

CSSHE Annual Conference 2006 Congrès annuel de la SCÉES



The Canadian Society for the Study of
Higher Education

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

Plurality:

Cultural, Civic, and
Knowledge Communities

La pluralité :

communautés de culture,
de citoyens et de savoir

May 29-31, 2006 | 29-31 mai 2006
York University, Toronto, Ontario

Programme



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Canadian Society for the Study of Higher Education Program Chair

Theresa Shanahan
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Faculty of Education, York University

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Dr. George Fallis, York University
Dr. Paul Grayson, York University
Dr. Richard Wellen, York University
Dr. Stacey Young, Ministry of Training,
Colleges and Universities
Dr. Theresa Shanahan, York University

ACKNOWLEDGEMENTS

The Canadian Society for the Study of
Higher Education (CSSHE) wishes to
thank the Canadian Federation of the
Humanities and Social Sciences for its
generous support in sponsoring a por-
tion of the collaborative session
Aboriginal Learning Spaces: Making
Space for Success.

The Program Chair wishes to thank York
University and the Faculty of Education,
especially Dean Paul Axelrod and
Associate Dean Alice Pitt, for the
resources provided to make the organi-
zation of this event possible.



Dear CSSHE Conference Delegates,

It is my pleasure to welcome you to Toronto and the CSSHE annual conference being held this year at York University. Whether you are a member of the Society or are joining our conference as a visitor, we are delighted that you are able to participate in this year's meeting. Special greetings are extended to graduate students and to delegates traveling here from outside of Canada.

The conference theme "Plurality: Cultural, Civic and Knowledge Communities" celebrates the communities of knowledge, practice, learning and international communities that characterize post-secondary education in Canada. This year's conference explores the relationships between post-secondary communities, citizenship and the knowledge society. Our conference will offer an opportunity for researchers, administrators, educators, students, activists and advocates to contribute, reflect and share their perspectives on post-secondary education.

Many thanks to the generosity of scholars who offered to make presentations, as well as colleagues who agreed to serve as reviewers and session chairs or help in other ways. This year we had an exceptional number of presentation submissions. The CSSHE is delighted to offer an exciting program that includes presentations from scholars across disciplines and institutions. You will see it is rich in sessions and sure to be thought-provoking.

I hope you will find the next three days intellectually worthwhile, and that you take the time to explore York University and the beautiful city of Toronto.

Sincerely,

Theresa Shanahan

Conference Organizer

Assistant Professor, Faculty of Education, York University

Chers délégués de la conférence de la SCÉES,

C'est avec grand plaisir que je vous accueille à Toronto à l'occasion de la conférence annuelle de la SCÉES qui sera tenue à l'Université York cette année. Que vous soyez un membre de la Société ou que vous vous joignez à nous en tant qu'invité, nous sommes ravis de votre participation cette année. Nous offrons un accueil tout particulier aux anciens et aux délégués qui se joignent à nous de l'étranger.

Le thème de la conférence "Multiplicité : collectivités culturelles, civiques et cognitives" célèbre les communautés cognitives, de pratique, d'apprentissage et internationales qui caractérisent l'enseignement postsecondaire au Canada. La conférence de cette année explore les liens entre les communautés postsecondaires, civiques et cognitives. Notre conférence offrira aux chercheurs, administrateurs, éducateurs, étudiants, activistes et porte-paroles l'occasion de contribuer et de partager leurs perspectives sur l'enseignement postsecondaire.

Nous remercions les universitaires pour avoir généreusement offert de faire des présentations, ainsi que leurs collègues qui ont accepté de servir de réviseurs, de présider aux séances ou d'offrir leur aide générale. Cette année, nous avons reçu un nombre exceptionnel d'offres de présentation. La SCÉES est heureuse de présenter un programme dynamique qui compte des présentations d'universitaires de maintes disciplines et institutions. Vous découvrirez une richesse de séances qui ne manqueront pas de susciter la réflexion.

J'espère que les trois prochains jours sauront vous stimuler intellectuellement et que vous pourrez prendre le temps d'explorer l'Université York et la belle ville de Toronto.

Veuillez agréer mes sentiments les meilleurs.



Theresa Shanahan

Organisatrice de la conférence

Professeure adjointe, Faculté d'éducation, Université York



Dear CSSHE Conference Delegates,

It is a privilege to host the 2006 CSSHE Conference, and to welcome you to York University. The CSSHE Program brings together scholars from Canada and abroad who are engaged in creative research on post-secondary education. I look forward to the thought-provoking discussions that this work is bound to generate.

York University conceives of itself as a "new" university, and yet it is already preparing for its 50th anniversary celebration three years hence. The Faculty of Education itself was founded more than 30 years ago. The lingering sense of newness is a product both of the speedy passage of time and the reputation the university has earned for the development of innovative educational programs and practices. Interdisciplinarity, for example, is a hallmark of teaching and research in Education and other Faculties. I encourage you to explore the campus, and the city that envelops it. I trust you will be intrigued and stimulated.

I want to thank Professor Theresa Shanahan, who, as Co-ordinator, has worked tirelessly and successfully to bring the Conference program to fruition. Have a great journey, intellectually and otherwise.

A handwritten signature in cursive script that reads "Paul Axelrod". The signature is written in black ink and is located below the main body of text.

Paul Axelrod

Dean, Faculty of Education, York University

Chers délégués de la conférence de la SCÉES,

C'est avec grand plaisir que je vous accueille à la conférence SCÉES de 2006 et à l'Université York. Le programme de la SCÉES réunit des universitaires canadiens et étrangers qui effectuent des recherches sur l'enseignement postsecondaire. Cette conférence ne manquera pas de promouvoir des discussions qui susciteront la réflexion.

L'Université York se considère encore comme une "nouvelle" université et pourtant, elle s'apprête à célébrer son cinquantième anniversaire dans trois ans. La Faculté d'éducation a elle-même été fondée il y a plus de trente ans. Ce sentiment persistant de nouveauté est dû tant à l'évolution rapide du temps qu'à la réputation qu'a mérité l'université pour son développement innovateur de programmes et de pratiques d'éducation. L'interdisciplinarité, par exemple, est un élément propre à l'enseignement et à la recherche en éducation dans d'autres facultés. Je vous recommande d'aller explorer le campus et la ville qui l'entoure. Je vous assure que vous serez intrigué et stimulé.

Je tiens à remercier la professeure Theresa Shanahan qui, à titre de coordonnatrice, a travaillé sans relâche et avec grand succès afin de mettre cette conférence sur pied. Je vous souhaite une expérience intellectuelle des plus réussies.



Paul Axelrod

Doyen, Faculté d'éducation, Université York

SCHEDULE AT A GLANCE

DAY 1

MONDAY, MAY 29, 2006

TIME	SESSION	TITLE	PRESENTERS	LOCATION
7:30-8:45 am*	Breakfast Meeting - CSSHE Outgoing Board			TEL 0004
9:00-9:15 am	Welcome and Introduction		Paul Axeirod, David Kirby, Theresa Shanahan	TEL 0006
9:15-10:15 am	Keynote Presentation Chair: Theresa Shanahan	'The Bologna Process: A European Response to Global Competition in Higher Education'	Hans Pechar	TEL 0006
10:15-10:30 am	Refreshment Break			TEL Foyer
10:30-11:30 am	Panel Session Chair: David Kirby	Panel Response to Keynote Speaker	Donald Fisher, George Fallis & Ian Clark	TEL 0006
11:30 am-12:30 pm	Graduate Student Lunch with CSSHE Board			TEL Dining Room
12:30-1:45 pm	CS 1A Women in Post-secondary Education Chair: Amy Metcalfe	The High Cost of Membership in a Pluralistic Knowledge Society: The Health and Well-being of Academic Women at Canadian Universities	Sheryl Bond, Soodabeh Salehi, Ekta Singh, Ingrid Astrom & Suparna Roy	ACW 002
		Gender and Promotion at Canadian Universities	Michael Ornstein, Penni Stewart & Janice Drakich	
		Early Educational Experiences of Canadian Black Women: Possible Outcomes and Strategies for Higher Education	Sharon Leonie Brown	
	CS 1B Teaching and Learning Chair: Debra Dawson	Exploring the Assessment Beliefs and Practices of Teachers in Post-secondary Settings	Sue Fostaty Young & Susan Wilcox	ACW 008
		Unpacking the Invisible Curriculum across the Post-secondary Sectors: A Framework for Examining Academic Underachievement	Lynn McAlpine, Richard Harris, Anthony Pare, Marc Schwartz, Doreen Starke-Meyerring, Anila Asghar & Allison Gonsalves	
	CS 1C Relations Université Chair: Pierre Chenard	Professionnalisation des enseignants-chercheurs français de Sciences Humaines dans les réseaux de sociabilité intellectuelles Le cas de la trajectoire de Pierre Ansart professeur émérite de sociologie à l'Université Denis-Diderot (Paris VII)	Ariel Cordier	ACW 009
		L'effet des relations université-milieu sur les projets professionnels des étudiantes et étudiants aux cycles supérieurs	Brigitte Gemme & Lionel Vécrin	
CS 1D Panel Session Chair: Roopa Desai Trilokekar	From Individual Projects to Faculty-Wide Engagement: The Development Role of International Advisory Group in Internationalization of York's Faculty of Education.	Svitlana Taraban, Don Dippo, Tove Fynbo & Steve Alsop	ACW 104	
1:45-2:00 pm	Refreshment Break			TEL Foyer
2:00-3:30 pm	Invited Panel Session Chair: Karen Evans	The Relationship between Communities in Post-secondary Education: Rethinking the Distinction between Colleges and Universities	Michael Skolnik, Dave Marshall & Ursula McCloy	TEL 0006
3:30-4:45 pm	Invited Panel Session Chair: Lesley Andres	Strengthening the Student Experience	Paul Grayson, Tony Chambers & Andrew Parkin	TEL 0006
5:00-7:00 pm	President's Reception			TEL Foyer

* Please note that the schedule may be subject to change.

LEGEND

CS - Concurrent Session

TEL - Technology Enhanced Learning Building

ACW - Accolade West Building

DAY 2

TUESDAY, MAY 30, 2006

TIME	SESSION	TITLE	PRESENTERS	LOCATION
9:00-10:30 am	Invited Panel Session Chair: Esther Enns	The Restructuring of Academic Work	Glen Jones, Indhu Rajagopal, Ellen Carusetta & Michael Hatton	TEL 0006
10:30-10:45 am	Refreshment Break			TEL Foyer
10:45-11:15 am	The George L. Geis Dissertation Award Lecture (Chair: Theresa Shanahan)			TEL 0006
11:15-11:45 am	CSSHE Award for Masters Thesis Lecture (Chair: Theresa Shanahan)			TEL 0006
12:00-1:15 pm	CSSHE Annual General Meeting Lunch			TEL 0005
1:15-2:30 pm	CS 2A Leadership Initiatives in the Academy Chair: Keith Archer	Resolving Organizational Conflict through Climate Remediation	Esther Enns & Debby Scribner	ACW 002
		Professional Development for Department Chairs: One University's Experience with Cohort-based Programming	Catherine Olson	
	CS 2B Community Colleges in the New Economy Chair: Paul Axelrod	Nouveau College: Community Colleges in the New Economy	John Levin	ACW 003
		The Economic Imperative of Internationalization: Success at What Price?	Karen Evans	
	CS 2C Teaching and Learning Chair: Lynne McAlpine	Mindfulness as a Tool for Anti-Oppressive Pedagogy	Deborah Orr	ACW 104
		Worldviews, Worldview Communities and Higher Education	John Valk	
2:30-3:15 pm	Graduate Students' Poster Session with refreshments Moderator: Theresa Shanahan	Discourses of Democracy, Performativity and the Market in Ontario College Curriculum Planning	Anita Arvast	ACW Lobby
		Complexity Science and the Education of Interdisciplinary Healthcare Teams	Angus McMurtry	
		Changing Discursive Regime: Higher Education Policy in the Russian Federation.	Tatiana Gounko & Viktoria Potykina	
		Unique Challenges of Writing Your Dissertation Long Distance	Julie Drolet	
		Analysing Interview Data: Testing a New Coding Framework.	Allison Gonsalves	
		Assisting At-Risk College Students: The Effects of Attributional Retraining and Causal Search on Motivation and Academic Performance	Robert Stupinsky	
3:15-4:30 pm	CS 3A University and Society Chair: Cecily Watson	The Character of Canadian Higher Education: A Historical Perspective	Paul Axelrod	ACW 002
		The University and Democracy	George Fallis	
		The Fourth Crisis Period of Higher Education	Ben Liu	
	CS 3B Faculty Issues Chair: Mia Quint-Rapoport	The Community of Interest and the Community of Practice: The Convergence of Academic Work with Unionization	Stefan Jensen	ACW 104
		Promotion at Canadian Universities: Gender and the Intersection of Disciplinary and Institutional Practices	Michael Ornstein, Penni Stewart & Janice Drakich	
		Admission to the Knowledge Community: The Role of Tenure in University Practice	Sandra Acker & Michelle Webber	
	CS 3C The Student Experience in Post-secondary Education Chair: Alison Gonsalves	A Study of Mid-Career Learners in Canadian Graduate Higher Education	Jo-Anne Willment & Terry Shields	ACW 003
		A Quality of Student Life Model for Analyzing Student Experiences	Qin Liu	
		Participation in University Continuing Education in Canada	Hans Schuetze & Maria Adamuti-Trache	
	CS 3D Aboriginal Learning Spaces: Making Space for Success Chair: Christopher McDonald	Native American Students, Cultural Conflict, and Success in Higher Education	Devon Jensen & Gail Bickel	TEL 0005
		Indigenous Perceptions of "Success" in Higher Education: A Counter- Hegemonic Point-of-View	Michelle Pidgeon	
		Metis Learning Spaces in Canadian Knowledge Communities	Catherine Richardson	
5:00 pm	Bus departs from campus for banquet			
6:00-10:00 pm	CSSHE Banquet			

