, University of British Columbia



Linnea Ritland, University of British Columbia  
Katrina Ross-Ghali, University of British Columbia  
Bitá Jokar, University of British Columbia  
Helen Kuang, University of British Columbia  
Aidin Niavarani, University of British Columbia  
Steven Barnes Mail, University of British Columbia

**Abstract:** Tapestry is a newly-developed learning tool created by University of British Columbia students, faculty, and staff. It allows for non-linear, dynamic, easily-updatable, and student-centered content. Tapestry is being designed to allow for student/faculty co-creation of knowledge, engagement of students with their community, and enhanced learning experiences across disciplines.

**1179: A multi-institutional survey exploring faculty teaching practices, attitudes towards teaching and perceptions of institutional support for teaching**

**Author/s:**

Andrea Han, University of British Columbia  
Adriana Briseño-Garzón, University of British Columbia  
Gülünur Birol, University of British Columbia

**Abstract:** In this session, learn how a multi-institutional survey exploring faculty teaching practices, attitudes towards teaching, and perceptions of institutional support for teaching was developed, validated, and customized for varied institutional contexts. We'll provide recommendations for development and implementation of similar surveys and the survey will be available to interested parties.

**1477: Professional Development of Teaching Assistants: Conversations in Community**

**Author/s:**

Sarah Mayes-Tang, University of Toronto  
Gurpreet Sahmbi, University of Toronto

**Abstract:** The purpose of this Ignite Session is to share strategies for facilitating the professional development of Teaching Assistants (TAs)

while building a community of practice. We aim to address issues that may be unique to the Canadian higher education landscape. We are eager to share what we have learned, and to engage with others who have developed their own models of TA professional development.

**1115: One Talking Circle at a Time Reaching out to Indigenous and Metis High School Students**

**Author/s:** Karen Owen, Mount Royal University

**Abstract:** This community outreach project encourages student empowerment through digital storytelling. Connecting Indigenous and Metis high school students to their culture through their own narratives can be a powerful way of building confidence. Often these students feel marginalized and unheard. Giving them a voice may help them realize their potential.

**1453: Learning from Your Mistakes**

**Author/s:** Frances Louise Tuer, Mc Master University

**Abstract:** Midterm examination marks do not provide a detailed explanation for exam performance. Reasons for suboptimal performance can be many – study habits, missed content, test anxiety, and so on. However, few take the opportunity for post-exam review; this session discusses new findings into how to boost post-exam review engagement.

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**SESSION H**

**2:45 PM – 4: 00 PM**

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**H.1. PAPER SESSION: Blended and Online Teaching & Learning  
LOCATION: GEOG 101**

**Paper 1**

**1375: Forward looking feedback: An experimental test of a reflection activity designed to promote active engagement with assessment feedback**

**Author/s:** Andrew Owen, University of British Columbia

**Abstract:** This paper tests an online activity that promotes student engagement with feedback. A randomized experiment reveals the activity causes a modest but significant increase in subsequent performance. This innovation provides an alternative to more resource intensive individualized feedback by motivating students to actively compare their own work with assessment criteria.

**Paper 2**

**1221: Using Mahalanobis Distance Matching to assess the Effect of Personalized Feedback on Learning.**

**Author/s:**

Matthew Todd Schmidt, University of Saskatchewan  
Amin Mousavi, University of Saskatchewan  
Vicki Squires, University of Saskatchewan  
Kenneth Wilson, University of Saskatchewan

**Abstract:** The proposed study aimed to properly evaluate the effectiveness of a Learning Analytic (LA) feedback (FB) intervention at the University of Saskatchewan.

**Paper 3**

**1275 : Features fostering academic and social integration in blended synchronous courses and programs in higher education**

**Author(s):**

Sawsen Lakhali, University of Sherbrooke  
Géraldine Heilporn, University of Laval

**Abstract:** This study examines the features that enhance the academic integration and social integration of students enrolled in blended synchronous courses based on practices identified in a graduate program in education.

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**H.2. PAPER SESSION: Governance: *Indigenous Governance***

**LOCATION: GEOG 212**

**Paper 1**

**1129 : Indigenization and university governance: Putting reconciliation at the heart of the institution**

**Author/s:**

Rhiannon Klein, Yukon College  
Kiri Staples, University of Waterloo  
Lacia Kinnear, Yukon College  
Tosh Southwick, Yukon College  
Carol Geddes, Elder

**Abstract:** The purpose of this presentation is to discuss ongoing conversations about Indigenization and reconciliation within university governance. It will focus on what this conversation has looked like at Yukon College in Whitehorse, Yukon during the institution's transition to a university. The presentation aims to highlight some of the tensions and opportunities that have arisen thus far and discuss broader implications for institutions of higher education elsewhere in Canada.

**Paper 2**

**1511 : To What Degree are Governance-Related Student Involvement Opportunities Accessible and Inclusive?**

**Author/s:** Jacqueline Nicole Beaulieu, University of Toronto

**Abstract:** To what degree are governance-related student involvement opportunities accessible and inclusive? In this Ignite Session, I will guide session participants through an initial exploration of this question and identify several implications for researchers, practitioners, and students to ponder at length.

**Paper 3**

**1505: Higher education place naming policies: An environmental scan**

**Author/s:** Lauren Oakley, Western University

**Abstract:** Commemorative place names on university campuses are a growing discussion as we reflect on 'who' we chose to commemorate, and whether we should continue to celebrate symbols that are notorious for violations of human rights and dignity. Power operates through place-naming policies and decision-making processes making them central to shaping campus environments. While there are calls to address the social ramifications of place-naming policies, less is known about the current policies and practices employed by leading public universities across Canada and elsewhere.

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### **H.3. PAPER SESSION: International Higher Education**

*Problematizing the Global Discourses of Skills, Research Excellence and Innovation*

**LOCATION: MATH 102**

#### **Paper 1**

**1457: Locating the skills agenda in international HE: A digital methods approach**

**Author/s:**

Shannon McKechnie, Western University

Melody Viczko, Western University

**Abstract:** This study draws on a digital methodology to map the relations between the issue agendas of seven national student associations and unions with OECD discourses of skills in higher education.

#### **Paper 2**

**1159: National Researcher Recruitment Programs in Canada, the United States, and South Africa**

**Author/s:**

Creso Sá, University of Toronto

Summer Cowley, University of Toronto

Nadiia Kachynska, University of Toronto

Magdalena Martinez, University of Toronto

Emma Sabzalieva, University of Toronto

**Abstract:**

In this session we look at the relationship between status as a research chair, gender, and research productivity and impact in Canada, the United States, and South Africa. Through a unique dataset including 6 research chair programs in 3 countries, and including a carefully matched control group, our study provides evidence to inform debates on these science policy instruments.

