CSSHE 2021 Conference Program

Sunday May 30 to Tuesday June 1, 2021

https://csshe-scees.ca/conference/current/

https://congress2021.ca/

Twitter: @csshescees, #CSSHE2021

Welcome to CSSHE 2021

From the CSSHE President:

Dear CSSHE Colleagues,

Welcome to the 51st gathering of the Canadian Society for the Study of Higher Education (CSSHE) at the Congress for the Humanities and Social Sciences, and our first conference virtually in Alberta! I hope that this finds you and those in your care keeping well.

This year's Conference Committee, co-chaired by Emma Sabzalieva and Leping Mou, has done an extraordinary job of creating a thoughtful, engaging, and inclusive program. As the singular scholarly society devoted to the study of higher education in Canada, CSSHE plays an important role in the public discourse and debate on the importance of higher education. CSSHE is one of the few links we have in thinking about education in a national context, and in learning from each other's work.

An organization of 400 people won't overcome the problems, but through our common membership, our Canadian Journal of Higher Education, our website, our various awards, and especially through our annual conference as part of the Congress of the Humanities and Social Sciences, we work together to create a national presence-- and difference-- in higher education.

This year's conference offers two Open Flagship events that we hope you and your colleagues from across our sister societies within Congress will be able to attend.

- On Sunday, May 30, 10:45am-12:00pm MDT, CSSHE & CIESC/SCECI are co-hosting Confronting Privilege in Internationalization of Higher Education during COVID-19: What have we learned?
- Monday May 31, 2021 | 10:45-12:00pm MDT, University of Manitoba is hosting Enabling Indigenous Scholarship in Canadian Higher Education

We also invite you to attend the Open Presidential Session:

- Monday, May 31, 2021, 14:15 - 15:30pm MDT, Experiential Learning and the Future of the Social Non-Profit Sector.

There are several thoughtful, engaging, and innovative session topics and formats throughout the conference; please be sure to check out the live storytelling, on demand storytelling, posters and Ignite sessions! Should you find that you would like to attend conflicting live sessions, recordings of the sessions will be available after the conference for you to view. If you need a brain break, you are invited to take time to join us for some fun throughout the conference in the CSSHE Lounge.

On a final note, we would like to extend a huge thanks to you and our sponsors. Without your dedicated scholarship and commitment to this field, we would not have a program. Without the commitment to support the CSSHE, we would not be able to offer such a rich and diverse program this year-- and every year!

Enjoy the conference! We hope you enjoy virtual Alberta! And we hope that you have a wonderful time connecting with your colleagues and friends.

Warmest regards,

Michelle Nilson

President, CSSHE

From the Conference Committee Co-Chairs:

Most of us are relatively new to conferencing online – and some of us are also new to conferences. We hope that you will share a spirit of openness and discovery as we navigate CSSHE's annual conference in virtual format this year.

Once you are provided with access to the virtual space, aim to log in and look around before the conference starts so you feel more comfortable with the layout. Importantly, make sure you know how to get help if you need it. The Help! It's a virtual conference section of this program has a visual preview of the online system.

Despite everyone's best efforts, there will probably be a few problems along the way – just as an in-person conference never runs totally smoothly. Please be patient and flexible, respecting that other people's level of comfort, interest and capacity to engage in the online system/the conference may be different from yours.

Beyond technical issues, another consideration is how to seek out and make the most of 'hallway moments', the unplanned interactions that can elevate a conference experience. While we don't have a way to replicate the spontaneity (or the crammed corridors) of an in-person conference, our committee has worked hard to create a mix of open and facilitated social networking and community building spaces. Everyone is welcome and we encourage you to try these out. Who knows, you might even want to turn your video on and unmute yourself!

We're also trialling community building through a knowledge circulation – book sharing activity. If you have a higher education book (print or electronic) that you could pass on, or you would like to be the next reader of one of the books listed, please sign up.

We also recognize that you'll need to take into account all the other things that might be going on around you during CSSHE 2021, whether that's home schooling, caring for family members, competing work/study demands, screen fatigue or something else. Participate in a way that works for *you*. The past year has placed new stresses on top of strains that were already there, and we are very grateful that you have carved out the time and space to be part of the CSSHE community.

See you virtually!