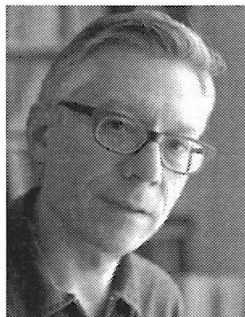
TIME	SESSION	TITLE	PRESENTERS	LOCATION
9:00-10:15 am	CS 4A University Rankings Chair: Stephen Kerr	Value Added in Grades and Maclean's Rankings: A Test Using Domestic and International Students	Paul Grayson	ACW 008
		The Effect of the Maclean's University Rankings on the Demand- and Supply-Related Outcomes of Canadian Universities	Marie-Andree Somers	
	CS 4B Technology in Post-secondary Education Chair: Andrea Rounce	Web-based Courses and the Job Satisfaction of University Professors	Scott Reid	ACW 002
		Theorizing the Effects of Open Service Information Technology Projects in the University	Mia Quint-Rapoport	
	CS 4C Accessibility in Comparative Perspective Chair: Ben Liu	The Access Problematic in a Pluralistic Society: Ontario's Access Strategies in Comparative Perspective	Stacey Young & Andrew Boggs	ACW 003
		Access to Post-secondary Education: A Comparative Study of British Columbia and Ontario	Jacy Lee	
State System-Participation: Trends in Higher Education across BC, Quebec and Ontario		Kjell Rubenson, Theresa Shanahan, Donald Fisher, Claude Trotter, Glen Jones & Jean Bernatchez		
10:15-10:30 am	Refreshment Break			ACW Lobby
10:30-11:45 am	CS 5A Post-secondary Education Policy Issues Chair: Jacy Lee	Intermediary Agencies in Canada: The Case of the Canada Foundation for Innovation	Amy Scott Metcalfe	ACW 008
		The Story of the Double Cohort: An Analysis of News Media Coverage of a Higher Education Policy Issue	Glen Jones & Bryan Gopaul	
	CS 5B Teaching and Learning Chair: Susan Wilcox	Innovative Programs in HE: Students' and Teachers' Perceptions and Conceptions at the Cognitive and Affective Level	Denis Bédard, Rolland Viau & Roland Louis	ACW 002
		Developing Academic Communities of Practice in Canadian Higher Education: Student Perceptions of the Integration of Teaching and Research	Brad Wuetherick	
	CS 5C International Education Chair: Andrew Boggs	China's Move to Mass Higher Education: Policies, Implications and Impacts	Qiang Zha	ACW 003
		Higher Education Reforms and Implications for Community Development: A View from Central and Eastern Europe	Lucia Padure	
The Growth of Cross-Border Education in China and Its Implications to the Changing Pattern of Center-Periphery		Ji'an Liu		
11:45 am - 1:15 pm	Brown Bag Lunch Panel Chair: Angus McMurtry	Building Communities of Graduate Students within the Academy	Paula Brook, Neil Buddell, Dan Cui & Cathy Shi	ACW 104
1:15-2:30 pm	CS 6A Diversity and Identity in Post-secondary Education Chair: Stacey Young	Constructing the Future: Toward Global Citizenship in the Nursing Classroom	Anne Sochan, Nancy Johnston & Martha Rogers	ACW 008
		Managing Social Differences within a Universal Professional Identity in an Early Childhood Education College Training Program	Rachel Langford	
		Intersecting Queer Theory and the (Hetero)Normative Academy: Rejecting the "I" as Agency in Academic Discourse	David Ruffolo	
	CS 6B Post-secondary Education and the Market Chair: Hans Schuetze	Careers Open to Talent: Educational Credentials, Cultural Talent and Skilled Employment	Bruce Garnett, Neil Guppy & Gerry Veenstra	ACW 002
		The Make Up of Institutional Branding: Who, What, How?	Charles Bélanger & Saadi Syed	
	CS 6C Teacher and Learning Chair: Richard Wellen	Institutionalizing Service Learning: The Queen's Experience	Denise Stockley & Joy Mighty	ACW 003
Outreach & Engagement: A New Model for Linking to Communities		Walter Archer		
2:30-2:45 pm	Refreshment Break			ACW Lobby

CONTINUED 

PANEL SESSIONS

Keynote Presentation

Monday, May 29 • 9:15-10:15 am • TEL 0006



'The Bologna Process: A European Response to Global Competition in Higher Education'

Dr. Hans Pechar,
University of Klagenfurt

Hans Pechar is an associate professor at the Faculty for Interdisciplinary Studies (IFF), University of Klagenfurt, and head of the department for Higher Education Research. His research topics are comparative higher education and economics of higher education. He is a frequent commentator on education policy in the Austrian media. He was Visiting Associate at the Center for Studies in Higher Education (CSHE), University of California Berkeley and at the Centre for Policy Studies in Higher Education and Training (CHET), University of British Columbia. From 1999-2003, he was a member of the Board of Governors of the Consortium of Higher Education Researchers (CHER).

Recent publications include: "Backlash or Modernisation? Two Reform Cycles in Austrian Higher Education". In: Alberto Amaral, Maurice Kogan and Ase Gornitzka (eds.): *Reform and Change in Higher Education: Policy Implementation Analysis*. Dordrecht: Kluwer 2004; "Towards a European Higher Education Area: Reform Pressures on Austria". In: *European Journal of Education* Vol. 39, No. 3 (2004) pp.317-330 (with Ada Pellert); "Austrian Higher Education Meets the Knowledge Society". In: *The Canadian Journal of Higher Education*, Volume XXXIV, No. 3, 2004 pp. 55-72.

On 25 May 1998, the ministers in charge of higher education in France, Germany, Italy and the UK signed the Sorbonne declaration on harmonisation of the architecture of the European higher education

system, a document preceding the Bologna declaration. The 'Bologna process' was launched after 29 education ministers signed a declaration in Bologna in June 1999 to reform the structures of their higher education systems. Each signatory country committed itself to reform its own higher education system in order to create overall convergence at the European level. The process originates from the recognition that in spite of their valuable differences, European higher education systems are facing common internal and external challenges related to the growth and diversification of higher education, the employability of graduates, the shortage of skills in key areas, and the expansion of private and transnational education. The Bologna Process aims to establish a European Area of Higher Education by 2010. The overall objectives are the introduction of undergraduate and postgraduate levels in all countries, with first degrees no shorter than three years; a European Credit Transfer System; and the elimination of remaining obstacles to the mobility of students and teachers.

Dr. Pechar will speak to these recent changes in European higher education, mainly driven by global forces. In particular, he will discuss the objectives of the "Bologna process" and the issues surrounding the attempt to build a "European higher education space" in order to strengthen the competitiveness of Europe vis-à-vis North America and Asia. He will also discuss higher education reforms in Europe at the national level, mainly providing examples from Austria. Finally, he will address opportunities for co-operation and joint work between Canada and Europe.

Panel Response to the Keynote Speaker

Monday, May 29 • 10:30-11:30 am • TEL 0006

Dr. Donald Fisher, Canadian Federation for the Humanities and Social Sciences

Dr. George Fallis, York University

Dr. Ian Clark, Council of Ontario Universities

Donald Fisher is currently President of the Canadian Federation for the Humanities and Social Science and Past-President of the Canadian Society for the Study of Education (CSSE). He is Co-Director at the Centre for Policy Studies in Higher Education and Training (CHET), as well as Professor of Sociology in the Department of Educational Studies at the University of British Columbia. His areas of interest are philanthropy and higher education, university education, the development of the social sciences and academic-industry relations. Recent publications include: "Brokers on the Boundary: Academic-Industry Liaison in Canadian Universities" (with J. Atkinson Grosjean) in *Higher Education*, (2002); "Changes in Academy/Industry/State Relations in Canada: The Creation and Development of the Networks of Centres of Excellence" (with J. Atkinson-Grosjean, J. and D. House) in *Minerva*, (2001).

George Fallis is a Professor in the Department of Economics and Division of Social Science, at York University. He is the former Dean of the Faculty of Arts at York University. Recent work includes: "The Mission of the University" submitted to the Post-secondary Review: Higher Expectations for Higher Education, Government of Ontario. He is currently working on a book manuscript: *Universities, Ideas and Democracy*.

Ian Clark, a Rhodes Scholar, received an honours bachelor of science degree in physics and chemistry (1966) from the University of British Columbia, a doctor of philosophy (1969) from the University of Oxford, and a master's in public policy (1972) from Harvard University's Kennedy School of Government. Before assuming the presidency of COU, Dr. Clark worked in the federal public service for 22 years in a variety of positions, including as Deputy Secretary to the Cabinet, Deputy Minister of Consumer

and Corporate Affairs, and Secretary of the Treasury Board. He subsequently served on the Executive Board of the International Monetary Fund and became a partner in the accounting/consulting firm KPMG. He serves on several boards, is a Senior Fellow of Massey College, and is the author of numerous articles on governance and management.

Invited Panel Session

Monday, May 29 • 2:00-3:30 pm • TEL 0006

The Relationship between Communities in Post-secondary Education: Rethinking the Distinction between Colleges and Universities

Dr. Michael Skolnik, Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Dr. Dave Marshall, Mount Royal College

Dr. Ursula McCloy, Association of Colleges of Applied Arts and Technology of Ontario

Michael Skolnik is a professor in the Higher Education Program at OISE/UT and holds the William G. Davis Chair in Community College Leadership. He is Director of the PhD. Specialization in Community College Leadership, a non-traditional program which aims to meet the needs of practicing educators in community colleges and related types of organizations. Michael was the first recipient of the CSSHE's Research Award and a recipient of the Distinguished Member Award. He was an original member of Ontario's Post-secondary Education Quality Assessment Board. His recent publications include chapters in a book that he co-edited on the Community College Baccalaureate (Stylus Publishing, 2005); a chapter in a book that he co-edited on higher education and the knowledge society (University of Toronto Press, 2005); and a chapter in a book of commentaries on the Rae Report (John Deutsch Institute, Queen's University and McGill-Queen's University Press, 2006).

Dave Marshall is currently President of Mount Royal College in Calgary, Alberta. Mount Royal was founded in 1910 and was the first institution (1931) to offer university-level courses in Calgary. Mount Royal is currently in transition to a full baccalaureate/undergraduate institution. Previous to this position, from 1990 to 2003, he was the founding president of Nipissing University in North Bay. Other positions in education include Dean of Education, Board member (OISE), Professor of Education, Director with Provincial Ministry (Manitoba), Consultant (N.W.T), Director of Curriculum (St. Lucia) and secondary school teacher (Collingwood and Sault St Marie). He holds a BSc. chemistry (UWO), MEd secondary education (U of A) and a PhD administration (U of A).

Ursula McCloy is a Research Officer with the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO). ACAATO is the advocacy association of Ontario's 21 Colleges of Applied Arts and Technology and three College Institutes of Technology and Advanced Learning. Her main role at ACAATO is to undertake research and analysis for evidence-based advocacy and policy development. Previous education includes undergraduate and master's degrees in biochemistry (Nutrition) from Memorial University of Newfoundland, a PhD in nutritional sciences from the University of Toronto, followed by a post-doctorate at the University of Manitoba. Since moving to the education sector, she has focused her research on the transition from secondary school to college, predictors of success in the first year of college, mobility within the post-secondary sector, and graduate outcomes. She was the primary author of the ACAATO report "Student Mobility within Ontario's Post-secondary Sector".

In the binary structure of post-secondary education that developed in North America in the second half of the twentieth century, the primary basis of distinction between colleges and universities was that colleges did not have the authority to grant baccalaureate degrees. Increasingly since the 1990s, colleges in several provinces and states have gained the authority to grant baccalaureates, albeit with various types of restrictions. Still, the lifting of this historic prohibition raises questions about the future distinction between colleges and universities and about how to rationalize the respective roles of colleges and universities in regard to baccalaureate programs.

Dr. Skolnik will invite us to rethink the distinction between Colleges and Universities. His presentation will provide an update on the extent and nature of college provision of baccalaureates and suggest a new way of conceptualizing the distinction between colleges and universities, and some principles for dividing responsibility for baccalaureate provision between them.

Dr. Marshall will consider the implications of the growing differentiation of undergraduate degrees in Canada as both new types of degrees are introduced and more non-universities start delivering all types of undergraduate degrees. He will identify what has changed in undergraduate degree granting in Canada over the past 15 years and the implications of these changes for both the degree holder and those considering these degrees for admission to further study or for employment. The recognition of these degrees and the accreditation of both degrees and institutions is a growing concern in this area.

Dr. McCloy will focus on the increased movement between the college and university sectors as an emerging trend in post-secondary education. Her presentation will examine student mobility patterns in Ontario by analyzing several data sources such as Ontario's Ministry of Training Colleges' and Universities' student and graduate surveys, Statistics Canada's National Graduate Survey, the Ontario college and university application centres' data and other student surveys. Major themes to be discussed include the extent of student aspirations for further education, volume of movement between PSE sectors, and factors relating to the amount of mobility. In addition, how student mobility in Ontario compares with other jurisdictions in the US and Canada will be discussed.

Invited Panel Session

Monday, May 29 • 3:30-4:45 pm • TEL 0006

Strengthening the Student Experience

Dr. J. Paul Grayson, York University

Dr. Tony Chambers, University of Toronto

Dr. Andrew Parkin, Millennium Scholarship Foundation

J. Paul Grayson is a professor of sociology at the Atkinson Faculty of Liberal and Professional Studies, York University. Over the past decade he has been studying educational outcomes in Canadian universities. Most recently, he has been engaged in an examination of the experiences and outcomes of domestic and international students at UBC, York, McGill, and Dalhousie.

Tony Chambers of the Ontario Institute for Studies in Education of U of T is the university's first associate vice-provost (students), a new position focused on assessing and evaluating university initiatives designed to enhance the student experience. Professor Tony Chambers has a rich academic and administrative background in the area of higher education research and student life. He recently joined the Department of Theory and Policy Studies in Education, OISE/UT, as an Assistant Professor. Professor Chambers has an EdD higher education leadership from the University of Florida (1990), an M.S. (counselor education) from Illinois State University (1979) and a BS (psychology) from Illinois State University (1978).

Andrew Parkin is the Director of Research and Program Development at the Canada Millennium Scholarship Foundation. A political scientist by training, he has written extensively about Canadian politics and society in both the academic and popular press. After earning his doctorate at the University of Bradford in England in 1993, he held a postdoctoral fellowship at Dalhousie University before becoming a research fellow at the Centre for the Study of Democracy at Queen's University. During this time, he taught political studies, sociology, and Canadian studies at several universities in Atlantic Canada, Quebec and Ontario. From 2000 to 2004, he served as research director and subsequently co-director at the Centre of Research and Information on Canada (CRIC), where he oversaw an extensive series of studies of Canadian public opinion and political institutions.

Amidst the changes, the restructuring, and the fiscal challenges within post-secondary education are the students. Student life and experience are affected by the post-secondary environment. Increasingly, colleges and universities are confronting issues surrounding student access to education, the nature and extent of student participation and the experience and educational outcomes of students.

Dr. Grayson has researched and published in the area of the student experience and outcomes. He will identify important dimensions of the student experience from his extensive research.

Dr. Chambers has researched and published in the area of student life and student development as well as the civic and democratic responsibilities of post-secondary education to students. He will comment on his research and experience at the University of Toronto evaluating university initiatives designed to enhance the student experience.

Dr. Parkin will present the latest data on student finance and tuition.

differences and produce collective team knowledge that exceeds the sum of isolated individuals' knowledge. Popular theories concerned with either individual knowledge construction or larger scale cultural knowledge construction are of limited use to health educators dealing with small interdisciplinary teams.

Complexity science is a cross-disciplinary discourse concerned with complex systems, that is, living phenomena that transcend the sum of their parts because they are constituted not merely of their parts, but also by the dynamic relationships among them (Capra, 2002; Cilliers, 1998). In recent years, many authors have made use of complexivist principles to understand group knowledge (for example, Arrow *et al.*, 2000). In the context of education specifically, Davis and Sumara (in press) have suggested that groups of students can be seen as knowledge-producing collectives and that complexivist principles can provide pragmatic and ethically-minded ways to support the emergence of collective knowledge.

My current research involves working collaboratively to bring this body of literature into the context of "Interdisciplinary Health Team Development" (IntD 410), a required course for students in a variety of health care-related programs (medicine, nursing, occupational therapy, and so on). Specific actions I am taking include meeting with course instructors to explore key complexity concepts, summarizing appropriate literatures, weaving complexivist ideas into course materials, and working closely with selected instructors around issues of pedagogy. In order to study the effects of these ideas and collaboration, I am keeping a record of all interactions. I will also conduct end-of-course interviews (individual and focus group) with instructors and analyze changes in course materials.

This research will contribute to current knowledge in several ways. First, at the local level, findings will be used to help shape future IntD 410 curriculum. Second, it will provide health educators nationally with much needed theoretical tools to conceptualize and support learning within interdisciplinary teams, as well as practical guidance on how to incorporate such theoretical tools into pedagogy. Finally, it will contribute to emerging international literature on education and knowledge-producing collectives. My research activities and thesis writing will be completed no later than June of 2007.

Changing Discursive Regime: Higher Education Policy in the Russian Federation

Tatiana Gounko is a PhD Candidate in the Department of Educational Policy Studies at the University of Alberta currently working on her thesis. In her research, Tatiana examines changes in higher education policies in post-Soviet Russia and the role of international organizations in influencing educational policies in the region.

Viktoriya Potykina is a graduate student in the Department of English Linguistics at Kharkov University (Ukraine). She is currently working on her dissertation and her research focuses on discourses and ideology.