#### **Paper 3**

**1533: De-Sovietization in Global Higher Education: Governance and Innovation in China, Russia, Georgia and Ukraine**

**Author/s:** Anatoly V. Oleksiyenko, Hong Kong University

**Abstract:** This study examines variances in deconstruction of the Soviet legacy in the higher education systems of four countries: China, Russia, Georgia, and Ukraine. The paper compares how academics in the four systems undertake changes in institutional governance to create a globally-engaged and innovative university.

#### **Paper 4**

**1387: Perceptions of Further Education in England: Addressing Critical Opinions and Market-Driven Educational Policies Through a Capabilities Approach Lens**

**Author/s:**

Lindsay Coppens, University of Toronto

Leesa Wheelahan, University of Toronto

Gavin Moodie, University of Toronto

**Abstract:** Further education (FE) in England is plagued by tensions and volatility. Survey results from a comparative study illustrate FE actors' critical opinions about the state of FE. To address growing concerns about goals, achievements, and resources, Sen and Nussbaum's capabilities approach is proposed to support change in economic educational policies.

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#### **H.4. PAPER SESSION: Student Success: *Student Transitions***

**LOCATION: MATH 104**

##### **Paper 1**

###### **1485: Post-secondary, are high school students ready?**

**Author/s:** Kimberly Paris, Simon Fraser University

**Abstract:** Over 50% of BC high school students are registering at public post-secondary institutions, and employers are hiring more degree graduates. Ensuring students are ready to transition to post-secondary is critical, and it can be questioned are students being effectively prepared? This question guides this M.Ed. research project exploring post-secondary readiness.

##### **Paper 2**

###### **1497: Investigating the Secondary-Tertiary Transition into Calculus for STEM Students**

**Author/s:** Gurpreet Sahmbi, University of Toronto

**Abstract:** The aim of this research is to investigate factors that influence students' post-secondary success in STEM programs, through the lens of calculus and mathematics experiences.

##### **Paper 3**

###### **1371: Access to and Participation in Higher Education in Canada: Under-Represented Groups and Causes of Non-Participation**

**Author/s:**

Hans Schuetze, University of British Columbia

Walter Archer, University of Alberta

**Abstract:** Canada has one of the highest rates of participation in PSE among OECD countries, but several groups are under-represented, including members of the Indigenous population, residents of rural

areas, and families with a low social-economic background. We will discuss various types of barriers to participation by these groups.

##### **Paper 4**

###### **1187: Getting lost at the fair: exploring the interactions of lower SES students with universities at a prominent Canadian fair**

**Author/s:** Rod Missaghian, University of Waterloo

**Abstract:** The research for this proposed presentation draws on interviews with 30 graduating students in a single 'priority school' in a low SES Canadian neighbourhood, to understand how students experienced a prominent University Fair. I focus my attention on how the students experienced the fair, their expectations going in, their perceptions of various booths and universities and their impressions of various interactions with booth attendants and representatives.

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#### **H.5. PAPER SESSION: Open**

**LOCATION: MATH 105**

##### **Paper 1**

###### **1149: Looking Beyond the Queers: Queer Theory in Higher Education**

**Author/s:** Trevor Batters, University of Saskatchewan

**Abstract:** Using queer theory to illustrate the potential to move beyond traditional ontological commitments (Riveros & Newton, 2016) underpinning higher education research, this paper explores one higher education phenomenon, the relationship of academics and administrators. Building on the suggestions of Renn (2010), Rasmussen and Allen (Allen & Rasmussen, 2015; 2014), and Giffney (2004, 2009), I demonstrate ways in which queer theory can facilitate the exploration of topics that may not appear queer on the surface.

## Paper 2

### **1111: Addressing The Colonial Foundations of Canadian Higher Education**

**Author/s:** Sharon Stein, University of British Columbia

**Abstract:** In this paper I invite deepened conversations about the colonial foundations of Canadian colleges and universities in order to lay the groundwork for more substantive educational transformations that go beyond tokenistic gestures of Indigenous inclusion.

## Paper 3

### **1425: Decolonizing implicit bias with arts education**

**Author/s:** Amy Wiebe Lau, Simon Fraser University

**Abstract:** In response to visible minority leadership underrepresentation in higher education in North America, institutions are acknowledging the existence of racialization by offering Implicit Bias (IB) training to faculty and staff (Wentling & Palma-Rivas, n.d.). What influence participating in IB workshops delivered through Arts Education (AE) have on leader's racial attitudes towards their IB in hiring and promotion? Furthermore, how Transformational Learning (TL) (Mezirow & Taylor, 2009) is developed with AE examined in the context of institutional racism to bring awareness of IB in discursive patterns around racialization?

## Paper 4

### **1525: Northrop Frye's writing on geography and space in the Canadian imagination: Universities and Colleges as scholastic 'garrisons'**

**Authors:** Jedidiah Anderson, University of Northern British Columbia

**Abstract :** This paper will explore the ideas of Northrop Frye, who proposed that a "garrison mentality" is evident in the Canadian imagination. This mentality has shaped the way non-indigenous Canadians see space, place, and distance. This paper will explore Frye's concepts in relation to higher education in Canada, particularly the north.

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## **SESSION I: AFFINITY GROUP MEETINGS**

**4:15 PM – 5:00 PM**

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### **Blended and Online Teaching & Learning Affinity Group Meeting- LOCATION: LSK 200**

This affinity group provides an opportunity for researchers and practitioners to discuss both theoretical and applied research focusing on the pedagogies and associated policies with blended and online learning in higher education.

### **Community Engagement Affinity Group Meeting- LOCATION: GEOG 101**

This affinity group track provides a space to engage in critical inquiry about community engagement. Discussion in this meeting might explore perspectives, practices, theories and implications relating to a variety of collaborative scholarship forms between scholars/students/institutions of higher education and community partners.

### **Colleges, Polytechnics & Institutes Affinity Group Meeting- LOCATION: GEOG 242**

This affinity group invites scholars and practitioners focused on the study of Colleges, Polytechnics, and Institutes (CPIs) and the important role play in higher education addressing or exploring topics including institutional arrangements, differentiation and diversification or recurring issues such as credentialing (degree granting, diploma, certificates), curriculum and learning outcomes, access, student demographics, student success, disabilities, quality, campus services, relationships with governments or other stakeholders, financing, applied research, and more.

**Governance Affinity Group Meeting – LOCATION: MATH 102**

A diversity of form and practice exists with relation to governance in Canada’s higher education institutions. This track provides a forum for researchers and practitioners to share recent research and engage in conversations about what shapes and informs higher education governance policies, practices, processes and experiences. We also invite discussion on leadership, institutional (not student) finance, strategic planning and organizational behaviours, as these very often relate to aspects of governance processes.