Emma Sabzalieva and Leping Mou

Whose land am I on?

In line with *Better Practices for Inclusive Conferences* published as part of Igniting Change: Final Report and Recommendations, we encourage you to include an acknowledgment of the traditional territory on which the conference is taking place/where you are located at the start of your sessions.

As noted in the report, 'Take the time to learn how to properly pronounce Indigenous names and do the acknowledgement in a meaningful and not tokenistic way. In recent years, land acknowledgements have become common practice in some sectors in Canada. However, it is important to be aware that they have also been criticized by some Indigenous voices. To avoid making a meaningless gesture, see some critiques to territorial acknowledgements. To find out on which traditional territory you are on, visit Native Land. Another resource on this topic is the Guide to Acknowledging First Peoples and Traditional Territory developed by the Canadian Association of University Teachers (CAUT)' (p.78).

Congress is being hosted (virtually) by the University of Alberta. For those of you on and around this area, you may wish to follow the land acknowledgement published at https://congress2021.ca/about:

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory and Homeland of the Métis, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

Live Schedule Overview

The program has two parts: the live schedule and the on demand programming.

Click on anything underlined in the overviews to see more details. The full schedules then follow.

Mountain Daylight Time	Sunday May 30	Monday May 31	Tuesday June 1
08.30-16.00	Greeting Table open		
09.00-16.00	CSSHE Lounge open		
09.00-10.15	A1: Global Perspectives on International Students (Live) A2: Community Engagement and Partnerships (Live) A3: Bridging Divides in Higher Education through Visual Research Methods (Simu-live) A4: From Study to Industry: Partnerships, Politics, and Perspectives (Live) A5: Organizational Change, Restructuring, and Mission Shift (Live)	D1: Perspectives of Traditionally Underrepresented Students, Part 2: Access and Acculturation (Live) D2: Research from Grant-hunting to Funding to Perceptions of Knowledge Production (Live) D3: Priorities Paradox: Stakeholders, Talent, Credentials (Live) D4: Diversification of Chinese Universities Serves Diverse Stakeholders (Live) D5: Differentiation and Variation in Private Higher Education Cross-Nationally: A Flipped, Interactive Panel (Live)	G1: Liberal Arts Education in the 21st Century: Insights and Innovation Across Continents (Live) G2: Students' Identity Formation, Experiences, and Post-Study Choices (Live) G3: The Growing International Education and Immigration Nexus: Implications for Higher Education (Live) G4: Connecting Today's Postsecondary Classroom to the Open Future: Open Education Resources (OERs) Empower the Teaching of Educational Administration, Policy, and Leadership (Simu-live) G5: Perspectives of Traditionally Underrepresented Students, Part 3: Programs and Policy (Live)
10.15-10.45	Meet-up and Greeting	Network and build community (topic based)	Network and build community (topic based)
10.45-12.00	Flagship 1: Confronting Privilege in Internationalization of Higher Education during COVID-19: What have we learned?	Flagship 2: Enabling Indigenous Scholarship in Canadian Higher Education	Flagship 3: CSSHE Annual General Meeting & Awards Ceremony

Live Schedule Overview (continued)