This paper focuses on the latest developments in higher educational policy in the Russian Federation and the influence of international organizations, such as the World Bank and the Organization for Economic co-operation and Development (OECD), on these policies and education reforms. This paper's primary purpose is to explore how the newly adopted policies reflect the changes in Russia's political discourse. The focus is on the connection between the current higher education policies and the policies of the international organizations that are providing both financial and expert support in education and that,

Lunch Panel

Wednesday, May 31 • 11:45 am-1:15 pm • ACW104

Building Communities of Graduate Students within the Academy

Paula Brook has been an Associate Professor of Adult and Higher Education at the University of Alberta for 18 years. Her research, teaching, and service focus on adults in post-secondary education, including faculty development and international education.

Neil Buddell is an administrator with the Faculty of Law at the University of Alberta. He is completing a masters degree in education, with an emphasis on learning communities.

Dan Cui is a new doctoral student in theoretical, cultural, and international studies at the University of Alberta. She was a faculty member (English) at Harbin Institute of Technology, PRC. Her research interests are in higher education and social theory.

Cathy Shi is a new doctoral student in secondary education at the U of A. Her research focuses on second language acquisition.

One of the most important communities in higher education is the community of learners. That graduate study should be a fertile ground for professional socialization is well documented. What is less explicit

it are strategies for accomplishing this. As academics, we often leave this important work to the teaching and learning service units on campus.

This panel will discuss, from faculty and student perspectives, building communities of knowledge, practice, and learning within courses and programs. The University of Alberta has a rich academic culture of collegiality: of senior colleagues (faculty members) and junior colleagues - with graduate students treated as young academic colleagues. This culture enriches the graduate experience through more informal, ongoing constructivist activities.

Examples of this professional socialization include social activities outside courses, academic mentoring, professional development opportunities, and scholarly presentations.

CONCURRENT SESSIONS

Concurrent Session 1

CS 1A Women in Post-secondary Education Monday, May 29 • 12:30-1:45 pm • ACW 002

The High Cost of Membership in a Pluralistic Knowledge Society: The Health and Well-Being of Academic Women at Canadian Universities

Sheryl Bond, Associate Professor, Cultural and Policy Studies in Higher Education, Queen's University

Soodabeh Salehi, PhD Candidate, Faculty of Education, Queen's University

Ekta Singh, MEd Candidate, Faculty of Education, Queen's University

Ingrid Astrom, MEd Candidate, Faculty of Education, Queen's University

Suparna Roy, MEd Candidate, Faculty of Education, Queen's University

The story of women in the academy clearly lies not in the number of women academics hired (Jackson, 2001) over the last decade but with the health-related quality of life of women once they become members of the academic community. The focus of the study is on exploring the ways in which the organizational and disciplinary cultures and context of one Canadian university affect the health-related quality of life of academic women at that institution. The study's findings are particularly relevant for the university where the well-being of its "new hires" is of particular importance to the institution's claim to excellence and its ability to retain highly productive

faculty. More importantly for academic women, the findings will speak to their experiences maintaining their health and vitality which sustains them (Maslach, Shaufeli and Leiter, 2001; Menzies and Hewson, 2001) and enables them to pursue their aspirations within academe (Fels, 2004).

Gender and Promotion at Canadian Universities

Michael Ornstein, Director, Institute for Social Research, York University

Penni Stewart, Associate Professor, Department of Sociology, York University

Janice Drakich, Associate Professor, Department of Sociology and Anthropology, University of Windsor

The structure of academic careers has generated significant research. In the past 20 years, women's increasing presence in the academy has prompted examination of the gendered nature of the career process. The existing research overwhelmingly demonstrates women's disadvantage in the tenure and promotion processes. In this paper we examine Canadian data, for the period 1984 to 1999, that suggest that, in contrast to the experience in other countries, the rates at which men and women faculty in Canada are tenured and receive first promotion (to associate professor) are similar. The similarity in career advancement for women and men, however, does not continue in promotion from associate to full professor. Rather, the evidence supports the persistent finding in the study of academic careers that women lag behind men in promotion to full professor.

Early Educational Experiences of Canadian Black Women: Possible Outcomes and Strategies for Higher Education

Sharon Leonie Brown, Ontario Institute for Studies in Education, University of Toronto

This study looks at the early educational experiences of Black women in Canada. It focuses on how these experiences can affect later decisions about seeking access to higher education as well as the effect that these experiences can have on coping strategies while in school. This research, using an anti-racist Black Feminist approach, is unique because previous studies have only investigated American accounts of this phenomenon. The nominal representation of Black women in higher education shows the need for implementing institutional and policy changes in education at all levels, not just in academe. Finally, in an attempt to facilitate a praxis for change, biographical accounts and narratives are used. These methods are necessary in order to create a voice that will give life to this research.

Susan Wilcox is Educational Developer (Faculty/Adjuncts) in the Centre for Teaching and Learning, and Associate Professor in the Faculty of Education and Department of Women's Studies, at Queen's University, Kingston, Ontario. Susan's daily work focuses on the development of educators and the development of educational knowledge in the higher education setting. Her scholarship is concerned with the role of dialogue and critical self-reflection in emancipatory adult education; self-directed learning and research in higher education; transformative models of continuing professional education and development; and alternative (educational) approaches to inquiry in education.

Assessment may be a very positive force for learning - if assessment is conducted by teachers with due consideration for the impact of their practices on student learning outcomes. This study explored the connection between teachers' assessment practices and student learning outcomes, by studying influences on the choices post-secondary teachers make when they conduct assessment. We explored teachers' beliefs and values as one area of influence, and institutional contexts as a second type of influence on teachers' assessment practices. Two community college and two university undergraduate faculty members participated in the collaborative self-study, completing a written questionnaire and taking part in individual interviews. Results suggest that all participants made quite purposeful decisions about how to conduct assessment in their courses, basing decisions on their beliefs about quality learning and what their students should know. Class size played a significant role in determining the selection of assessment methods; institutional grading policies seldom affected assessment practices. Follow-up research will investigate the impact on faculty members' teaching development and on students' learning development when teachers are provided with a means to better articulate and share their assessment rationales with their students.

CS 1B Teaching and Learning Monday, May 29 • 12:30-1:45 pm • ACW 008

Exploring the Assessment Beliefs and Practices of Teachers in Post-secondary Settings

Sue Fostaty Young has a background in behavioral psychology and began her teaching career in special education. More recently she has been focusing her attention on the development of effective assessment practices in higher education. With 11 years experience as a part-time teacher at St. Lawrence College, Kingston and extensive experience as an educational developer, Sue has had the opportunity to experiment with a wide range of assessment models in a variety of contexts. She is co-author of *Assessment and Learning: The ICE Approach* and is currently a doctoral student in the Faculty of Education at Queen's University.

Unpacking the Invisible Curriculum across the Post-secondary Sectors: A Framework for Examining Academic Underachievement

Lynn McAlpine, of McGill University, has been recognized internationally with the 2005 AERA McKeachie Career Achievement Award for her higher education research, which addresses educational, faculty, and curriculum development, and evaluation. Her development work consistently demonstrates her ability to link research to pedagogy and policy. She has worked in Indonesia to develop the teaching capacity of the Islamic Institutes of Higher Education, and has consulted in a range of countries including Chile, Switzerland and Belgium, as well as Canada. She is a council member of the International Consortium for Educational Development and co-editor of the *International Journal for Academic Development*.

Richard (dik) Harris, a member of McGill's Department of Physics since 1970, has a substantial record of publications in theoretical physics. In the recent past he has shifted his research focus to Science Education. As an educational researcher, he is involved in several projects ranging from a study of emerging perspectives on the teaching and learning of science to a study of the role of the laboratory experience in undergraduate science. Another project derives directly from the period from 2002 to 2005 when he was the inaugural Director of the Tomlinson University Science Teaching Project within McGill's Faculty of Science. It is a study, still ongoing, with the co-operation of three instructors from the Biology department, of student learning in a newly redesigned laboratory course.

Anthony Pare has been involved in teaching and studying academic and professional writing for 25 years, ever since he helped found McGill's Centre for the Study and Teaching of Writing (CSTW), a unit that teaches written and oral communications to undergraduate students in engineering, management, education, social work, and other disciplines, and to graduate students from across the university. His research examines the development of high-level, specialized expertise in a variety of disciplines. Of particular note has been the identification of key moments and relationships in the learning trajectory from neophyte to competent practitioner in applied fields - social work, education and physical and occupational therapy.

Marc Schwartz is an assistant professor at McGill University and research associate at the Harvard-Smithsonian Center for Astrophysics. He is researching the nature of the lived curriculum as a variable in the dynamic enterprise of learning and teaching.

In particular, he has focused on how this activity unfolds in physics, chemistry, and biology education in K-16. Here, the challenges of coordinating complex ideas provides a rich context for exploring the difficulties students and teachers face in understanding scientific concepts and the additional challenge that teachers face in helping students construct these ideas so that they take on personal meaning. He taught middle school and high school for twelve years.

Doreen Starke-Meyerring, new at McGill, completed her PhD in Rhetoric and Scientific and Technical Communication in 2003. She studies advanced literacies and communication in academic, workplace and public contexts as these contexts undergo change due to emerging digital technologies and globalization. Her particular expertise is the influence of these literacies on disciplinary communication and student life. She has co-authored a book, published peer reviewed articles in the leading journals in her field, and given more than 30 invited and refereed presentations at conferences in Canada, the USA, and Europe. She is Associate Director of the CSTW and the Vice President of the main Canadian association in her field.

Anila Asghar, a post-doctoral fellow at McGill, recently completed her PhD at Harvard. Her research interests encompass student cognitive and affective responses to science, and the influence of Islam on the perceptions and practice of science.

Allison Gonsalves, a PhD student at McGill, is interested in the relationship between gender and the disciplines as a factor influencing the graduate experience. She is examining how discipline-specific knowledge-making practices in the sciences may be experienced differently by men and women, thus affecting academic success.

Academic underachievement leads to consistently high levels of failure across post-secondary education levels, with incalculable social and economic consequences for the individuals involved and for society as a whole. We had been independently researching underachievement from different perspectives (e.g. educational development, literacy studies, science education), and realized that we might be more effective working collectively. Our goal was thus to develop an integrative, inter-disciplinary framework that would enable us together to address academic underachievement. What emerged after much read-

ing and discussion of different literatures is represented in the notion of the "invisible curriculum": the distinct ways of thinking, acting and communicating that academics within a discipline take for granted. These constitute a consistent curriculum from secondary through graduate studies - a curriculum that through its invisibility to teachers and students often hinders student success. In the presentation, we explore with participants how and to what extent to which the 'invisible curriculum' facilitates an interdisciplinary, integrative inquiry into underachievement.

CS 1C Relations Université

Monday, May 29 • 12:30-1:45 pm • ACW 009

Professionnalisation des enseignants-chercheurs français de Sciences Humaines dans les réseaux de sociabilité intellectuelles

Le cas de la trajectoire de Pierre Ansart professeur émérite de sociologie à l'Université Denis- Diderot (Paris VII)

Ariel Cordier, Maître de Conférences en Sciences de l'éducation, Centre de Recherche sur la Formation, Conservatoire National des Arts et Métiers, Paris

On se propose de montrer que le modèle d'analyse des modes d'accréditation et de légitimation dans la communauté scientifique est également pertinent pour décrire les modes de professionnalisation des enseignants-chercheurs français en sciences humaines et sociales dans le milieu universitaire et ses réseaux de sociabilité intellectuelle. L'analyse de la trajectoire par approche biographique de Pierre Ansart, professeur de sociologie, montre que cette transposition implique également la prise en compte des filiations intellectuelles, du rapport au savoir et du contexte sociopolitique.

L'effet des relations université-milieu sur les projets professionnels des étudiantes et étudiants aux cycles supérieurs

Brigitte Gemme est étudiante au doctorat (Educational Studies) à l'University of British Columbia et agente de recherche au Centre interuniversitaire de recherche sur la science et la technologie (CIRST), affilié à l'Université du Québec à Montréal (UQAM). Elle détient une maîtrise en sociologie de l'UQAM. Elle coordonne le projet de recherche sur la formation à la recherche en coopération université-milieu depuis 2002. Ses recherches doctorales portent le cas de la formation au doctorat en sciences forestières en Colombie-Britannique et au Québec.

Lionel Vécrin est étudiant au doctorat en sociologie à l'Université de Montréal. Ses travaux portent sur les comités mixtes d'évaluation de la recherche composés de pairs et d'acteurs socio-économiques. Il détient une maîtrise en sociologie de l'Université du Québec à Montréal et a travaillé en scientométrie à l'Observatoire de la science et de la technologie (OST), sur la formation des étudiants des cycles supérieurs dans un contexte de partenariat au Centre interuniversitaire de recherche sur la science et la technologie (CIRST), ainsi que sur différentes questions relatives aux sciences, aux technologies et à l'innovation.

Même si les frontières du champ scientifique (tel que défini par Pierre Bourdieu) se situent au-delà de celles de l'université, les universitaires y occupent une place dominante. Cette position privilégiée se reflète aussi dans les préférences professionnelles des futurs chercheurs. Ainsi, même s'il est démontré que seul une minorité des diplômés du doctorat obtiendra un poste universitaire, ce type de carrière demeure la préférence exprimée par une près des deux-tiers des étudiantes et étudiants inscrits en formation à la recherche (maîtrise et doctorat). Une première analyse, fondée sur les données recueillies par questionnaire auprès d'étudiants en formation à la recherche au Québec, a permis de découvrir que les étudiantes et étudiants impliqués dans des projets de recherche réalisés en collaboration université-industrie ou université-milieu, ont des perspectives professionnelles nettement plus diversifiées.

L'analyse d'entrevues approfondies réalisées auprès de tels étudiants nous permettra maintenant d'explorer les processus par lesquels ces projets professionnels se constituent.

CS 1D Panel Session

Monday, May 29 • 12:30-1:45 pm • ACW 104

From Individual Projects to Faculty-Wide Engagement: The Development Role of International Advisory Group in Internationalization of York's Faculty of Education

Svitlana Taraban, Don Diplo, Tove Fynbo and Steve Alsop,
Faculty of Education, York University

This panel examines the processes of internationalization within an education faculty of a large Canadian university. By chronicling the evolution of a faculty-wide framework for internationalization and the role of the International Advisory group, it highlights specific tensions and dilemmas produced by efforts to internationalize teaching, learning and research.

The paper concludes by arguing that prevalent market-driven approaches to internationalization can be effectively challenged by inclusive and collegial approaches to internationalization that attend to the issues of community, solidarity, diversity and social justice.

Concurrent Session 2

CS 2A Leadership Initiatives in the Academy
 Tuesday, May 30 • 1:15-2:30 pm • ACW002

Resolving Organizational Conflict through Climate Remediation

Esther Enns is Dean of Arts at Saint Mary's University in Halifax, Nova Scotia, and President-Elect of CSSHE.

Debby Scribner is a consultant on organizational development and change management working through Novus Consulting Group Ltd. in Halifax, Nova Scotia.

What is the scope and impact of organizational conflict in academic units of universities and colleges? How can we effectively mitigate the problem? This session will explore these questions through presentation and discussion of a practical action research project designed to mitigate organizational conflict. Presenters will offer an overview and clarification of organizational conflict as a problem in academic units of universities and colleges, as well as analysis and critique of current approaches to the problem. A summary of the institutional processes and working techniques entitled Climate Remediation Methodology will be provided. Presenters will share their experiences using this approach and invite discussion with participants.

Professional Development for Department Chairs: One University's Experience with Cohort-based Programming

Catherine G. Olson, Staff Learning and Development Program Coordinator, Human Resources, University of Alberta

Professional development for department chairs is

increasingly necessary due to accountability issues associated with the contemporary higher education environment, and the complexity of the role. Research suggests that chairs frequently take on management of the academic department with little preparation. Yet chairs are interested in improving their effectiveness through collaborative learning opportunities offered by a cohort-like program. They want to engage with each other and with senior chairs with much on-the-job experience in concrete discussions that relate directly to their management responsibilities. The importance of professional development for department chairs is reviewed. An outline is presented on how one university is successfully using a cohort-like program to address the professional development needs of recently appointed chairs. The cohort-based learning model is discussed as a viable professional development option that allows chairs to identify real problems and work collaboratively to explore solutions which can be put to work in their departments.