**International Affinity Group Meeting – LOCATION: MATH 104**

This affinity group provides a forum for discussion of topics related to key trends, issues and research from academics, policy makers, and practitioners invested in articulating, advocating, acting and/or offering critical and comparative analyses on the internationalization of Canadian higher education.

**Student Services Affinity Group Meeting– LOCATION: GEOG 212**

This affinity group welcomes researchers and practitioners interested in interactive and participatory forums designed to explore topics related to programming/services, teaching and learning practices, retention and success initiatives aimed at supporting today’s diverse post-secondary learners.

**Open Affinity Group Meeting- LOCATION: MATH 105**

This track invites discussion on a variety of topics that do not fit neatly into the other affinity groups. Such discussion could focus on colleges and institutes, postsecondary economics, indigenous education, methodologies, teacher education, K-20, etc.

## DAY 3 Schedule

TUESDAY, June 4, 2019

7:30-8:15	Coffee & Registration	LSK 200
8:30-10:00	<a href="#">Interdisciplinary Panel CASIE/CSSHE panel: Academic Leaders Panel: Indigenous and Settler Scholars</a>	LSK 200
10:00 - 11:15	<a href="#">SESSION J</a> <a href="#">J.1. BLENDED &amp; ONLINE SYMPOSIUM</a> <a href="#">J.2. COMMUNITY ENGAGEMENT SYMPOSIUM</a> <a href="#">J.3. GOVERNANCE SYMPOSIUM</a> <a href="#">J. 4. INTERNATIONAL HIGHER EDUCATION SYMPOSIUM</a> <a href="#">J.5. OPEN TRACK SYMPOSIUM</a> <a href="#">J.6. OPEN TRACK SYMPOSIUM</a> <a href="#">J.7. OPEN TRACK SYMPOSIUM</a>	LSK 200 GEOG 100 GEOG 101 GEOG 212 MATH 102 MATH 104 MATH 105
11:30- 1:00	AGM & AWARDS LUNCHEON Welcome with CSSHE President, Kathleen Matheos AGM & Lunch (CSSHE Registrants) <i>Sponsored by Cohere</i> <i>Collaboration for Online Higher Education Research Cohere.ca</i>	LSK 200
1:00-2:00	<a href="#">SESSION K: CSSHE AWARDEE PRESENTATIONS</a>	LSK 200

2:15-3:30	<a href="#">SESSION L</a> <a href="#">L.1. PAPER SESSION: Governance: Strategic Planning</a> <a href="#">L.2. PAPER SESSION: International Higher Education</a> <a href="#">L.3. PAPER SESSION: Student Services: Mental Health &amp; Wellness</a> <a href="#">L.4. PAPER SESSION: Student Services</a> <a href="#">L.5. PAPER SESSION: OPEN</a>	GEOG 101 GEOG 212 MATH 102 MATH 104 MATH 105
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3:45-5:00	<a href="#">SESSION M</a> <a href="#">M.1. PAPER SESSION: Governance: Institutional Governance</a> <a href="#">M. 2. PAPER SESSION: International Higher Education: The Concepts of Identity, Loyalty, Empathy and Leadership in International Education</a> <a href="#">M.3. PAPER SESSION: Student Success: Career paths/transitions</a>	MATH 102 MATH 104 MATH 105
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6.30 PM **CSSHE DINNER**  
 Bishops restaurant, 2183 West 4th Avenue, Vancouver  
 (To be paid directly at restaurant: \$65.00 flat fee for the three courses, plus any additional costs for beverages and taxes (5% GST, 18% Gratuity).)

**Interdisciplinary Panel CASIE/CSSHE panel: *Academic Leaders Panel: Indigenous and Settler Scholars***

**DAY 3: TUESDAY, June 4, 2019**

**Location: LSK 200**

**8:30-10: 00**

The panels brings together Indigenous and settler scholars to address: How do you use your role to work for a decolonized university?

*\* We acknowledge that financial support for this session was provided by the Federation for the Humanities and Social Sciences.*

**Moderator:** Dustin Louie, University of Calgary



**Dr. Dustin Louie**, University of Calgary. (Nee Tahi Buhn and Nadleh Whut'en of the Carrier Nation of central B.C. and is a member of the Beaver Clan) is a First Nations scholar from Nee Tahi Buhn and Nadleh Whut'en of central British Columbia. He is a member of the Beaver Clan. The topic of Dr. Louie's dissertation was Sexual Exploitation Prevention Education for Indigenous Girls. He

has worked as an historian in a land claims law firm, studied Indigenous homelessness in Western Canada, worked internationally for non-governmental organizations in Uganda and Australia, and is now at the Werklund School of Education in the University of Calgary. As a tenure-track Assistant Professor, he teaches primarily in courses related to Indigenous education, social justice, and educational philosophy.

**Panelists:**



**Ian Cull** is a member of Dokis Indian Band located on the Dokis Indian Reserve in Ontario, Canada. He holds the appointment of Associate Vice President, Students, at the Okanagan Campus of the University of British Columbia where he serves as the Senior Student Affairs Officer at the University and is responsible for a large portfolio of services for students. He

currently is Past National Co-Chair for the Indigenous Peoples Knowledge Community for Student Affairs Administrators in Higher Education (NASPA). Previously Mr. Cull served as Vice President (Students) at the University of Winnipeg, as Dean of Students at St. Francis Xavier University in Antigonish, Nova Scotia, and as Director of Counselling Services and Services for Aboriginal Students at Lakehead University in Thunder Bay, Ontario.



**Kit Dobson** (Settler Family Northern Alberta Treaty 6 and Treaty 8 territories) is an Associate Professor in the Department of English. His most recent book is *Malled: Deciphering Shopping in Canada* (Wolsak & Wynn, 2017). He is also the author of the monograph *Transnational Canadas: Anglo-Canadian Literature and Globalization* (Wilfrid

Laurier UP, 2009); the editor of *Please, No More Poetry: The Poetry of derek beaulieu* (Wilfrid Laurier UP, 2013); and the co-editor of *Transnationalism, Activism, Art* (with Áine McGlynn; U of Toronto P, 2013). With Smaro Kamboureli, he has published a book of interviews with Canadian writers under the title *Producing Canadian Literature:*



Authors Speak on the Literary Marketplace (Wilfrid Laurier UP, 2013). He is a member of the Board of the non-profit Edmonton-based publisher NeWest Press and the Reviews Editor for the journal ARIEL: A Review of International English Literature. His research interests span Canadian literature, film, and art; cultural and critical theory; questions of social justice; and pedagogy and the university. Among his current projects is an edited collection of essays on pedagogy in the arts and an edited collection on affect and Canadian literature.