Community Colleges in the New Economy CS 2B
 Tuesday, May 30 • 1:15-2:30 pm • ACW003

Nouveau College: Community Colleges in the New Economy

Dr. John Levin is the Joseph D. Moore Distinguished Professor at North Carolina State University. He joined NC State in 2002 from the University of Arizona, where he conducted research and taught at the Center for the Study of Higher Education. He was also director of the Community College Institute, a research arm of the Center for the Study of Higher Education. He holds an EdD in higher education, a BA in English from the University of British Columbia and an MA in English Literature from York University in Toronto. He was a college instructor and administrator for 23 years in Canada. His research addresses higher education in the United States and Canada. His work appears frequently in both U.S. and Canadian publications. His most recent book - *Community College Faculty: At Work in the New Economy*

(Palgrave, 2006) with Sue Kater and Rick Wagoner - addresses faculty work in community colleges in two countries. His 2001 publication, *Globalizing the Community College* (Palgrave), addresses the impact of globalization upon community colleges in both Canada and the U.S. His forthcoming book, *Non-Traditional Students and Community Colleges: the Conflict of Justice and Neo-Liberalism* (Palgrave, forthcoming), examines non-traditional students in community colleges through Rawls' principles of justice. He was selected as the Senior Scholar of 2002 by the Council for the Study of Community Colleges and the recipient of the Research Award for 2000 by the Canadian Society for the Study of Higher Education.

My objective is to shape new understandings of the community college based upon my recent investigations of community college faculty, students and the organization and management of the institution in both Canada and the U.S. I begin with a controversial conception of the community college as an institution contextualized by the global economy and post-modernistic tendencies. In using multiple studies of community colleges and data sources, I see the manifestations of this context and its effects in the dominant labor force of the community college, in the faculty, in approaches to management and governance, and in complexities about the treatment of students, particularly disadvantaged students.

The Economic Imperative of Internationalization: Success at What Price?

Karen Evans has been a dean at the University College of the Fraser Valley (UCFV) for nine years. Her area of responsibility is twofold: first, overseeing the Access programs such as the University Foundations programs for students who are preparing for post-secondary study, and the General Studies degree and diploma programs. A second area of responsibility is the Aviation, Business and IT related programs. Both areas have significant numbers of international students registered in the various programs. Karen recently completed her EdD in Educational

Leadership and Policy in the Faculty of Education, Educational Studies Department, at the University of British Columbia.

University colleges have evolved from their community college roots to institutions that offer a comprehensive mix of programming ranging from trades training to graduate degrees. The program mix has proven highly successful in attracting not only local students, but also international students. At the university colleges, international activity has an economic focus and centres on the revenue potential associated with the international student market. It is a proven source of revenue, and provides university colleges with additional financial resources that can be used for building projects, additional programming or other fiscal needs.

The university college workplace is shaped by growing numbers of international students. The international student population are characterized as recent graduates from high school, from relatively privileged backgrounds, and living away from home for the first time. The profile is noticeably different than the profile of the local university college student, who is likely to be older, commuting to school and often balancing work, family and academic obligations.

A changing student profile changes the classroom dynamics, the type of educational and counseling support services required, and even the type of buildings constructed. In this paper I address these changes and discuss how these demands are influencing the nature of faculty, staff and senior administrators' work in the university colleges.

CS 2C Teaching and LearningTuesday, May 30 • 1:15-2:30 pm • ACW104

**Mindfulness as a Tool for Anti-
Oppressive Pedagogy**

Deborah Orr is a Professor within the Division of Humanities at York University.

Learning in a classroom characterized by diversity can present difficult challenges to students' capacity for acceptance of difference. Discriminatory and oppressive attitudes may be deeply embedded not only cognitively and attitudinally but also in a student's behaviour. The challenge for contemporary educators is thus to find ways to address and ameliorate internalized oppression at all levels of functioning. Because Buddhist meditation traditions have developed an holistic theory of the person which grounds a body of techniques designed to overcome problematic ideas on all levels of the person's being, teachers have begun to explore the utilization of non-denominational mindfulness practices for anti-oppressive pedagogy. This presentation will (1) provide a brief overview of the Buddhist concept of the person that highlights the impact of ideation on both behavior and subjective experience; (2) review some of the current research on mindfulness in the classroom; and (3) present the results of a SSHRC-funded research project on anti-oppressive pedagogy which I carried out in an upper-level humanities class.

**Worldviews, Worldview Communities
and Higher Education**

John Valk, Senior Teaching Associate, Renaissance College, University of New Brunswick

Educators seek to increase students' critical thinking skills, knowledge and awareness, but also to nurture in their hearts and minds meaning and purpose, obligations and responsibilities, and right action and behaviour. What these entail, however, is directly linked to worldviews (religious or secular) which come from particular worldview communities that ground an individual or group's deepest convictions.

This paper explores the linking of worldviews, worldview communities and higher education. It highlights research done which explores the importance of worldview study. It addresses the benefits of increased awareness and knowledge of worldviews and worldview communities for students' educational journey, and advocates deepening students' awareness and knowledge of their own beliefs, values and principles and of the worldview communities from which they emerge and which give legitimacy to their convictions as important for the education of the whole person.

Concurrent Session 3

CS 3A University and Society

Tuesday, May 30 • 1:15-2:30 pm • ACW002

The Character of Canadian Higher Education: A Historical Perspective

Paul Axelrod is the Dean, Faculty of Education, York University. His interests include: history of schooling and higher education; political economy of education; educational policy; adolescence, youth and student life. Recent publications include: *Beyond the Progressive Education Debate: A Profile of Toronto Schooling in the 1950s*. *Historical Studies in Education*, 17(2), 227-241 (2005); *Knowledge Matters: Essays in Honour of Bernard J. Shapiro*. Montreal: McGill-Queen's University Press (2004); and *Values in conflict: the university, the marketplace and the trials of liberal education*. Montréal: McGill-Queen's University Press (2002).

What is the nature of the Canadian post-secondary educational system? This is a challenging question because Canada, a nation with a relatively decentralized political structure, has not one, but many educational systems whose roots and emerging identities reflect the history and diversity of the country itself. Arguably, however, the similarities of higher education, from region to region, outweigh the differences, and this paper attempts to distil these common tendencies. Focusing on universities, it provides an overview of the history and development of post-secondary education, concluding with an answer, tentative as it might be, to the question posed above.

The University and Democracy

Dr. George Fallis is a Professor in the Department of Economics and Division of Social Science, at York University. He is the former Dean of the Faculty of Arts at York University. Recent work includes: "The Mission of the University" submitted to the Post-

secondary Review: *Higher Expectations for Higher Education, Government of Ontario*. He is currently working on a book manuscript: *Universities, Ideas and Democracy*.

The concept of the university professor as disinterested seeker of truth is being replaced by a new ideal of professor-entrepreneur. The economic functions of the university threaten to take precedence over all else. Universities are asked to serve the economy more effectively: to explicitly manage the process of technology transfer and to commercialize research. Where universities once believed in the disinterested pursuit of knowledge whose results were open to all, they now seek to privatize the knowledge to earn money from patent licenses. We risk squandering our inheritance, partly through inattention, partly through intransigence, and partly through prodigal adaptation to the commercial ethos of our age. We face the danger that the economic functions of the university will flourish and the democratic functions will wither. We must not allow this to happen. This paper considers the challenges to the democratic mission of the university.

The Fourth Crisis Period of Higher Education

Ben Liu is currently the Coordinator, Service-Learning Programmes at the University of Toronto's Centre for Community Partnerships.

Too often today we hear the tolling of chimes that mark the decline of the university. There are frequent reminders that the institution has strayed from the high ideals of its early philosophers and sold its soul to private interests. The lamentations of scholars and observers paint a grim picture for the future of the university and tell us we are all to stay vigilant of the corrupting forces that threaten to land the final blow on higher education. I am more optimistic of the uni-

versity's prospects and predict that with subtle shifts in perspective and practice, the university can bring together *teaching, service* and *research*, to transform scholarship and communities. Following a review of some of the contemporary literature addressing civic education, engaged scholarship, service-learning and globalisation, this paper will explore four basic questions in regards to today's Canadian university: Where are we? How did we get here? Where are we headed? and, How do we get there? Universities have rich histories in their communities. Now is a crucial time for universities to invest in and connect with communities so that localities are prepared to engage in global issues.

CS 3B Faculty Issues

Tuesday, May 30 • 1:15-2:30 pm • ACW104

The Community of Interest and the Community of Practice: The Convergence of Academic Work with Unionization

Stefan Jensen, PhD Candidate, Department of History, Memorial University of Newfoundland

The purpose of this paper is to explore important linkages between the communities of knowledge and practice with the community of interest that is the university. An exploration of the historical issues surrounding faculty unionization at Saint Mary's University (SMU), focuses on the convergences and divergences of opinion on how a post-unionized university community would operate, and reveals a great deal about the attitudes of faculty members toward the future of their respective disciplinary communities on-campus. Universities in the 1970s were large communities of knowledge comprised of varying amounts of individual communities of prac-

tice. Unionization demonstrated to members of the university that despite differing communities of practice, they indeed formed a singular community of interest as professors. The changes brought about by faculty unionization reveal a great deal about the role of professors within the university.

Promotion at Canadian Universities: Gender and the Intersection of Disciplinary and Institutional Practices

Michael Ornstein, Department of Sociology, York University

Penni Stewart, Department of Sociology, York University

Janice Drakich, Department of Sociology and Anthropology, University of Windsor

Statistics Canada's annual census of full-time faculty at all Canadian universities, from 1984 to 1999, is used to measure the effect of gender, discipline, and institution on promotion from assistant to associate professor and from associate to full professor. Accelerated failure time models show that gender has some effect on rates of promotion, but that the effects of disciplinary and institutional variation are much greater. Generally, departments in science and engineering, and professional schools, promote their faculty more rapidly, while disciplines strongly oriented to training practitioners are slowest. There is considerable variation among institutions, but this is not strongly linked to institutional characteristics such as size and prestige. There is much wider variation in promotion from associate to full professor.

Admission to the Knowledge Community: The Role of Tenure in University Practice

Sandra Acker is a Professor within the Department of Sociology and Equity Studies in Education at the Ontario Institute for Studies in Education of the University of Toronto. She is also Associate Dean (Social Sciences) at the School of Graduate Studies at the University of Toronto.

Michelle Webber is an Assistant Professor within the Department of Sociology at Brock University.

This paper develops a theoretical framework for the study of academic tenure by considering three approaches: tenure as *totem*; tenure as *initiation*; and tenure as *discipline*. Tenure as *totem* (a sacred symbol) evokes claims that tenure is the guardian of academic freedom and emblematic of the university's finest traditions: discovery, creativity, independence, scholarship, standards. Tenure as *initiation* refers to the experiential dimension of the process and can be defended as a necessary and desirable right of passage to academic adulthood or attacked as a harrowing and mystified exercise in performativity. Tenure as *discipline* suggests that everyone involved in the tenure process is implicated in a regulatory regime that controls both others and themselves. The three conceptualizations will be illustrated with quotations from the literature, findings from our previous or allied research projects, and incidents from our own professional experience.

The Student Experience in Post-secondary Education

Tuesday, May 30 • 1:15-2:30 pm • ACW003

CS 3C

A Study of Mid-Career Learners in Canadian Graduate Higher Education

Dr. Jo-Anne H. Willment, Principal Investigator and Associate Professor, Workplace and Adult Learning Program, Graduate Division of Educational Research, Faculty of Education, University of Calgary. Dr. Willment has taught in four graduate programs in Canada over the last seven years and has been involved in many innovations in graduate education. She is an online education specialist, and currently holds an external grant examining workplace-university learner initiatives. She completed her doctorate in counselling psychology, community psychology and adult learning, University of Toronto-Ontario Institute for Studies in Education.

Terry Shields is a master of continuing education (MCE) graduate who resides in Dundas, Ontario. She has worked extensively with senior provincial and regional government departments and in the community where she consults on executive governance and board management. Her MCE degree completed at the Faculty of Continuing Education, University of Calgary, was a blended program with a combination of online and institute courses within a cohort.

This study commenced in Fall 2005 and examined literature outlining mid-career learners and the importance of providing resources and support to the needs of part-time, employment-based mature learners. Co-presented by Terry Shields, the paper reports on the results of a literature search on workplace graduate students, providing a mapping of the current research areas discussed in the literature. The presentation will place special emphasis on the critical importance of knowledge communities for these learners and what universities can do to support these efforts amongst learners.

A Quality of Student Life Model for Analyzing Student Experiences

Qin Liu is a second-year MA student in the programs of Higher Education of the Department of Educational Studies, University of British Columbia. Her research interests are student development, internationalization and survey research.

This paper is concerned with model building in the course of inquiry into experiences of university students. It is part of my comparative study on the experiences of international and domestic students. The paper synthesizes and categorizes the student outcomes models that have been developed since the 1970s and explores their strengths and weaknesses. The Quality of Student Life (QSL) model developed on the basis of these inquiries provides a structural relationship for a set of variables to account for student experiences in an ecological framework. It will inform the data analysis of the student experience project. The QSL approach to student outcomes allows researchers to systematically explore students' ongoing well-being, which is a potentially important, but often neglected, outcome of higher education.

Participation in University Continuing Education in Canada

Hans G. Schuetze is a Professor and Director at the Centre for Policy Studies in Higher Education and Training at the University of British Columbia

Maria Adamuti-Trache, University of British Columbia

In the context of a changing economy (Rubenson and Schuetze, 2001), Continuing Education (CE) has become increasingly significant for economic development as well as for individuals. To continue one's earning beyond the formal initial education (school,

college, university) is an important part of the concept of Lifelong Learning which is seen as becoming the main element of knowledge-based economies and societies (Schuetze, 2004). University Continuing Education (UCE) is an important part of CE as universities are accepting the challenge of Lifelong Learning and discovering that UCE can yield important sources of new funding. (Schuetze and Slowey 2002). Questions on further education have often been addressed to university graduates, with a focus on continuing learning. Most research questions on the return to education have been discussed using the data from the National Graduate Surveys (NGS) (e.g. Ling et al, 2000; Axelrod, 2002; Finnie, 2002) as well as provincial survey data on graduate outcomes. Not much is known in Canada about the institutional side of UCE. A survey series that Statistics Canada had conducted in the 1990s was discontinued as reporting by the universities was uneven and there seemed to be little interest in these data in the research community. Data available on the user side, as both the Adult Education and Training Surveys (AETS) and National Graduates Surveys (NGS) contain data about CE, and are still useful to infer to what extent post-secondary institutions respond to learners' needs, what barriers to continuing education are experienced, and to what extent UCE is a viable lifelong learning alternative.

Building on earlier work on labour market outcomes of university education (Adamuti-Trache, Hawkey, Schuetze and Glickman, forthcoming) the authors are engaged in a study that takes a fresh look at UCE in Canada from a learner perspective. Since the last comprehensive study on UCE is 11 years old now (Brooke and Waldron, 1994), the findings of the current study will bring a useful update on the topic of university continuing education. As the phenomenon of growing UCE is not specifically Canadian, but

occurs in virtually all developed countries (Schuetze, 2004), the study will link the project to a larger international comparative study in which five European countries (Austria, Finland, France, Germany and the United Kingdom) as well as the United States will participate.

CS 3D Aboriginal Learning Spaces: Making Space for Success

Tuesday, May 30 • 1:15-2:30 pm • TEL 0005

The Canadian Society for the Study of Higher Education (CSSHE) wishes to thank the Canadian Federation of the Humanities and Social Sciences for its generous support in sponsoring a portion of the collaborative session Aboriginal Learning Spaces: Making Space for Success.

Native American Students, Cultural Conflict, and Success in Higher Education

Dr. Devon Jensen is an Assistant Professor and a Director of Doctoral Program within the Higher Education Administration at the University of Calgary

Dr. Gail Bickel, University of South Dakota

This study was a qualitative exploration of selected Native Americans who have successfully graduated from mainstream Higher Education institutions, and used social constructivist theory as an epistemological model. The data was analyzed under four constructs: cultural, social, academic and personal. Data analyzed under these constructs was then further tracked according to the four stages of the Bicultural Identity Formation Model as well as linked to the five foremost values of Native American culture as expressions of the students' adaptations. This enabled the researchers to view the participants' strategies of higher educational success, and their attempts to cope with cultural dissonance in the mainstream setting.

Conclusions revealed that successful students have a quality of transculturation that allows them to "walk-between-the-worlds" successfully, without the loss of their culture. It was also shown that successful students were all able to reach the "participation" stage of the bicultural identity formation model. This state of being was shown to facilitate student success, learning and cultural strategies necessary to be successful in mainstream higher education.

Indigenous Perceptions of "Success" in Higher Education: A Counter-Hegemonic Point-of-View

Michelle Pidgeon, PhD Candidate, University of British Columbia

Notions of "success" in university are often defined by the hegemonic discourse (i.e., success = financial achievement, graduation). The purpose of this research paper is to examine how the discourse of success was discussed with a variety of stakeholders in Indigenous education.

The analysis of interviews conducted with Elders, Indigenous and non-Indigenous faculty, university administrators, and staff, along with Aboriginal students, will be compared in this critical analysis. This paper will explore how Indigenous notions of success, as counter-hegemony discourses, are evident in mainstream universities.

Métis Learning Spaces in Canadian Knowledge Communities

Catherine Richardson, Research Associate, Malaspina University-College

In this research paper, I will direct my doctoral results and observations of Métis experience into a discussion of Métis tactical responses to oppression and exclusion. I will apply these ideas to the task of creating cultural "space" for the Métis in Canadian educational institutions, in order to increase participation

and assist in reducing the marginalization faced by Métis people in Canada. The importance of belonging and inclusion for Métis people in post-secondary educational settings is linked to a broader agenda of

human rights and Aboriginal inclusion, and to the social agenda of community building and the facilitating of relationships between communities, citizenship, and the knowledge society.

Concurrent Session 4

CS 4A University Rankings

Wednesday, May 31 • 9:00-10:15 am • ACW008

Value Added in Grades and *Maclean's* Rankings: A Test Using Domestic and International Students

J. Paul Grayson is a professor of sociology at York University. Over the past decade, he has been studying educational outcomes in Canadian universities. Most recently, he has been engaged in an examination of the experiences and outcomes of domestic and international students at UBC, York, McGill and Dalhousie.

Every year *Maclean's* magazine ranks Canadian universities based primarily on resource allocations and reputation. While it is implied that the education received in high ranking institutions is better than that obtained in low ranking institutions, this possibility is not empirically substantiated. As a result, using structural equation modeling, the current paper examines the direct and indirect effects of *Maclean's* rankings on the academic achievement of domestic and international students in four Canadian universities.

Overall, it is found that for domestic students high *Maclean's* rankings do not predict superior institutional experiences; moreover, institutional experiences have no statistically significant impact on first year grades. In addition, *Maclean's* rankings have a direct *negative* effect on grades. As in American and other Canadian studies, most of the variance in grades is explained by high school grades. Similar results obtain for international students.

In conclusion, it is argued that students entering high ranked institutions can expect experiences similar to those at relatively low ranked institutions. Moreover,

there is less of a chance that students with good high school grades who enter high ranked institutions will also achieve good first year grades than is the case with similar students who enter low ranked institutions. This finding may suggest that the value added in academic achievement in high ranked institutions is actually *less* than in low ranked institutions.

The Effect of the *Maclean's* University Rankings on the Demand-and-Supply-Related Outcomes of Canadian Universities

Marie-Andrée Somers is a 4th year doctoral student at the Harvard Graduate School of Education. She holds masters degrees in economics and statistics from Oxford University, and a BA in economics from the University of New Brunswick. Her research focuses on the application of econometric techniques to various educational policy issues.

University rankings have been repeatedly criticized as invalid measures of educational quality. It follows that if students, faculty, donors, and administrators use them in their decision-making process, then university rankings may cause a socially-undesirable allocation of talent and money across universities, and within them. It is therefore important to formally investigate whether changes in rank affect the decisions of university stakeholders. Prior studies of the impact of university rankings have produced estimates that are likely biased upwards, because they have been unable to separate the actual effect of a change in rank from that of the "indicators of quality" that go into calculating the rankings, e.g. expenditures, selectivity, etc. To address this problem, this paper exploits the fact that the *Maclean's* rankings are unlikely to have affected Canada's French-language universities; thus, these institutions can be used as a control group against which to compare the outcomes of English-language universities.

CS 4B Technology in Post-secondary Education

Wednesday, May 31 • 9:00-10:15 am • ACW002

Web-based Courses and the Job Satisfaction of University Professors

Scott Reid is the Director of Research at the Office of the Official Opposition, House of Assembly, Government of Newfoundland and Labrador.

This paper presents findings from a qualitative study involving interviews with 32 university professors related to job satisfaction and the adoption of Web-based courses. Professors were able to identify things which they liked and did not like about teaching online. The findings indicate professors hold differing views regarding how the adoption and use of Web-based courses has impacted on their job satisfaction. Opinions ranged from professors who enjoyed teaching online and would like to teach all their courses that way to those who did not want to teach online again. The study identified things which professors liked and disliked about teaching online and how their views changed over time.

Theorizing the Effects of Open Service Information Technology Projects in the University

Mia Quint-Rapoport is a PhD candidate at OISE/UT and editor in the Department of Theory and Policy Studies, Higher Education group. She is also a researcher for the Research Literacy Project at the University of British Columbia.

In this paper, I theorize the effects of open source and open access information technology projects occurring in the university. I question whether these projects contribute to the proliferation of competition, neo-liberal values, new forms of managerial-

ism, and academic capitalism within university environments. Open source and open access projects are information technology projects which have the goal of preserving the values of open knowledge and open science in this age of privatization, and aim to make a contribution to the public sphere. I look at how the public spirit behind these initiatives might be undermined within the current context of higher education, and explain why. I begin by defining and contextualizing open source and open access, describing some projects, and analyzing their impact according to the critiques of contemporary theories of higher education.

Accessibility in Comparative Perspective CS 4C

Wednesday, May 31 • 9:00-10:15 am • ACW003

The Access Problematic in a Pluralistic Society: Ontario's Access Strategies in Comparative Perspective

Stacey J. Young has a PhD in Higher Education from the Ontario Institute of Studies in Education of the University of Toronto (OISE/UT). She is a Senior Policy Advisor with the Ministry of Training, Colleges and Universities and is an adjunct professor at OISE/UT.

Andrew M. Boggs is a Senior Policy Advisor with the Ministry of Training, Colleges and Universities, and is currently pursuing an MA in Higher Education from the Ontario Institute of Studies in Education of the University of Toronto (OISE/UT). Andrew is also a former Executive Director of the Ontario Undergraduate Student Alliance (OUSA).

Of the recent *Rae Report's* recommendations on Ontario's post-secondary education system, those on improving access to higher education present the most challenging policy questions; how does one ensure that those in greatest need of assistance and encouragement receive the aid they need, and what is an appropriate means of measuring that need?

Ontario is not the only jurisdiction to struggle with these questions; the United Kingdom has revisited the issue of access to higher education and constructed significant policy machinery in response. The UK's recent experiences provide an opportunity for a comparative study of policy development and social impact. Furthermore, access concerns raised throughout the European Union through the "Bologna Process" may provide instructive lessons for Ontario.

Access to Post-secondary Education: A Comparative Study of British Columbia and Ontario

Jacy Lee presented her study and findings to an examining committee in December 2005 and has successfully met and completed all the requirements for a Doctor of Education Degree at the University of British Columbia. She is currently working as the Manager of Institutional Research at Capilano College, a publicly funded college that offers university transfer programs, certificates, diplomas and applied degrees. Previously, Jacy worked with the Government of British Columbia for ten years.

The purpose of this thesis is to better understand the relationship between policy environments and key access policies, including funding policies and policy trends, as well as the effect of these policies on post-secondary education in Ontario and British Columbia. Post-secondary education in these two provinces has undergone changes including: system designs, in particular the balance between traditional and new hybrid institutions and between taxpayer funded and non-taxpayer funded post-secondary institutions; programming, in particular a shift to meet labour market requirements, or to an applied, natural science, technology and engineering focus; the perception of post-secondary education as a private good, and a push toward cost-sharing, particularly evidenced by skyrocketing tuition fees and greater emphasis on market mechanisms; an emphasis on market driven research and development at post-

secondary institutions with research capacity; declining provincial funding patterns as evidenced by the declining percentage of provincial grants to operating expenditures of post-secondary institutions; and the emergence of private degree-granting institutions.

The main objective of this study is to understand what factors are driving the changes and how they influence access policies and observed policy trends. Brief narratives of key access policies of Ontario and British Columbia and an examination of the effects of these policies on post-secondary performance in terms of outcomes and trends are included in this study. However, there is no assertion of a causal relationship between these policies and the outcomes. The study also includes a comparison of post-secondary education outcomes in Ontario and British Columbia.

State-System-Participation: Trends in Higher Education across BC, Quebec and Ontario.

Kjell Rubenson, Professor, Educational Studies, University of British Columbia

Theresa Shanahan, Assistant Professor, Faculty of Education, York University

Donald Fisher, Professor, Educational Studies, University of British Columbia

Claude Trottier, Professor, Laval University

Glen A. Jones, Associate Dean, Academic Ontario Institute for Studies in Education of the University of Toronto

Jean Bernatchez, Research Officer, École nationale d'Administration publique

Using inter-provincial comparative data on government policy, system organization and post-secondary outcomes from the research project Alliance for International Higher Education Policy Studies, this presentation will explore the theoretical analysis that informs our understanding of trends across British Columbia, Quebec and Ontario post-secondary education.

Concurrent Session 5

CS 5A Post-secondary Education Policy Issues

Wednesday, May 31 • 10:30-11:45 am • ACW008

Intermediary Agencies in Canada: The Case of the Canada Foundation for Innovation

Amy Scott Metcalfe, Assistant Professor, Educational Studies, University of British Columbia

The centrality of the Canada Foundation for Innovation (CFI) in research fund allocation illuminates several theoretical holes in the way we have thought about (or neglected to think about) intermediary agencies. Who drives these types of organizations? How much power do these entities hold? How are they governed? What will be their long-term impact? Due to the public/private nature of the CFI and other organizations like it globally, a new theoretical framework might be in order to explain the formation, function, and sustainability of these intermediary bodies. This paper is a contextualized comparison of two conceptual frameworks that have been used to study research funding and policy formation: principal-agent theory and academic capitalism. These were chosen because the former is substantially a "top-down" theory and the latter is essentially at "bottom-up" theory, providing contrasting perspectives. The CFI serves as an interesting and significant case to explore this theoretical ground.

The Story of the Double Cohort: An Analysis of News Media Coverage of a Higher Education Policy Issue

Glen A. Jones, Associate Dean, Academic Ontario Institute for Studies in Education of the University of Toronto

Bryan Gopaul, Ontario Institute for Studies in Education of the University of Toronto

There has been little analysis of media coverage of higher education policy issues. The Harris Government's phased implementation of secondary school reform in Ontario created a "double cohort" of students who graduated from secondary school and sought admission to higher education in 2003. The double cohort became a major higher education policy issue, but it also became an important media story. In this paper we analyze the almost 300 articles that referenced the double cohort that were published in three major newspapers during the period from 1998 to 2003.

Teaching and Learning

CS 5B

Wednesday, May 31 • 10:30-11:45 am • ACW002

Innovative Programs in HE: Students' and Teachers' Perceptions and Conceptions at the Cognitive and Affective Level

Denis Bédard, Professor, Faculty of Education, University of Sherbrooke

Rolland Viau, Centre for Research in Higher Education, University of Sherbrooke

Roland Louis, Centre for Research in Higher Education, University of Sherbrooke

This presentation describes data from a Canada-wide study being carried out by the Higher Education Research Group, which is a part of the Centre d'études et de recherche en enseignement supérieur (CERES) [Centre for Research in Higher Education] of l'Université de Sherbrooke. This study aims at assessing the impact of different pedagogical innovations

that can be characterized as "student-centred". More specifically, the following question will be answered: What are the impacts of these educational innovations on students and teachers?

We will be describing the perceptions and conceptions of students and teachers at the cognitive and emotional level. To begin, we will present results related to all the students and teachers involved in the two concerned training programs in education. Using this global portrait, we will then present a contrasting analysis of the results related to two educational programs.

Developing Academic Communities of Practice in Canadian Higher Education: Student Perceptions of the Integration of Teaching and Research

Brad Wuetherick, Special Projects Officer, Research Makes Sense for Students, University of Alberta

The relationship between research and teaching in higher education is complex and often controversial. This paper explores student perceptions of the integration of teaching and research at the undergraduate level. At a basic level, student beliefs and expectations are of considerable importance to University recruitment strategies. Students are in a unique position to answer questions about the extent to which research activity has a readily discernible impact upon undergraduate teaching. The University of Alberta (U of A) has undertaken a series of projects with undergraduate students across all programs to determine the student perception of research, and its impact on the student learning environment, within the institution. In particular, this paper will use the results of these studies to explore the concept of academic communities of practice within various disciplines as a way to enhance both the student learn-

ing environment and the research environment on Canadian campuses.

International Education

CS 5C

Wednesday, May 31 • 10:30-11:45 am • ACW003

China's Move to Mass Higher Education: Policies, Implications and Impacts

Qiang Zha, PhD, Higher Education, Ontario Institute for Studies in Education, University of Toronto

China is seen as a rising global power, with expectations that its GDP will outpace that of the United States some time around 2035. There is a widespread awareness of China's emerging role as a global economic superpower, yet there is little understanding of the likely cultural and educational role China will play in the global community in future. This project aims to document and study the expansion of Chinese higher education to a mass system from the early 1990s up to 2005, and onwards, using a qualitative case study methodology to look at the two opposite poles of the mass higher education system—the leading public universities and the newly emerging private universities. The following two questions provide its focus:

- a. How will the move to mass higher education affect the diversity of the system, and what will be the consequences for equity of access and provision?
- b. What kinds of cultural resources will China's universities bring into the global community as China becomes a major world power?

Higher Education Reforms and Implications for Community Development: A View from Central and Eastern Europe

Lucia Padure, PhD Candidate, OISE, University of Toronto

Economic reforms in Central and Eastern Europe (CEE) during the 1990s tremendously impacted higher education (HE). Universities became more autonomous, academic programs were diversified and the number of private institutions and university students increased. However, a dramatic decrease in public funding made universities dependent on private sources of financing and raised concerns about quality of instruction, HE affordability, and its contribution to national development. This study is grounded in critical theory and post-colonial studies and will seek answer the following research questions: How do current HE systems in CEE serve the purpose of development? What is the role of international organizations in this process? Based on secondary analysis of literature and discourse analysis of international policy papers, I will analyze the development agenda in CEE in 1990-2003, and then compare and contrast HE national policies and the role of international organizations in three CEE countries: Hungary, Romania and Moldova.

The Growth of Cross-border Education in China and Its Implications for the Changing Pattern of Centre-Periphery

Ji'an Liu is currently a MEd student in Theory and Policy Studies in Education at OISE, University of Toronto.

Centre-periphery theory is popularly used in analyzing the inequality relationship between knowledge systems in developed and Third World countries, but it needs to be modified for the 21st century. Data from literature suggest a dramatic growth in cross-border education in China, which reflects that the relationship between China and the centre of the world knowledge system is changing in accordance with globalization and the economic achievements of the country. China's experience shows that countries in the periphery can challenge and gradually change historic inequality by positively engaging in the internationalization of education, and actively developing their comparative advantages and indigenous knowledge. The trend we observed from a Chinese perspective reveals that the pattern of the world knowledge system is transforming from an imbalanced, vertical spectrum from centre to periphery towards a balanced and horizontal one.