**Michelle Pidgeon** (Mi'kmaq) is an Associate Professor in the Faculty of Education at Simon Fraser University. She is a higher education scholar whose research focuses on Indigeneity and post-secondary education. In particular, she is interested in what makes colleges and universities more successful places for Indigenous peoples. In her work she also explores the intersections between student

affairs and services and Indigenous student success (e.g., student experience; recruitment and retention). Throughout her scholarship is a passion for expanding understanding of Indigenous research processes and ethical protocols in various research contexts. Michelle is currently the Director of the Centre for the Study of Educational Leadership & Policy (CSELP) at SFU and the past Editor of the Canadian Journal of Higher Education. Michelle teaches in the areas of Educational leadership at the graduate level and also a variety of undergraduate education courses.



**Renae Watchman Dine** (Navajo) completed her PhD in the Dept. of German Studies, jointly with the Graduate Program in Humanities from Stanford University in 2007. She currently teaches literature and film

courses, specializing in North American Indigenous Literatures. Her dissertation was titled “Fictionalizing the Indigenous in German Travel Literature,” which examined late 18th and early 19th century scientific texts that muted, ignored, and silenced the Indigenous voice found in the form of guides, elders, teachers, servants, slaves, and the like. As such, her work and research interests remain transdisciplinary and include: North American Indigenous Literatures, History and Culture (all eras), Indigenous Feminisms, Comparative Literature, Orality, (Post-/neo-) colonialism & decolonizing literature, Globalization of Native American Powwows and Powwow Phenomena and Film Studies (Contemporary, Global, and Indigenous).

*\* The Indigenous Panel Streaming is Sponsored by Congress 2019*

## SESSION K: AWARDEE PRESENTATIONS

DAY 3: TUESDAY, June 4, 2019

1:00 AM – 2:00 PM

LOCATION: LSK 200

### GEORGE L. GEIS DISSERTATION AWARD:



**Kimberly F. Browning, Manitoba Education and Training**

**Faculty Perceptions of Prior Learning Assessment and Recognition: A University Case Study**

The purpose of this doctoral study is to advance our knowledge about Prior Learning Assessment and Recognition (PLAR) within the higher education setting. The study explores some elements of PLAR policy and best practices found to contribute to program success. These include the conceptualization of PLAR, purposes and processes, methods of assessment, and institutional support. The study draws on the conceptual framework of professional capital as a lens to identify elements of PLAR policy development and practice. Designed as a qualitative case study, the research aimed to answer questions related to participant perceptions of PLAR at a university from an area of study perspective. The study revealed a number of important findings that add to the emerging PLAR literature and presented evidence that supports some compelling reasons for universities to be more actively pursuing PLAR.

### MASTERS THESIS/PROJECT AWARD:



**Catherine Macala** completed her Master of Arts degree in Higher Education at the University of British Columbia (UBC) in June 2018. She is currently the Manager of the UBC Doctor of Medicine Admissions office, having served in various roles for this office since 2009. Catherine's research interest lies at the intersection of the societal and institutional factors that affect participation in higher education,

student decision making regarding post-secondary education, medical school admission and enrolment, and extra- or co-curricular accessibility and participation

### **Bridging the Rural Divide: An Exploratory Study of a Medical School's Rural Applicants**

It is widely recognized that rural students are underrepresented in medical schools in Canada and many other countries. Some have argued that this underrepresentation stems from admissions selection biases. This study explores the relationship between the location of high school of graduation and applicant demographics, performance on several admissions measures, and incorporates a comparison of rural and non-rural applicant autobiographical submissions. For this study I allocated 1963 UBC medical school applicants from the 2014-15 application cycle into three categories (rural, regional and urban). Three primary analyses were conducted: a comparison of demographic characteristics (age, gender, highest level of education earned at time of application, Aboriginal identity, and BC residency) across the applicant subgroups, a univariate and multivariate statistical analysis reviewing the relationship between location of high school of graduation and measures of performance in the admissions process, and a quantitative content

analysis that compared rural, regional, and urban applicant non-academic and employment history experiences. Results suggest that subtle differences existed across the applicant subgroups. Primarily, rural applicants were more likely to be female, to identify as an Aboriginal person, to perform more poorly on the Medical College Admissions Test (MCAT), to work, and to mention employment in trades and forestry related professions than their non-rural peers. These differences, however, were unrelated to the rate at which applicants from the different subgroups advanced through the various stages of the admissions process. Because medical schools struggle to balance the goals and values of their programs with the metrics used to evaluate these traits and characteristics, results reinforce the importance of admissions policies designed to evaluate candidates in a background-appropriate manner so that a diversity of applicants, including those from rural areas, can adequately demonstrate their readiness for a career in medicine.

### Day 3: Sessions' Abstracts

#### SESSION J

10:00 AM – 11: 15 AM

#### J.1. BLENDED & ONLINE SYMPOSIUM

LOCATION: LSK 200

##### **1227: Responsibility Center Budgeting and Responsibility Center Management Lessons from Experience: What We Know and What We Need to Know**

**Moderator:** Gordon M. Myers, Simon Fraser University

**Panelists:**

Alison Blair, Simon Fraser University

Daniel W. Lang, University of Toronto

Gordon M. Myers, Simon Fraser University

Arleen Morrin, University of Toronto

Darren Deering, Mc Master University

**Abstract:** RCM assigns operating revenue and costs to the generating faculties, rather than the central administration. The last 40 years has seen global leaders adopt RCM (Harvard), with leaders in Canada following suit (University of Toronto). The symposium's objective is to consider the good, the bad, and the ineffectual of RCB/RCM.

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#### J.2. COMMUNITY ENGAGEMENT SYMPOSIUM

LOCATION: GEOG 100

##### **1119: Recognizing Learning Across Contexts: Cases to Consider the Promise and Pitfalls of Competency-Based Learning and Assessment Systems**

**Moderator:** Seonaigh MacPherson, University of the Fraser Valley

**Panelists:**

Seonaigh MacPherson, University of the Fraser Valley

Alison Brophey, University of Victoria

Douglas Mauger, Vancouver Community College

Kim (Richelle) Abram, University of the Fraser Valley

Janice Johnson, University of the Fraser Valley

Tanis Sawkins, Vancouver Community College

Chris Campbell, University of the Fraser Valley

Paula Mannington, Abbotsford Community Services

Amea Wilbur, University of the Fraser Valley

Shauna Butterwick, University of British Columbia

**Abstract:** This symposium investigates the opportunities and challenges of competency-based education (CBE) in higher education as a means to recognize and exchange learning across a range of contexts. Using key collaborative action researched case studies, presenters explore the impact of CBE on transfer, PLAR, work-related learning, and practicum or field experiences.