Concurrent Session 6

CS 6A Diversity and Identity in Post-secondary Education

Wednesday, May 31 • 1:15-2:30 pm • ACW008

Constructing the Future: Toward Global Citizenship in the Nursing Classroom

Anne Sochan, RN, MA, School of Nursing, Atkinson College of Liberal and Professional Studies, York University

Nancy Johnston, RN, PhD, School of Nursing, Atkinson College of Liberal and Professional Studies, York University

Martha Rogers, RN, EdD, Associate Dean, Atkinson College of Liberal and Professional Studies, York University

The concept of a *global context of nursing* has many interpretations. The word global can mean: international (community); a broader perspective (world-view); the earth (ecology); or, an appreciation of past/present/future (situatedness). Utilizing the experiences gained in teaching a senior level course within a university-based nursing program located in one of the most multi-cultural urban areas in North America (where up to two-thirds of nursing students represent the cultural diversity of this community), this paper focuses on how the various interpretations of a *global context* are explored and integrated within the roles, responsibilities, worldviews, and actions related to the promotion of health globally as knowledge-based professionals, and as global citizens.

Through active dialogue and group discussion based on both a constructive philosophy of teaching-learning, and an inclusive philosophy of valuing and incorporating students' diverse experiential knowledge within the classroom, selected course readings and references, that encourage discovery of the various

notions and nuances of *global interpretation and understanding* are explored within a context of Canadian multi-culturalism, and of the greater world community. Participatory decision-making, citizen involvement, past/present/future considerations, sustainable economic development, social equity, political reality, global conflict, ecological sustainability, and nursing practice contributions are considered and explored in relation to health promotion. Ultimately, nurses, with their unique knowledge base and perspectives on health, have an obligation to promote health and healing within the many interpretations of *global context*.

Managing Social Differences within a Universal Professional Identity in an Early Childhood Education College Training Program

Rachel Langford is a Program Coordinator/Professor at the Centre for Early Childhood Development at George Brown College.

This session reports on a qualitative research project that examined ways in which pedagogical discourses within an early childhood education college training program construct a universal ideal of the "good professional". Drawing upon several theoretical explanations of the concept of difference in identification, a discursive analysis of the research participants' views indicates that the good professional is, on the whole, perceived as possessing a single, normative identity that is decontextualized from social relations. Racial, ethnic and social class differences are simultaneously recognized, managed and denied through several discursive moves. If, however, diversity in the ECE workforce is desired, then recognition of the value and consequences of difference needs to be integral and central to the construction of a professional identity so that new social relations of dif-

ference and dominance are structured. At the same time, ECE graduates must find a common discourse that can be used in a discursive and material struggle over their identity, status and resources in a marginalized caring profession and in women's work.

Intersecting Queer Theory and the (Hetero) Normative Academy: Rejecting the "I" as Agency in Academic Discourse

David V. Ruffolo is a PhD candidate in the Department of Theory and Policy Studies at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) with the Higher Education Group. His current research interests include radical democratic citizenships, epistemology and knowledge production in post-secondary institutions, and queer identifications in academic discourse. David has recently written papers that explore queer confessions of the self, radical democratic agencies, and queer intelligibilities.

This paper exposes the radical politics of queer theory as an explorative tool committed to disturbing, disrupting, and dismantling fixed and stable identities that are situated in binary discourses. Queer theory is used as a lens to explore identity politics in higher educational discourse so as to frustrate the politics of identity. In order to work towards an equitable future that appreciates agency as an articulation of mobile and fluid identifications - a critical necessity for pluralism - academic participants must engage the unstable and unfixed nature of queer theory as a radical politics embedded in multiple subjectivities. Academic participants have a social responsibility to listen, respond, and react to the radical politics of queer theory in order to explore the intersections amongst cultural, civic and knowledge communities. It is through the relationship of queer theory and subjective agency that an equitable future can be stimulated inside and outside the academy.

Post-secondary Education and the CS 6B Market

Wednesday, May 31 • 1:15-2:30 pm. • ACW002

Careers Open to Talent: Educational Credentials, Cultural Talent and Skilled Employment

Bruce W. Garnett, Department of Educational Studies, University of British Columbia

Neil Guppy, Department of Anthropology and Sociology, University of British Columbia

Gerry Veenstra, Department of Anthropology and Sociology, University of British Columbia

In the social mobility literature, "talent" is often conceptualized as educational attainment or years of schooling. We recast Bourdieu's notion of embodied cultural capital as another dimension of talent, a "cultural talent" that is closely related to Goffman's notion of "staging a character", and hypothesize that an ability to wield cultural talent will predict attainment of skilled and complex occupations. Bivariate analyses and regression models performed upon an original survey data-set from British Columbia, show that both forms of talent - educational credentials and cultural talent - significantly predict occupational skill and complexity.

The Make-Up of Institutional Branding: Who, What, How?

Charles H. Bélanger is a senior consultant with front line experience at the executive and middle management levels in complex organizations. He has demonstrated capabilities in seeking input, synthesizing ideas, and articulating a vision, particularly in start-up and turn-around situations. He possesses national and international expertise in project management and organizational assessment, first-hand experience in market research, strategic planning and budgeting, labour relations, and decision-making.

ing processes. He is multilingual and has a successful track record of working and networking with internal as well as external stakeholders.

Saadi Syed is a dedicated business student with superior multi-tasking and interpersonal skills, highly developed communication skills and leadership ability, and extensive experience in relationship building. He is organized and tactful, with excellent research skills.

This paper's main objective is to ascertain who creates branding within an institution, which factors are deemed to be the most important, and which strategies are being used. A survey was developed and distributed to key representative experts in 25 institutions covering five distinct world regions. Factors such as enrolled students, alumni, higher management, external consultants, civic leaders and the business community are analysed in turn to identify the degree of importance each of these factors plays in the development of a university's brand. Aggregate results reveal whether successful branding hinges on the importance assigned to various stakeholders or on actual branding strategies.

CS 6C Teaching and Learning

Wednesday, May 31 • 1:15-2:30 pm • ACW003

Institutionalizing Service Learning: The Queen's Experience

Denise Stockley is the Educational Developer at the Centre for Teaching and Learning at Queen's University.

Joy Mighty is a Professor and Director at the Centre for Teaching and Learning at Queen's University.

The Centre for Teaching and Learning, Queen's University, took a leadership role in organizing nine academic units, five services units, and three community partners to develop a Community Service-

Learning Initiative. The educational benefit of using knowledge in service is significant, especially at a time when students indicate that they would like their studies to be more engaging. With a greater service component built into their university experience, students will develop lifelong social and professional skills, and grow in their understanding of diversity, ethics and responsibility, and in their appreciation, understanding and respect for others. Professors also will be encouraged to look for connections between their academic knowledge and the problems posed by society. Within this paper we discuss our model for Community Service-Learning.

Outreach and Engagement: A New Model for Linking to Communities

Walter Archer is currently a professor and Dean of the Extension Division at the University of Saskatchewan, which is in the process of adopting the new outreach and engagement model. Prior to coming to Saskatchewan four years ago he was Associate Dean, Research, in the Faculty of Extension at the University of Alberta.

University extension has, for over a century, served as a principal means of linking Canadian universities with their surrounding communities. The model of extension that has served us so well for so long originated among the American state and land-grant universities at the beginning of the twentieth century.

However, near the end of the twentieth century, that same group of universities began to systematically re-think their relationship with surrounding communities. Over the past decade, they have developed and are implementing a new model for linking with these communities which is referred to as "outreach and engagement." This presentation will discuss the opportunities and difficulties that Canadian universities may encounter in adopting or adapting this new model for linking to communities.

Concurrent Session 7

CS 7A Panel Session: Conjuring and Conceptual Possibilities in Teaching, Research and Writing

Wednesday, May 31 • 2:45-4:15 pm • ACW008

Distratzioni: The Ghosts of My Grandmothers

Deanna Neville-Verardi, Faculty of Education, York University

Where two stories meet, there is *distratzioni*. I started to tell the story of the Verardi family photograph, its presences, absences, and iterations. Following Gordon (1997), within a culturalist framework imbued by psychoanalytic insights, I had to follow another path required by the ghosts of my Anglo-Irish grandmothers. The device of the quilt, women's work and women's hands, stands as the trope of making visible the invisible, as articulated through multi-media lenses.

Cyber-Knots: South Asian Love and Community-Making on Dot Com Marriage Sites

Archana Sharma, Department of Ethnic Studies, Bowling Green University

As the model minority of America and a visible minority of Canada, I believe that the users of marriage dot com sites represent the diasporic experience for new migrants, and second and third generation North American Indians. As "intentional hybrids" (Werbner, 1997), they also embody the transnational sensibilities of diasporics or children of diasporics. I argue that seeking out an Indian partner means seeking out community. Marriage is as much a commitment to a life partner as it is a practice to

maintain cultural, linguistic and caste boundaries, and to reproduce these communities (Shukla 2003). For most Indians, it is in the domestic or private spheres that one negotiates notions of Indian-ness and what being at home means (Handa 2003; Raj 2003; Bhachu 1996; Brah 1996; Shukla 2003). It is this desire for an Indian partner, the reproduction of family and community and the negotiations these desires and practices entail that is of importance to this study.

Who Are You? What Pedagogy Means to the Pedagogue

Joy Mannette, Faculty of Education, York University

The postmodern methodological insistence that practitioner subjectivity be an interrogated presence in the research process has been slow to transfer to studies of pedagogy. Yes, we have the "teacher as researcher" endeavours, but again the emphasis here is on research. This work springs from a question quite different from "what I do bring" (consciously) to pedagogy. Rather, following Gordon (1997), I ask what are the hauntings of pedagogy and the distractions necessary to make these spectres empirical as opposed to ephemeral? Further, what is the relationship between knowing and teaching iterated by "ghostly matters"?

International Students

Wednesday, May 31 • 2:45-4:15 pm • ACW002

CS 7B

Understanding Chinese International Students' Learning Behaviour: A Cultural Perspective

Juan Xu, PhD, Manager, Institutional Analysis, Brock University

Students from different cultures have experienced different teaching/learning systems in their home

countries. The Chinese teaching/learning system is particularly different from the US system because of the great cultural distinctions between the two nations. The learning behaviours of students from the two different cultures may also be very different. Based on the author's dissertation study, this paper reports findings on learning behaviours of 11 newly arrived Chinese international graduate students at an American midwest university as related to the cultural differences between China and the US. The participants of the study were drawn from various disciplines at the university. The results indicate that cultural differences and differences in teaching and learning between the two nations were reflected in how the Chinese students approached learning in the American university. The findings and implications were discussed in light of the existing literature.

Choosing Canadian Graduate Schools from Afar: East Asian Students' Perspectives

Liang-Hsuan Chen is a Lecturer in Accounting, University of Toronto at Scarborough

This study seeks to explain why and how international graduate students from East Asia choose to come to Canada to pursue advanced education. A synthesis model is developed to explain their decision-making *process*, while a push-pull model is used to understand the strengths of and relationships among various *factors* that influence the choice of a country, institution, program, and city. The research sample comprised 140 students from China, Hong Kong, Japan, Korea, and Taiwan who enrolled in graduate programs at two large Ontario universities. The research findings reveal the significant influence of academic, economic, environmental, and visa/immigration pulling factors as well as a set of negative pushing factors from third countries such as the

United States. The research shows a three-stage process, guided first by the focus of the program (i.e. research-oriented vs. professional programs). Other factors - country, institution and city - interplay simultaneously at the later two stages. This study describes possible implications both for the Canadian government and for Canadian universities offering graduate education.

Eastern European Students at Viennese Universities

Elsa Hackl, Department of Political Science of Vienna University, master's degree in law, doctor degree in politics. She has worked as a civil servant in a senior position (director at the Austrian Ministry for Education, Research and Culture), was Visiting Fellow at the University of British Columbia, and at the European University Institute, Florence, and continues to work as an expert for OECD, the Council of Europe and Salzburg Seminar. Her areas of research include Education policy, Europeanisation /internationalization, and public administration.

Rita Stein-Redent is a researcher at the Interdisciplinary Unit for Gender research, University Bielefeld visiting professor and lecturer at Vienna University. She has master and doctor degrees in economics, and habilitation in sociology. She has taught in various universities in Germany and in Russia (State University Rostov/Don). Her research topics include: Transformation research, Eastern Europe (in particular Russia), family and social structures.

The Bologna Process has an impact on the higher education and research policy of the countries that signed the relevant documents and joined the process. But it also increases research activities and work on conceptual frameworks in areas as higher education, mobility and migration, quality and assessment. During the last decade the mobility of students from eastern to western European countries has increased in particular. Brain drain and brain gain are catchwords in discussions about the competitiveness of the European Union as well as of its member countries. Research on the role of student mobility

from eastern to western European countries in this context, on the reciprocity between the "sender" and the "receiver" countries/universities is rare, as are studies on patterns of student migration and networking. The project Eastern European Students at Viennese Universities that started in summer 2005 looks at reasons for eastern European students for studying abroad, at their study conditions and at their plans after graduation.

CS 7C Global Education
Wednesday, May 31 • 2:45-4:15 pm • ACW003

**Global Education:
 Some Initiatives and Findings**

Daphne Pan obtained her BA (Hons) from the then University of Singapore and subsequently took an MA and PhD in English Studies at York University. She also holds an M Sc (Ed) from University of Surrey. She is an Associate Professor at the National University of Singapore where she teaches in the Department of English Language and Literature. Concurrently, she serves as Director of the Centre for Development of Teaching and Learning. In that capacity, she oversees the running of the Centre and its activities, which include faculty development, educational research, publications and various initiatives driving and supporting teaching and learning in higher education. Her interests in educational research include the use of IT for teaching and learning, student learning, instructional styles and assessment and she has written about these topics and presented on them and related topics at various international conferences.

Since entering the new millennium, the National University of Singapore has made unremitting efforts at becoming a "global knowledge enterprise". Survival demanded it-"being small, Singapore has to think and go global"-and initially the focus was on global networking-cultivating global alliances and partnerships in research and teaching-and building global campuses but, increasingly, more attention is paid to developing global education in a much

broader and more meaningful sense: one that aims at developing the individual's potential as well as his/her awareness of and capacity for responsible global citizenship.

This presentation aims to share the experience of implementing two of the more prominent "globalising" initiatives: service learning and student exchange. It will highlight some of the challenges and issues, resolved and yet to be optimally resolved. The findings, while somewhat preliminary-both programmes have been formally in place for only a few years-and despite or perhaps because of differences in culture and context, could offer some basis for "global" comparison and learning of higher education in, about and for our global village.

**Tongue Tied: Languages and Cultures
 in Internationalization**

Nicholas Elson is a professor of ESL and Applied Linguistics in the Department of Languages, Literatures and Linguistics, York University. His research interests include the socio-political context of second language teaching and learning and issues in language assessment, particularly language assessment viewed from a critical perspective.

Internationalization acts as a nexus for university civic, social and educational policies in a way matched by few other areas of university life. While most universities see themselves, publicly at least, as committed to, and active in, internationalization, the degree to which a fundamental manifestation of internationalization becomes integrated into the life of the university varies widely. Common ways of expressing internationalization, it is argued, frequently do little to serve that purpose. This study sees two forms of internationalization, active and passive. The assumption is that active international-

ization, in its truest and most complex form, locates the university as an international citizen and at the same time, provides a receptive and supportive environment for students and faculty from "international" backgrounds. Central to this perspective is the role that languages and cultures have to play in establishing an environment and a community that reflects the essential tenets of internationalization.

Internationalization and Globalization of Higher Education: A Comparison of Policy Agendas in Three Federal States

Roopa Desai Trilokekar is a doctoral candidate in Higher Education, Policy Studies at the Ontario Institute of Studies in Education, University of Toronto. She is also Project Manager, Strategic International Initiatives with the Office of the Associate Vice President International at York University. Her research interests include: internationalization of Canadian higher education, comparative and international education and internationalizing the student experience.

Several researchers have grappled with the definitions and inter-relationships between international-

ization and globalization of higher education. Some use internationalization and globalization of higher education interchangeably (Currie and Subotzky, 1999; Currie and Newson, 1998; Enders, J. and O. Fulton, 2002), others consider internationalization a response to globalization (Knight, 2000; Bond, 1999), and still others like Scott (1998; 2000) suggest that the terms internationalization and globalization are distinct. This paper will provide a comparison of federal government policy agendas in Australia, Canada and Germany and examine each of the national policy approaches in the context of the above definitions. The comparative analysis of the three country approaches should serve as a salutary warning to the development of the Canadian approach.

POSTER SESSION

Poster Abstracts

Tuesday, May 30 • 2:30-3:15 pm • ACW Lobby

Discourses of Democracy, Performativity and the Market in Ontario College Curriculum Planning

Anita Arvast completed her BA and MA in literature at York University. While pursuing a PhD. in literature in the 1990's, she discovered college teaching and shifted out of research and into a series of full-time teaching positions and administrative positions in Ontario Colleges of Applied Arts and Technology. In 2002, she returned to graduate work to pursue her PhD. in education administration within the division of Theory and Policy Studies at OISE/University of Toronto. Now beginning her thesis and publishing in her field, she draws on a background in critical literary theory, postcolonial studies and her own experiences as a college teacher and administrator to research in discourse analysis. Currently teaching with Georgian College and Laurentian University in literature and new media, Anita also has three young children, teaches cycling classes and participates in adventure racing.

With recent restructuring of curriculum/program reviews and a shift from centrally featured policy advisors at the Ontario Ministry of Training, Colleges and Universities, to individual Ontario Colleges of Applied Arts and Technology, and the 2005 creation of the Credentials Validation Service, the decentralization of approval for curriculum gives an appearance of greater autonomy at the local level within discourses of democracy. However, with hegemonic discourses (marketplace, globalization and performativity) permeating review processes, governance is only vaguely democratic and pluralism is possible only when curriculum is perceived as process rather

than outcome. Set against traditional curriculum review models, this paper examines the role of Foucauldian discourse analysis as a means of opening dialogues on democratic education. If we wish to celebrate "the diverse cultural, civic and knowledge communities that make up and intersect with post-secondary education", we must do so with an awareness of the knowledge that is privileged *a priori*.

Complexity Science and the Education of Interdisciplinary Healthcare Teams

Angus McMurtry, PhD Student, Faculty of Education, University of Alberta

The purpose of my research is to better understand interdisciplinary education and to develop innovative ways to support learning within interdisciplinary teams. The specific context of my thesis research is a course titled Interdisciplinary Health Team Development at the University of Alberta. Using novel ideas about group learning derived from complexity science and associated theories of cognition, I am working with course instructors to bring about changes in the course curriculum.

One of the five pillars of Health Canada's current push to reform health care is the establishment of multi-disciplinary teams (Health Canada, 2005), and educational institutions across the country are beginning to offer courses to prepare their students for practice within such teams. Current literature on the topic (Drinka and Clark 2000; Meads and Ashcroft, 2005; Molyneux, 2001), however, offers little guidance on how to effectively bridge deep professional

differences and produce collective team knowledge that exceeds the sum of isolated individuals' knowledge. Popular theories concerned with either individual knowledge construction or larger scale cultural knowledge construction are of limited use to health educators dealing with small interdisciplinary teams.

Complexity science is a cross-disciplinary discourse concerned with complex systems, that is, living phenomena that transcend the sum of their parts because they are constituted not merely of their parts, but also by the dynamic relationships among them (Capra, 2002; Cilliers, 1998). In recent years, many authors have made use of complexivist principles to understand group knowledge (for example, Arrow *et al.*, 2000). In the context of education specifically, Davis and Sumara (in press) have suggested that groups of students can be seen as knowledge-producing collectives and that complexivist principles can provide pragmatic and ethically-minded ways to support the emergence of collective knowledge.

My current research involves working collaboratively to bring this body of literature into the context of "Interdisciplinary Health Team Development" (IntD 410), a required course for students in a variety of health care-related programs (medicine, nursing, occupational therapy, and so on). Specific actions I am taking include meeting with course instructors to explore key complexity concepts, summarizing appropriate literatures, weaving complexivist ideas into course materials, and working closely with selected instructors around issues of pedagogy. In order to study the effects of these ideas and collaboration, I am keeping a record of all interactions. I will also conduct end-of-course interviews (individual and focus group) with instructors and analyze changes in course materials.

This research will contribute to current knowledge in several ways. First, at the local level, findings will be used to help shape future IntD 410 curriculum. Second, it will provide health educators nationally with much needed theoretical tools to conceptualize and support learning within interdisciplinary teams, as well as practical guidance on how to incorporate such theoretical tools into pedagogy. Finally, it will contribute to emerging international literature on education and knowledge-producing collectives. My research activities and thesis writing will be completed no later than June of 2007.

Changing Discursive Regime: Higher Education Policy in the Russian Federation

Tatiana Gounko is a PhD Candidate in the Department of Educational Policy Studies at the University of Alberta currently working on her thesis. In her research, Tatiana examines changes in higher education policies in post-Soviet Russia and the role of international organizations in influencing educational policies in the region.

Viktoriya Potykina is a graduate student in the Department of English Linguistics at Kharkov University (Ukraine). She is currently working on her dissertation and her research focuses on discourses and ideology.

This paper focuses on the latest developments in higher educational policy in the Russian Federation and the influence of international organizations, such as the World Bank and the Organization for Economic co-operation and Development (OECD), on these policies and education reforms. This paper's primary purpose is to explore how the newly adopted policies reflect the changes in Russia's political discourse. The focus is on the connection between the current higher education policies and the policies of the international organizations that are providing both financial and expert support in education and that,

therefore, may be influencing political and educational discourse. The study examines the influence of the global actors and their neo-liberal policies on how the Russian government is approaching educational reforms and is implementing the World Bank's and the OECD's recommendations.

The following research questions frame the discussion of this paper:

1. How has the discourse of "market" and "human capital" been reproduced in the official statements of the Putin government since the year 2000?
2. In what ways are the latest government-enacted and rhetorical policies similar to or different from the World Bank's and the OECD's higher education policy framework?

Recent Russian government policies display changes in the way the problems of education are addressed and the ideological assumptions expressed in these policies. Historically, during major social and economic restructuring, political leaders defined current problems by interpreting them in terms of past failures and future possibilities. For example, during the years immediately following the Socialist revolution, government policies specifically targeted everything that reminded it of its tsarist and bourgeois past. Discourse was a major means used to change people's mentality.

Since financial assistance and expertise from Western organizations is still essential for Russia's reforms, they will continue to play a significant role in influencing political and educational discourse and policies. The desire to be accepted by the international higher education community can lead Russian policy makers to adopt the World Bank's and OECD's policies without critical reflection. To disseminate their

ideas, both agencies employ various vehicles like books and reports, academic research papers and conference proceedings, and, recently, web sites available in both English and Russian. These organizations play a major role in legitimizing the conception of higher education as a producer of human capital for the global economy, leaving virtually no room for counter arguments. For this reason, it is important to critically analyze educational models and policies offered by the World Bank and the OECD.

Unique Challenges of Writing Your Dissertation Long Distance

Julie Drolet has met all of the requirements for her PhD in Social Work at McGill University, and is eagerly awaiting her convocation in June 2006. Julie Drolet is an international social worker living in Paris, France.

As a recent PhD graduate in the School of Social Work, McGill University, I will discuss some of the unique challenges of writing a dissertation long distance. Recognizing that pluralism is an integral component of Canadian post-secondary education, this poster will highlight how pluralism and location affects scholarship. Based upon the idea of the "positioned researcher", and relying upon critical reflexivity, I will discuss how students can bridge the distance if they have moved away from graduate school. Having completed my course work in Montreal, field research in Cairo, analysis of findings in Mexico, and final writing and revisions in Paris, the author is well-situated to discuss the unique challenges of writing a dissertation long distance, while being a mother. There are a different set of challenges that can make you feel you are living a different life. Topics that will be explored include staying in contact with your committee, remembering your goals and staying focused, and using all available resources to ease long distance communication.

Resources for supporting doctoral students will be shared, and a bibliography provided.

Analysing Interview Data: Testing a New Coding Framework

Allison Gonsalves, a PhD student at McGill, is completing the second year of her studies in the Department of Integrated Studies in Education. After completing a Master's degree in science, she became interested in the relationship between gender and the disciplines as a factor influencing the graduate experience. Her dissertation work examines the ways in which discipline-specific knowledge-making practices in the sciences may be experienced differently by men and women, thus affecting academic success. She co-authors this poster with Lynn McAlpine and Richard (dik) Harris, of McGill University.

Research has shown a relationship between academics' experience of being taught and their perceptions of teaching (Willcoxson, 1998) and similarly, how teachers' conceptions of teaching are related to action (Prosser and Trigwell, 1999; Kember and Kwan, 2000). Conceptions of teaching in this case were defined as teacher's beliefs about what constitutes "good" teaching, residing on a continuum between teacher-centred and learner-centred orientations (Kember, 1997). Teacher-centred orientations focus on the teacher's communication of content to the student, whereas student or learner-centred orientations recognise the importance of meeting students' individual needs, and facilitating the process to help students become independent learners. However, this body of research does not fully explain all of the thinking about teaching, and how that thinking progresses to action. Consequently, a recent study has developed a framework that differentiates thinking about teaching into "zones" of thinking. It demonstrates the variation in specificity of thinking among professors in relation to action (McAlpine *et al.*, in press); the zones that it identifies vary from

conceptual (values, underlying assumptions) through to enactive (in-class thoughts).

The present study extends the framework of "zones" to examine both teaching and learning. Specifically, it examines the thoughts and ideas that graduate students in science have about both teaching and learning, and how thinking about their practice relates to their personal teaching and learning experiences. Its value is therefore twofold. First, it adds to the remarkably small number of studies of graduate student teaching assistants, exploring how their experiences in universities prepare them for teaching careers as academics (Luo *et al.*, 2001). These neophyte academics are in process of developing the ways of thinking that will ultimately influence their teaching actions.

Second, however, and the focus of this poster, is the extension of the "zones" framework to encompass "learning", thus providing an insight into the coherence between graduate students' ideas of teaching and ideas of learning. Burroughs-Lange (1996) suggests that lecturers have a tacit, intuitive knowledge about learning that they have picked up during their experiences as students. Similarly, Willcoxson (1998) describes a process of circular reasoning where thinking about teaching is influenced by participating as a learner within a system. To change or improve their teaching, it is therefore important to relate neophyte academics' thinking about teaching to their thinking about learning and how these in turn are related to approaches to teaching (Argyris *et al.*, 1985).

We describe here how our methodology was developed, namely a process for coding that went through an evolution involving many iterations. We document the process by which we came to use a particular coding framework, how we believe this to be a sufficient framework for examining thinking about

both teaching and learning, and how our schema continues to evolve as we delve deeper into our data.

Assisting At-Risk College Students: The Effects of Attributional Retraining and Causal Search on Motivation and Academic Performance

Robert H. Stupinsky, Department of Psychology, University of Manitoba

Surveys of U.S. post-secondary institutions have shown that by the end of the first year of college more than 25 per cent of entering students have dropped out, and of those remaining fewer than 55 per cent graduate after five years (Desruisseaux, 1998; Geraghty, 1996). One theory used to understand why many bright, enthusiastic high school graduates leave college instead of persevering to graduation is Weiner's Attribution Theory (1985, 1995). Weiner contends that attributions (explanations for events) can be classified into three orthogonal dimensions: locus of causality (internal/external), stability (stable/unstable), and controllability (controllable/uncontrollable). The unique combination of these three dimensions for a particular attribution determines the emotional, motivational, and behavioural consequences for the individual. The starting point of Weiner's (1985) theory is a causal search for an attribution. As causal search tends to occur after unexpected, negative, and/or important events (e.g., failing a test), students with high levels of causal search may be at a higher risk of academic failure than students with low levels of causal search.

An important application of Weiner's (1985) attribution theory is a cognitive intervention called

Attributional Retraining (AR). AR has been widely used in achievement settings to enhance student motivation, perceptions of control, and achievement by changing the way students think about their academic success and failure (Forsterling, 1985; Perry, Hall, and Ruthig, 2005). Specifically, AR encourages adaptive (internal, unstable, controllable) attributions such as effort and strategy, and discourages maladaptive (external, stable, uncontrollable) attributions such as test difficulty and poor professor quality. As causal search is an integral component of the attributional process, the effectiveness of AR may be contingent on the amount of causal search students are engaged in at the time they receive the intervention.

The current study had two objectives: 1) to examine how students with high levels of causal search perform academically and determine if causal search is a risk factor for poor academic performance; and 2) to determine if causal search mediates the effectiveness of AR, and if so, what the optimal level of causal search is for students to derive the most benefit from AR. If students with high levels of causal search who receive AR are found to perform better academically than their no-AR counterparts, the current study represents a possible improvement on a technique for increasing the retention of college students.

Results indicated students who experienced high levels of causal search receive lower grades, suggesting causal search is an indicator of students who are at risk of academic failure. AR was found to significantly interact with causal search, such that students high in causal search who received AR received grades equivalent to students low in causal search. The AR effect was believed to have occurred because students high in causal search were more receptive to using the adaptive attributions recommended to them during AR, and consequently their academic

performances improved throughout the year. Overall, students high in causal search may be receiving lower grades but are in a good position to benefit from cognitive interventions, such as attributional retraining.

The current study was the first to identify students engaged in high levels of causal search as at risk of academic failure. More importantly, the results showed when students engaged in high levels of causal search and were given attributional retraining their academic performance improved. The implica-

tion of this result is that administrators of AR, such as researchers and course instructors, may be able to increase the effectiveness of the intervention by identifying high causal search students and giving them AR. This provides additional support for the use of AR in the curriculum of first-year college courses to improve the performance of students who are at risk of academic failure, which may thereby improve college retention rates.

CONFERENCE RESOURCES

ABOUT YORK UNIVERSITY

Founded in 1959, York University, Canada's third largest university, is host to a dynamic academic community of 50,000 students and 7,000 faculty and staff, as well as 190,000 alumni worldwide. Located in Toronto, it provides an international setting for renowned interdisciplinary research and teaching that offers students an unparalleled academic experience.

REGISTRATION AND INFORMATION SERVICES

The main information kiosk will be located at the Registration area in Vari Hall. As well, the Welcome Centre at the main entrance to the Keele campus, off York Boulevard, will be staffed to assist delegates upon arrival on campus. Other information kiosk locations will be indicated in the Congress Delegate's Guide.

The Canadian Society for the Study of Higher Education (CSSHE) is also located in the Congress Centre, main floor of Vari Hall. Following check-in at the Congress Registration Table, you are invited to visit the Society table to pick up your CSSHE Program Guide and Special Events tickets (pre-paid or for purchase at \$50 each).

The Society table will be staffed on

May 28, 2006.....12:00 - 5:00 p.m.
May 29 - 31, 20068:00 a.m. - 5:00 p.m.

PARKING ON CAMPUS

All delegates staying in residence will receive complimentary parking in designated areas. Delegates staying off-campus will have a variety of parking options available. There will also be designated complimentary perimeter lots for the Congress. In addition to these lots, there are three parking garages close to the core of the university and Congress registration. The parking fee in the garage is \$2.00 per half hour to a daily maximum of \$14.00. All parking areas are available on a first-come, first-served basis.