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### J.3. GOVERNANCE SYMPOSIUM

LOCATION: GEOG 101

#### 1399: Equity, Inclusion, and Indigenous Initiatives: Tensions and Connections

**Moderator:** Michelle Gautreaux, University of British Columbia

**Panelists:**

Michelle Gautreaux, University of British Columbia

Hanae Tsukada, University of British Columbia

Hélène Frohard-Dourlent, University of British Columbia

Janey Lew, University of British Columbia

**Abstract:** In this interactive symposium, a panel of the University of British Columbia (UBC) researchers and practitioners working on equity, inclusion, and Indigenous engagement initiatives will invite session attendees into conversation around the tensions, connections, and institutional barriers where these areas intersect and diverge in higher education (HE).

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### J. 4. INTERNATIONAL HIGHER EDUCATION SYMPOSIUM

LOCATION: GEOG 212

#### 1503: Multi-Disciplinary Explorations of Empathy in International Student Education

**Moderator:** Pheroze Unwalla, University of British Columbia

**Panelists:**

Won Kim, University of British Columbia

Katja Thieme, University of British Columbia

Laila Ferreira, University of British Columbia

Jennifer Walsh, University of British Columbia

Simon Lolliot, University of British Columbia

Marr Jen Peterson, University of British Columbia

**Abstract:** This session aims to disseminate and develop a meaningful discussion taking place among the faculty of UBC’s Vantage College on the multi-disciplinary potentiality of empathy in international student education.

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### J.5. OPEN TRACK SYMPOSIUM

LOCATION: MATH 102

#### 1373: An Exploration of Canadian Graduate Admissions

**Moderator:** Ruth Childs, University of Toronto

**Panelists**

Amanda Brijmohan, University of Toronto

Grace Ryu, University of Toronto

Brianna MacDonald, University of Toronto

Rachel Courts, University of Toronto

**Abstract:** This symposium will explore the practical considerations involved in pursuing equity, diversity, and access in Canadian graduate admissions. Using data from one Canadian university, the presentations will summarize both quantitative and qualitative research to answer three questions: 1) Who applies? 2) How are decisions made? 3) Who gets in?

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### J.6. OPEN TRACK SYMPOSIUM

LOCATION: MATH 104

#### 1431: Title: Developing Innovation-Enabled Graduates in the Humanities & Social Sciences

**Moderator:** Linda Parady, University of Fraser Valley

**Panelists:**

Linda Pardy, University of the Fraser Valley  
 Candy Ho, Kwantlen Polytechnic University  
 Jennifer Williams, Kwantlen Polytechnic University  
 Richard Wiggers, Mohawk College  
 Farhad Dastur, Kwantlen Polytechnic University  
 Thomas Carey, B.C. Association of Institutes and Universities

**Abstract:** Innovation is the social process of creating value by mobilizing new ideas. This multidisciplinary panel highlights unique work being done by practitioner-researchers in Humanities and Social Sciences to prepare innovation-enabled graduates. Our aim is to stimulate participant discussion about the essential contribution our graduates can make to an innovation-enabled workplace.

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### J.7. OPEN TRACK SYMPOSIUM

LOCATION: MATH 105

**1189: Title: “I”-dentity in the academic profession: Neoliberalism as a threat to academic personhood**

**Moderator:** John Stewart Levin, University of California, Riverside

**Panelists**

Dr. Marie C. Martin, University of California, Riverside

Evelyn Morales Vázquez, University of California, Riverside

Suki Wang, University of California, Riverside

Lei Zhou, East China Normal University

**Abstract:** This year’s Congress theme “circles of conversation” calls on us to reflect critically upon the structures and practices of higher education scholarship and practice. Neoliberal ideology has infiltrated higher education globally and emphasized competition, revenue generation, managerialism, performativity, and individualism (“I” over “we”) [Giroux, 2014; Levin, 2017; Ward, 2012]. Neoliberalism de-professionalizes faculty, perpetuates inequities, and results in stress and emotional threats to academic personhood. We utilize empirical

research findings on administrators and faculty at various institutional types to explore “I”-dentity in the academic profession and initiate a group discussion of the ways in which the neoliberal agenda shapes and threatens academia. As well, we invite the audience to generate ideas about effective acts of collective resistance to the neoliberal regime

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### SESSION L

2:15 PM – 3: 30 PM

#### L.1. PAPER SESSION: Governance: *Strategic Planning*

LOCATION: GEOG 101

##### Paper 1

**1231: Utilisation de la typologie de Auteurs (2012) dans une démarche de réflexion et d’auto-affirmation d’une université canadienne.**

**Author/s:**

Catherine Larouche, Université du Québec à Chicoutimi

Denis Savard, University of Laval

**Abstract:** Ce projet de recherche s’inscrit dans la poursuite des travaux amorcés dans la recherche de Auteurs. Dans le cadre de ces travaux une typologie de conceptions des universités a été développée et validée en vue d’évaluer leur performance. La validation de celle-ci par des experts reconnus en enseignement supérieur indique qu’elle peut effectivement s’avérer pertinente lors d’évaluation de la performance des universités et en plus faciliter les processus de planification et les travaux d’analyse.

##### Paper 2

**1429: Governance and strategic planning: universities respond to Ontario’s system-wide strategic mandate agreement (SMA) planning**

**Author/s:** Michele D Buzzelli, Western University

**Abstract:** This presentation focuses on governance and strategic planning of the university’s core scholarly mission. Situated within the

policy context of Ontario's strategic mandate exercise and an organisational theory framework, original empirical research addresses whether and in what ways the university adapts in the face of external pressures.

**Paper 3**

**1207: The Dominant Discourse of Promotion: A Critical Analysis of University policy at York University and The University of Toronto**

**Author/s:** Jason Robert Holmes

**Abstract:** The purpose of my research is a critical examination of the strategic mandate agreement (SMA) initiative currently underway within Ontario's postsecondary sector. My analysis uncovers the dominant discourses present within two SMAs implemented at two of the largest universities in Canada: The University of Toronto, and York University.

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**L.2. PAPER SESSION: International Higher Education**

***The Role of Knowledge Assessments in International Student's Learning Experiences***

**LOCATION: GEOG 212**

**Paper 1:**

**1205: International Student Peer Assessment for Conversations and Community**

**Author/s:** Jennifer Walsh Marr, University of British Columbia

**Abstract:** This session draws from recent literature on rationales, pragmatic and ideological concerns around Student Peer Assessment to highlight a series of applied assignments in a multicultural, multilingual first year course. I share assessment frameworks and student reflections on building knowledge and an intercultural community through SPA.

**Paper 2:**

**1217: What can Canada learn from the Chinese experience: Students in university internationalization initiatives**

**Author/s:** Siyi Cheng, University of Victoria

**Abstract:** This study examines the internationalization discourses, followed by Chinese students' experiences and reflections as "internationalization objects" in Canadian and Chinese HEIs respectively, from which we draw an understanding of university rationales, procedures, and pedagogies in delivering internationalization goals and the impacts of CHE in a global context.

**Paper 3:**

**1527: Nutrition needs of international students attending community college**

**Author/s:** Jennifer A Innis, Centennial College

**Abstract:** The purpose of this study was to determine the prevalence of food insecurity and the nutrition needs of international students attending community college. The conceptual framework used for this study was the Food Literacy Framework for Action. According to this framework, community food security and food choices intersect with individuals' access and culture to contribute to health and well-being.

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**L.3. PAPER SESSION: Student Services: Mental Health & Wellness**

**LOCATION: MATH 102**

**Paper 1**

**1121: Stress and anxiety associated with skills performance in undergraduate students of two human services professions**

**Author/s:**

Charlotte T. Lee, Ryerson University  
Angel H. Wang, Ryerson University  
Charlene Ryan, Ryerson University  
Jason Wong, Southlake Regional

**Abstract:** Anxiety is prevalent amongst learners in higher education. This study examined the level and sources of stress in undergraduate learners of two human services professions. Participants from nursing and early childhood studies experienced moderate level of stress, with nurses experienced higher level of stress just prior to performing clinical skills.

#### **Paper 2**

##### **1253: The Role of Shame in Student Persistence and Help-Seeking**

###### **Author/s:**

Andrew Terrance Hartman, University of Saskatchewan

Vicki Squires, University of Saskatchewan

**Abstract:** The purpose of this research was to explore the role shame experiences have on student persistence and their help-seeking behaviour. Specifically, this study looked at students' shame experiences through the lens of Tinto's (2015) Model of Student Motivation and Persistence, examining the intersection of student's experiences between shame and self-efficacy, motivation, sense of belonging, and help-seeking

#### **Paper 3**

##### **1171: A qualitative investigation of the connections between intimate partner relationships and post-secondary study when one partner goes back to school**

###### **Author/s:**

Tricia van Rhijn, University of Guelph

Deborah Gores, University of Guelph

Caitlyn Osborne, University of Guelph

Ruth Neustifter, University of Guelph

Amy Muisse, York University

**Abstract:** This paper focuses on dyadic interviews from a two-phase, mixed-methods study investigating the experiences of mature students and their partners, with a goal of developing an understanding of how

romantic relationships are affected by one partner attending school, and how academic success is influenced by support from a romantic partner.

#### **Paper 4**

##### **1323: Integrating Mindfulness in Higher Education: Redefining "Student Success" for the 21st Century**

**Author/s:** Seonaigh MacPherson, University of Fraser Valley

**Abstract:** Mindfulness offers a means to train the mind directly, with implications for both learning and wellbeing, thereby offering a way to re-conceive of student success more holistically, beyond individual academic performance and outcomes. This session has three key objectives: a) to expand how we define "student success" to include wellbeing and lifelong learning; b) to consider mindfulness as a key strategy to promote interconnected health, wellbeing, and lifelong learning outcomes; and c) to share the results of a two-year, multi-disciplinary project to integrate mindfulness education in a range of institutional and community contexts at one undergraduate university.

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#### **L.4. PAPER SESSION: Student Services**

**LOCATION: MATH 104**

##### **Paper 1:**

##### **1333: The same, but different: Understanding the strategies of historically underrepresented university students in Canada to persist to graduation**

###### **Author/s:**

Alyson E King, University of Ontario Institute of Technology

Susan M Brigham, Mount Saint Vincent University

**Abstract:** This research describes and compares the challenges faced by three groups of Canadian undergraduate university students: those who self-identify as Canadian-born visible minorities, immigrants to Canada, and Indigenous students. We also examine the factors contributing to

their persistence to graduate. We conclude with recommendations for higher institutions that would support student success.

#### **Paper 2:**

##### **1397: Positioning Graduate Students for Success with an Online Academic Integrity Tutorial**

###### **Author/s:**

Jennifer Lock, University of Calgary  
Meadow Schroeder, University of Calgary  
Sarah Eaton, University of Calgary

**Abstract:** Academic integrity is major issue in higher education. Supports are available to on-campus students to build their understanding of integrity, yet fewer supports are available for online students. In this presentation, we share our story of the development and implementation of our online academic integrity tutorial.

#### **Paper 3**

##### **1095: Reimagining the Pedagogy of Academic Integrity for Novice Writers in University Contexts**

###### **Author/s:**

Stephanie Crook, University of Manitoba  
Michael O'Brien-Moran, University of Manitoba

**Abstract:** This paper reports on the findings of a phenomenological study of novice writers' perceptions of plagiarism. The findings suggest that a reimagination of AI pedagogy may enable novice writers to participate skilfully in academic discourse without fear.

#### **Paper 4**

##### **1411: Promoting Learners' Effective Uptake of Written Corrective Feedback across Disciplines**

**Author/s:** Brit Paris, University of Calgary

**Abstract:** Instructors across disciplines provide their learners with written corrective feedback (WCF); however, learners rarely make effective use of this feedback. This presentation describes, and invites

feedback on, a proposed study to explore the barriers learners face in effectively using WCF and how instructional strategies might address them.

#### **L.5. PAPER SESSION: OPEN**

**LOCATION: MATH 105**

#### **Paper 1**

##### **1427: Preservice Teachers' Metaphors of Inclusion**

###### **Author/s:**

Christopher Ostrowski, University of Calgary  
Man-Wai Chu, University of Calgary  
Miwa Takeuchi, University of Calgary

**Abstract:** Inclusion is a key topic in teacher education programs, but preservice teachers (PSTs) sometimes struggle to connect policies, procedures, and personal perspectives with practice. We studied how creating external representations (drawings) could support PSTs surface tensions, convergences, and divergences in understanding and fostering inclusion.

#### **Paper 2**

##### **1501: Essay exams: An Integrative Review**

###### **Author/s:**

Andrea Rosenfield, Concordia University  
Saul Carliner, Concordia University  
Monica Lopez, Marianopolis College

**Abstract:** We all recognize that old standby from English 101 - the essay exam. This integrative literature review offers fresh insights into the current state of a weathered assessment tool. From automated scoring applications and peer review to construction and validation how-to, here are next-generation essay exams in a broad view.