EATING ON CAMPUS

York University offers more than 40 food service options, ranging from pubs and coffee shops to cafeterias, dining halls and restaurants, as well as a wide variety of fast food operations. All are located within a 10-minute walk of the Congress Centre.

York Lanes also has a variety of restaurant and food services. Please refer to your Congress *Delegate's Guide* for more information.

PRESIDENT'S RECEPTION

Dr. Lorna R. Marsden, President and Vice-Chancellor of York University, is pleased to invite all delegates to a reception at the Technology Enhanced Learning (TEL) Building Foyer on May 29, 2006, 5:00 - 7:00 p.m.

LOST AND FOUND

All lost items will be turned in to the main information kiosk in Vari Hall and will be kept there for the duration of the Congress.

COMPUTER RESOURCES AND E-MAIL

Delegates will be able to check their e-mail at designated "Congress Labs" on campus. A map and hours of operation will be available in the Congress *Delegate's Guide*. The same computer labs will be available to delegates who need to apply finishing touches to their conference notes. There will be a fee for laser printing at designated labs. Some laptop ports will be available - information about their use will be available on the University's website and registration.

LIBRARY SERVICES

The Scott Library on the Keele campus houses the humanities and social sciences collections as well as Archives and Special Collections, the Map Library and the Sound and Moving Image Library. In addition, there are three other libraries and a number of resource centres located on the Keele campus. For more information on the University's libraries, you may visit: <http://www.library.yorku.ca>. Please note that one of the many computer labs available to delegates is located inside the Scott Library.

FAX AND COPY SERVICES

There will be copy areas set up specifically to assist delegates and located close to session areas. These locations will be included in the Congress Delegate's Guide. Additional fax and copy services can be found in York Lanes.

Pharmacy/Postal Outlet

Cims Pharmacy
York Lanes Mall
(416) 736-5272

At York Lanes, there are stores that sell stamps and envelopes, and provide full postal services.

CONGRESS BOOK FAIR

The 2006 Book Fair will bring together approximately 150 Canadian and international publishers, including many multidisciplinary presses, as well as representatives of select federal government departments and non-governmental organizations. Delegates will have the opportunity to visit the booths, talk to exhibitors and their representatives and attend book signing sessions. An area reserved for public readings and book launches will be made available to interested associations. The Book Fair will be located at York Lanes.

YORK UNIVERSITY BOOKSTORE

The Bookstore anchors the east end of York Lanes Mall. It offers a wide variety of general reading and reference materials, office supplies, souvenirs, clothing, accessories and giftware.

ACCESSIBILITY SERVICES

For more information regarding on-campus accessibility, delegates can contact the Congress office at (416) 736-5788.

ATHLETIC AND RECREATIONAL SERVICES

Delegates will have access to York University's recreational facilities located in the Tait McKenzie Building

as well as the track at the Metro Track and Field Centre located on York's Keele campus. Delegates may obtain their access card for the facilities at the front desk at the Tait McKenzie Centre by showing their Congress 2006 ID. The cost for using the recreational facilities will be \$5.00 for the entire duration of the Congress.

MEDICAL SERVICES

In case of medical emergencies, there is a walk-in clinic at:

York Lanes Health Centre
York Lanes Mall
(416) 736-5525

The nearby hospitals are at:

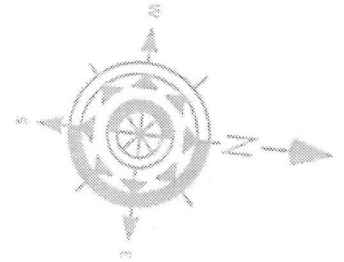
Humber River Hospital
2111 Finch Avenue West
(416) 744-2500

North York Branson Hospital
555 Finch Avenue West
(416) 633-9420

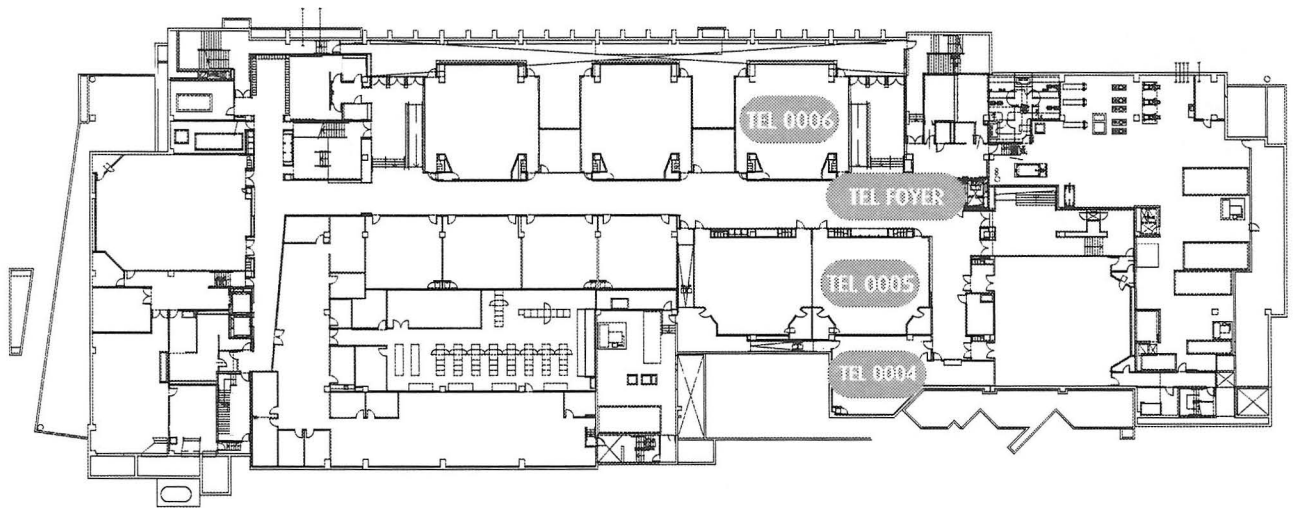
MAPS OF YORK UNIVERSITY AND THE CITY OF TORONTO

Maps of York University and information about the City of Toronto will be included in the Congress *Delegate's Guide*. Maps of the City of Toronto will be available at the information kiosk in Vari Hall.

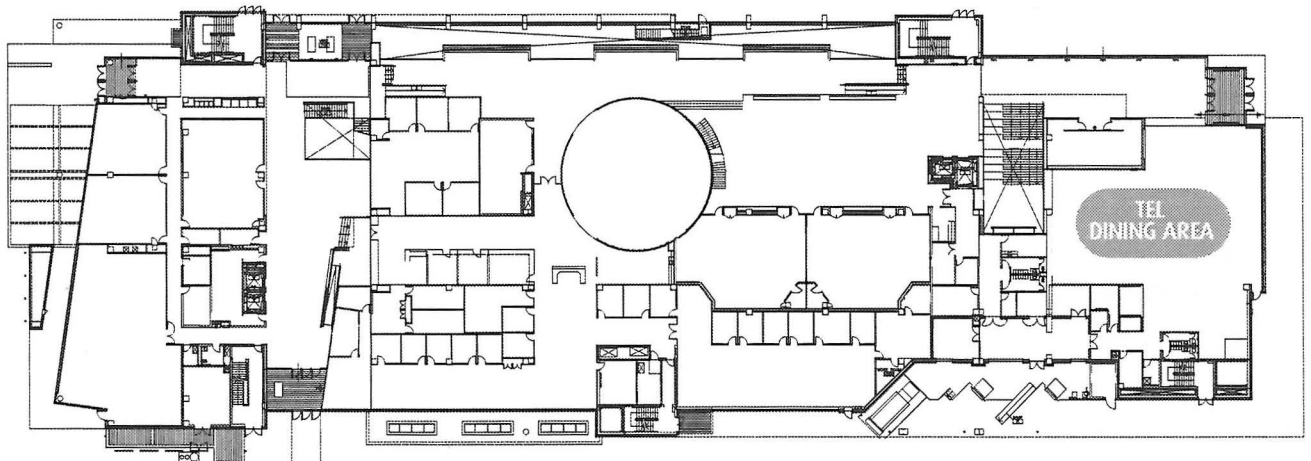
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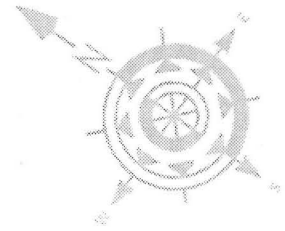


TECHNOLOGY ENHANCED LEARNING (TEL) BUILDING - BASEMENT

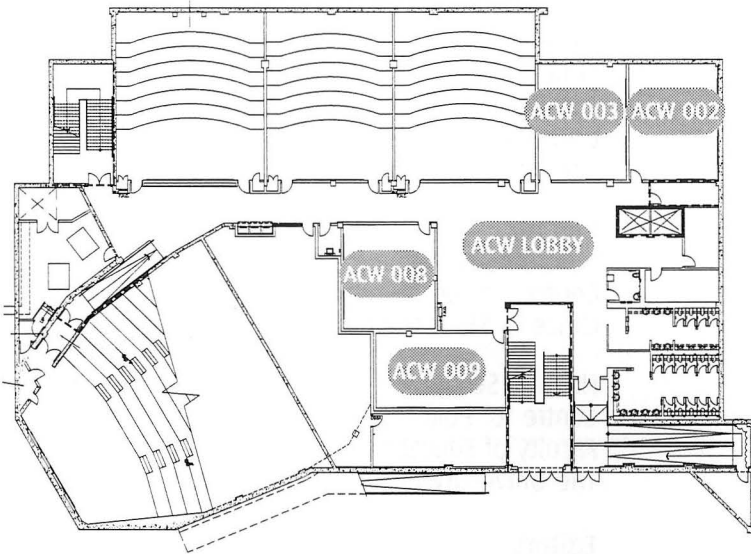


TECHNOLOGY ENHANCED LEARNING (TEL) BUILDING - FLOOR 1





ACCOLADE WEST BUILDING - BASEMENT



LEGEND

TEL BUILDING BASEMENT

- TEL 0004 - MEETINGS
- TEL 0005 - MEETINGS, CONCURRENT SESSIONS
- TEL 0006 - WELCOME, KEYNOTE PRESENTATIONS, PANEL SESSIONS, LECTURES
- TEL FOYER - REFRESHMENT BREAKS

TEL BUILDING FLOOR 1

- TEL DINING ROOM - LUNCH

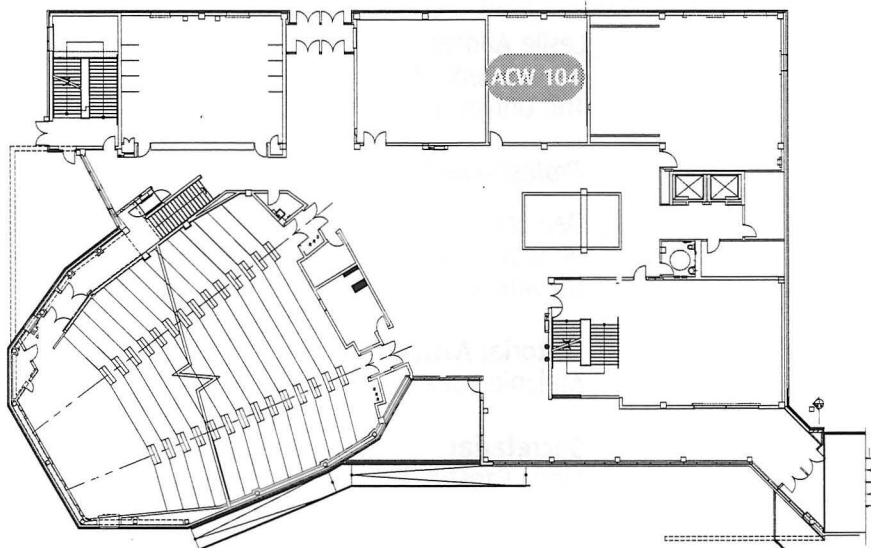
ACCOLADE WEST BUILDING BASEMENT

- ACW 002 - CONCURRENT SESSIONS
- ACW 003 - CONCURRENT SESSIONS
- ACW 008 - CONCURRENT SESSIONS
- ACW 009 - CONCURRENT SESSIONS
- ACW LOBBY - POSTER SESSION, REFRESHMENT BREAKS

ACCOLADE WEST BUILDING GROUND FLOOR

- ACW 104 - PANEL SESSION, CONCURRENT SESSIONS

ACCOLADE WEST BUILDING - GROUND FLOOR



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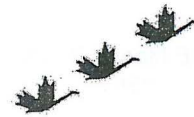
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PROGRAM UPDATES

Since the printed Program was sent to press, the following changes to the Program have been made:

Cancelled Presentations:

Concurrent Session 1A: Women in Post Secondary Education, Monday, May 29, 12:30-1:45pm ACW 002

The High Cost of Membership in a Pluralistic Knowledge Society: The Health and Wellbeing of Academic Women at Canadian Universities.
Bond, Salehi, Singh, Astrom, and Roy.

Concurrent Session 4C: Accessibility in Comparative Perspective, Wednesday May 31, 9:00-10:15 ACW 003

State-System-Participation: Trends in Higher Education across BC, Quebec and Ontario
Rubenson, Shanahan, Fisher, Trottier, Jones and Bertachez

Errors in the Printed program

On pages 24-29 Concurrent Sessions 3 A, B, C, & D are mistakenly listed as happening at 1:15-2:30pm. **The correct time for Concurrent Session 3 A, B, C & D are 3:15-4:30 as listed in the 'schedule at a glance'.**

CSSHE Award Lectures

Tuesday May 30, 10:45- 11:45, Chair: David Kirby
TEL 0006

George L. Geis Dissertation Award Winner :

Théophile Maganga
Faculté des Sciences et de L'Éducation, Université
Laval – Québec

Management et gouvernance des universités en Afrique: Points de vue des acteurs à propos des modes de fonctionnement de L'Université Omar Bongo et de L'Université des Sciences de la Santé au Gabon

Additional Presentations:

Concurrent Session 6C: Teaching and Learning, Chair Richard Wellen
Wednesday, May 31, 1:15- 2:30 pm ACW 003

Constructing Learning Communities of farmers to Promote Economy and Society Development

Dr. Liqun Sun, Harbing Institute of Technology, Northeast Agricultural University, PRC, Dept. of Educational Policy Studies, University of Alberta

Dr. Paula Brook, Dept. of Educational Policy Studies, University of Alberta

Dan Cui, , Dept. of Educational Policy Studies, University of Alberta

China is a large agricultural country. It depends on agriculture as foundation of its national economy and society. Farmers are the majority and rural areas are extensive. Therefore, main problems in China are the problems of agriculture, villages and farmers. University agriculture extension does not have a long history in China. The history is that these major entities in society (farming communities and academic communities) are quite discrete, with little to offer to each other.

This paper looks at the Canadian university agriculture extension programs for what can be learned and adopted for Chinese society. Specifically, interviews and site visits were conducted with key educators at universities, provincial departments of agriculture, and professional farming/rural associations to determine the best practices of agriculture extension education. It also tries to address the internal dynamics within the learning communities of Chinese farmers. The question we tired to answer here is how the instructor can effectively help these farmers to learn. Friarian pedagogy and its applicability will be discussed in the Chinese context.

CSSHE Master Thesis Award Winner: David Ruffolo, OISE/UT

*Queering the 'I' in Academic discourse :
Re/Visioning Agency for an Equitable Future*

Additional Presenters:

Concurrent Session 1B: Teaching and Learning, Monday May 29, 12:30-1:45pm ACW 008

Unpacking the Invisible Curriculum across the Post-secondary sectors: A Framework for Examining Academic Underachievement.

M. Jazvac-Martek of McGill and C. Beauchamp of Bishop's and S. d'Apollonia of Dawson.

Other Changes:

Keynote presentation will be Chaired by David Kirby

Poster session will be facilitated by Qiang Zha

Aboriginal Learning Spaces: Making Space for Success will be Chaired by Stacey Young