**Paper 3:**

**1463: Strengths and Challenges of TVET in Taiwan under the Influence of Confucian Tradition**

**Author/s:**

Leping Mou, University of Toronto  
Eric Lavigne, University of Toronto  
Gavin Moodie, University of Toronto  
Leesa Wheelahan, University of Toronto

**Abstract:** The paper examines the strengths and challenges of Technical Vocational Education (TVET) under the influence of Confucian tradition in paralleled structure of Taiwan’s education system. Through analysis of qualitative interview data, the paper investigates the whole-person education perspective and its disadvantage of low status under the social values in Taiwan.

**Paper 4**

**1495: Experiential Learning through a Pan-Canadian Exchange Program: Academic, Civic, and Pathway Processes**

**Author/s:** Ashley Rostamian, University of Toronto

**Abstract:** The paper examines the conceptual framework and methodology used to assess experiential learning in a pan-Canadian student exchange program. Specifically, three dimensions of learning are considered: academic, civic, and student pathways. Mixed-methods methodology is also discussed as a desired research design.

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**SESSION M**

**3:45 PM – 5: 00 PM**

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**M.1. PAPER SESSION: Governance: *Institutional Governance***

**LOCATION: MATH 102**

**Paper 1**

**1329: Governance at Ontario Universities: A report on the challenges to collegial governance**

**Author/s:**

Neil Brooks, Western University  
Mina Rajabi Paak, Ontario Confederation of University Faculty Associations

**Abstract:**

Based on OCUFA’s survey, our paper argues that collegial governance is indeed being eroded in the university sector and that there are a number of concerning trends and threats identified in the overall system. Our study further looks in detail at changes in specific governance processes including increased use of in camera decision making and closed searches in hiring for senior administrative positions. Consequently, we argue that there is an urgent need for such concerns to be addressed and resisted if an effective collegial governance model is to be maintained.

**Paper 2**

**1509: University Governance Reform and Global Isomorphism: A Literature Review**

**Author/s:** Leena Yahia, Queens University

**Abstract:** University governance throughout the world has been going through fundamental and sometimes radical changes. Using Global Isomorphism as an analytical lens, this presentation will review and discuss the current literature on university governance reform to show how different reform ideas and practices are leading to the standardization of HE.

**Paper 3**

**1443: Research administrators, grant writing, and faculty–staff relations in the Canadian academy**

**Author/s:**

Caitlin Campisi, University of Toronto

Marie Vander Kloet, University of Toronto

**Abstract:** The growth of non-academic professional staff in universities, an under-researched group, is often associated with a corporate, neoliberal and managed academy. Through an examination of in-depth interviews with research administrators about their working lives, this paper illuminates research grant culture, alt-ac careers, and faculty–staff relations in the Canadian academy.

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**M. 2. PAPER SESSION: International Higher Education: *The Concepts of Identity, Loyalty, Empathy and Leadership in International Education***

**LOCATION: MATH 104**

**Paper 1**

**1141: Community-Building and Identity in Post-Secondary International Education**

**Author/s:**

Mahdi Rahumian, University of Manitoba

Bhupinder Singh Gill, Mohawk College

**Abstract:** The objectives of this project were to explore identity construction and its relationship to having access to professional and non-professional communities for international students in Canada. The main question guiding the research was: How can access to social and professional communities facilitate identity construction of international students in Canada?

**Paper 2**

**1433: The impact of student engagement in learning on student loyalty**

**Author/s:**

Byunghak Leem, Busan University of Foreign Studies, South Korea  
Sunah Cho, University of British Columbia

Seong-won Eum, Busan University of Foreign Studies, S. Korea

**Abstract:** The purpose of this study was to evaluate the impact of student engagement in learning on student loyalty in academic setting. Data was drawn from the National Assessment of Student Engagement in Learning (NASEL) responded by 223 undergraduate students of the Busan University of Foreign Studies (BUFS) in Korea.

**Paper 3**

**1099: Examining the role of “leader” for enhanced teaching and learning in Chilean higher education**

**Author/s:**

Leonor Rodriguez-Videla, University of Calgary

Shelleyann Scott, University of Calgary

Donald Scott, University of Calgary

**Abstract:** This paper explored issues of quality teaching and learning in Chile’s HEd context from the perspectives of leaders, professors, and students. Findings indicated leadership conceptualization were influenced by the Pinochet dictatorship and positive change was needed. Recommendations included exploring transformational leadership to re-create positive cultures and interrogating neoliberalism’s continued viability.

**Paper 4**

**1535: Exploring changes in research capacity of Kazakhstani faculty upon return from international mobility: The moderating effects of re-adjustment**

**Author/s:** Aliya Kuzhabekova, Nazarbayev University, Kazakhstan

**Abstract:** The study reports on the results of an interview-based study exploring the readjustment experiences of Kazakhstani faculty after professional development trips abroad, in particular, the relationship between the process of re-adjustment and changes in research activity/capacity. The study fills a gap in research on international faculty mobility.

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### **M.3. PAPER SESSION: Student Success: *Career paths/transitions***

**LOCATION: MATH 105**

#### **Paper 1**

##### **1193: Career narratives of PhD holders: understanding lives in context**

**Author/s:** Sue Hampton,

**Abstract:** This session will introduce a narrative inquiry on PhD holders who work outside of the academy. Participants' stories highlight varied dynamics which impacted their work decisions, such as class, gender and health. Attempts to understand PhD students needs must first understand lives in context, and the dynamics at play in individuals lives.

#### **Paper 2**

##### **1305: Full Circle: Learning from Female Indigenous Undergraduate Alumni Stories of Student Success and Career Transition.**

**Author/s:**

Andrea Heron, Mount Royal University  
Michelle Pidgeon, Simon Fraser University  
Jennifer Ksionzena, University of Calgary  
Janet Miller, Mount Royal University

**Abstract:** This presentation aims to share the stories from 20 female Indigenous undergraduate alumni's journeys through university and into their careers. Using a wholistic analysis, factors that helped support their success and resilience are identified. The findings provide direction on how institutions and employers can support Indigenous women in their careers.

#### **Paper 3**

##### **1481: Technology Education Programs: Improving student success in technology-related career paths through post-secondary education**

**Author/s:**

Charles John Henry Bazilewich, University of Manitoba

**Abstract:** This paper examines how Technology Education Programs (TEP) offered in Manitoba schools are administered and implemented to support students' transition to post-secondary education. By adopting mixed-methods approach, it analyzes seven Technology Education implementation models examining how students develop skills and competencies for their future technology-related career paths.

#### **Paper 4**

##### **1541: Self-assessment at Université de Montréal: a case study**

**Author/s:**

Alexandre Beaupré Lavalée, Université de Montréal  
Sybilla Pijet, Université de Montréal

**Abstract:** The purpose of the project we present here was to assess the student services of Université de Montréal, in 2010. This paper aims at two objectives. First, it describes the institutional process through which CHAT and Change Laboratory concepts were mobilized in order to foster participation to change. Second, this paper discusses the application of CHAT and the Change Laboratory to management rather than working teams and, thus, how the use of both frameworks can be widened to include strategic institutional actors.

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**END OF CONFERENCE**

**Tuesday, June 4 5.00PM**

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**6.30 PM**

**CSSHE DINNER**

Bishops restaurant, 2183 West 4th Avenue, Vancouver  
(To be paid directly at restaurant: \$65.00 flat fee for the three courses, plus any additional costs for beverages and taxes (5% GST, 18% Gratuity).

## AWARD WINNERS

Research and Scholarship Award	CJHE Sheffield Award	Distinguished Member Award	George L. Geis Dissertation Award	Masters Thesis/Project Award
2019 No Award	2019 Karen Robson	2019 Peggy Patterson	2019 Kim Browning	2019 Catherine Macala
2018 Amy Metcalfe	Paul Anisef, Robert S. Brown, Rhonda George	2018 No award	2018 Jennifer Brant	2018 Julie Mooney Colleen Webb
2017 No Award	2018 Rochelle Wijesingha, Howard Ramos	2017 No award	2017 Olivier Bégin-Caouette	2017 Brandon Sabourin
2016 Heather Kanuka (University of Alberta)	2017 Pierre Gilles Piché, Glen Jones	2016 Walter Archer	2016 Christine Arnold (University of Toronto)	2016 Not awarded
2015 Creso Sa (University of Toronto)	2016 Camie Augustus	2015 William (Bill) Bruneau	2015 Deanna Rexe (Simon Fraser University)	2015 Erica Jung (University of Manitoba)
2014-2010 N/A	2015 Michelle Pidgeon, JoAnne Archibald, Colleen Hawkey	2014 Alan Davis	2015 Leslie J. Wardley (Laurentian University)	2014 Kathryn Hansen (Western University)
2009 Lesley Andres (University of British Columbia)	2014 Patrick Pelletier	2013 Daniel Lang	2014 Kyra Garson (Simon Fraser University)	2013 Janine Jongbloed (University of British Columbia)
2008/07 N/A	2013 Emery J. Hyslop-Marginson, Hugh A. Leonard	2013 Lesley Andres	2013 Isabeau Iqbal (University of British Columbia)	2012 Rhonda Friesen (University of Manitoba)
2006 Lynn McAlpine (McGill University)	2012 Rozzet Jurdi, H. Sam Hage, Henry P.H. Chow	2012 James Turk	2012 Cathering Larouche (Université Laval)	2012 Isabelle Skakni (Université Laval)
2005 N/A	2011 Michael Skolnik	2011 Glen Jones	2011 Mia Quint-Rapoport (University of Toronto)	2011 Not Awarded
2004 D. Randy Garrison (University of Calgary)	2010 Laura Seervage	2009 Hans Schuetze	2010 Lydia Boyko (University of Toronto)	2010 Monique Bourgeois (Memorial University)
2003/02 N/A	2009 David Marshall	2007 Raymond Perry	2009 Valerie Lopes (University of Toronto)	2010 Albert Johnson (Memorial University)
2001 Glen A. Jones (University of Toronto)	2008 Michael Ornstein, Penni Stewart, & Janice Drakich	2006 Sheila Brown	2008 Not Awarded	2009 Not Awarded
2000 John S. Levin (University of Arizona)	2007 Julia Christensen & Donald McCabe	2005 Michael B. Andrews	2007 Pierre Canisius Kamanzi (Université Laval)	2008 Not Awarded
1999 Rodney A. Clifton (University of Manitoba) & Paul Grayson (Akinson College/York University)	2006 Charles Belanger, Joan Mount, Paul Madgett, & Ivan Filion	2004 Gwenna Moss	2006 Théophile Maganga (Université Laval)	2007 Blanca Minerva Torres-Olave (University of British Columbia)
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1994 Janet Donald (McGill University)	2001 Mathieu Albert	1999 Cicely Watson	2001 Arshad Ahmad (Concordia University)	
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	1996 E.L. Donaldson & E.A. Dixon	1994 Norman P. Uhl	1996 Frank Hechter (University of Manitoba)	
	1995 James Dean & Rodney Clifton	1993 Naomi L. Hersom	1995 David Mandzuk (University of Manitoba)	
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	1993 Steve O. Michael, E.A. Holdaway, Brent McKeown	1991 John S. Daniel	1993 Lesley Andres (University of British Columbia)	
		1990 Sam Smith	1992 Barbara L. Paterson (University of Manitoba)	
		1989 Bernard S. Sheehan	1991 Dianne Bateman (McGill University)	
		1988 Ronald J. Baker	1990 Jamie-Lynn Magnusson (University of Manitoba)	
		1987 William M. Sibley	1989 Don Tunstall (University of Alberta)	
		1986 Robin S. Harris	1988 Real Samson (Dalhousie University)	
		1985 T.H.B. Symons	1987 Paula Brook (University of British Columbia)	
		1983 Miles Wisenthal	1987 William Glanville (University of Alberta)	
		1977 E. F. Sheffield	1986/85 Gisèle Thibault (Dalhousie University)	
			1984 Jenniece Larsen (University of Alberta)	

## THANK YOU!

### Reviewers

*CSSHE uses a volunteer review process to evaluate conference proposal submissions. We recognize that reviewing proposals and providing feedback is a significant time commitment and your dedication is greatly appreciated. Thank you for your time and energy, and we look forward to seeing you in London, ON!*

Afrin Saija	Leary Tamara	Santinele Martino Alan
Al Haque Rashed	Lee Jack	Stein Sharon
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Andrews-Brown Adrianna	Leung Patrick	Tamtik Merli
Archer Walter	Liu Peng	Trilokekar Roopa Desai
Baptista Margo	Liu ya wei	Tuer Frances Louise
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Birol Gulnur	Lavigne Eric	Vaughan Norman
Brunet Timothy Allan	Lock Jennifer	Veletsianos George
Bui Anh Tram	Ly Vi	Viczko Melody
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## Volunteers

In addition to reviewers, several people volunteer their time and technical support throughout the year to make this event possible. We are grateful for your insight, time, and expertise. We would especially like to thank this year's session chairs and Affinity Group Leadership teams: Anne Charles (Colleges, Polytechnics & Institutes), Margo Baptista (Governance), Kathleen Matheos (Blended & Online Teaching and Learning), Drana Andrews Brown (Student Services), Laurie Hill (Community Engagement), Merli Tamtik (International), and Tamara Leary (Open) for their role in shaping the conference.



**Save the dates!**

**CSSHE 2020 Annual Conference at the Congress of the Humanities and Social  
Sciences**

**May 30 – June 5, 2020 at Western University**