Mountain Daylight Time	Sunday May 30	Monday May 31	Tuesday June 1
12.00-12.30	Network and build community (topic based)	Post-study employment options	Addressing current events and systemic racism
12.30-13.45	B1: Advising and Administration as Process and Career (Live) B2: Pathways and Experiences of International Students (Live) B3: Contemporary and Historical Perspectives on Higher Education (Live) B4: Rech. francophone canadienne (1ère partie): Stratégies et Planification dans les Institutions et les Systèmes (Live) B5: Navigating Leadership in Higher Education (Live)	E1: Career Development and the Academic Profession in Canadian Universities (Live) E2: Strategies and Approaches in Internationalization and Regionalization (Live) E3: Examining Research on Models of Plurilingual/EAL Student Language and Literacy Support in Canadian Higher Education (Live) E4: Stories from the Learning Space: Student Reflections on Their Experiences in an Educational Leadership Doctoral Program (Simu-live) E5: Priorities Paradox: Student Services, Support, Success (Live)	H1: Supporting the Campus Experience of Students with Disabilities (Live) H2: What Does it Take to Become a Successful Academic? Doctoral Formation and the Scholarly Role (Live) H3: CSSHE 2021 Award Winners - Celebrate and Learn More! (Live) H4: What's at Stake for the Post-Pandemic University Classroom? (Live) H5: Roundtable: Enabling Early Career Researchers' Pursuit of an Academic Career (Live)
13.45-14.15	CSSHE Lounge / Break		
14.15-15.30	C1: Perspectives of Traditionally Underrepresented Students, Part 1: Inclusion and Identity (Live) C2: Decision Making and Negotiation in Higher Education Politics and Policy (Live) C3: What's Working? Evaluating Teaching, Learning, and Campus Services (Live) C4: Rech. francophone canadienne (2e partie) : Etudiant(e)s et Pedagogie: Approches, Adaptation, et Satisfaction (Live) C5: Story-telling: Stories about Support, Care, and Community Building (Live)	F1: 2021 Presidential Session (Live) F2: Uncertainties and Challenges: Covid-19 and Beyond (Live) F3: Networking Conversation (Live) F4: Ask Me Anything: Employability skill development in higher education (Live) F5: Workshop – Critical Wikipedia Creation: Combining Scholarly Publication in Wikipedia Creation (Live)	I1: Non-Academic Work, Internationalization, and Job Satisfaction: The Experiences of Professors in Canada (Live) I2: CSSHE 2020 Award Winners - Celebrate and Learn More! (Live) I3: Exploring Approaches to Pedagogies (Live) I4: Story-telling: Stories about Assessment and Impact (Live) I5: Priorities Paradox: Interrogating Campus, Connecting with Community (Live)
15.30-16.00	First time at CSSHE?	Canadian higher education quiz	Network and build community (topic based)

On Demand Programming Overview

OD1: Story-telling: Stories about Experiences, Narratives, Reflections and Growth	OD2: Virtual Poster Display	OD3: Ignite Sessions
OD4: Calling for Change: Addressing Gender Based Violence in Higher Education	OD5: Long Term Monitoring of Post-Secondary Outcomes: Student demographics, achievement and graduation patterns	

Live Schedule – Sunday May 30, 09.00-10.15

09.00-10.15 // A1: Global Perspectives on International Students (Live)

Siyi Cheng	University of British Columbia	The Position of International Students in Neoliberalism: A Pandemic-inspired Discussion
Kiran Mirchandani, Lena Shulyakovskaya	University of Toronto	Learning about and from "Abroad": The Experience of Students on International Youth-Work Placements
Dmitriy Fedotov	OISE, University of Toronto	The empirical analysis of credit-mobile ERASMUS students: The hosting country perspective
Sanfeng Miao	Michigan State University	Chinese female international students' womanist identity development: a narrative inquiry study

09.00-10.15 // A2: Community Engagement and Partnerships (Live)

Katy Campbell, David Peacock (not presenting)	University of Alberta	Leading as Transformative Learning: Identity Journeys of University Leaders of University Community Engagement
Jo-Anni Joncas, Raphaël Gani, Nicholas Ng-A-Fook	Université de Sherbrooke, Université d'Ottawa	L'importance des relations préalables et maintenues dans le temps, les espaces et les langues dans les réseaux de mobilisation des savoirs / The importance of prior and sustained relationships in time, space and language in knowledge mobilization networks.
David Peacock, Katy Campbell	University of Alberta	Classifying community engagement: a difficult new agenda for community engagement professionals in Canadian and Australian post-secondary institutions
Garrett Richards	Grenfell Campus, Memorial University of Newfoundland	Partnering Faculty, Students, and Community for Synergies in Research, Teaching, and Service: The Case of the Environmental Policy Innovation Lab at Grenfell Campus

09.00-10.15 // A3: Bridging Divides in Higher Education through Visual Research Methods (Simu-live)

Christine Arnold	Memorial University of Newfoundland	Discussant
Helen F Harrison, Elizabeth Anne Kinsella	Western University/Fanshawe College	Body-mapping as a visual method to bridge divides in higher education research: an embodied hermeneutic phenomenological inquiry of peer mentorship in undergraduate professional education

Amy Scott Metcalfe	University of British Columbia	Seeing academic capitalism: The photo-essay as critical counter-narrative
Robert Blizzard	University of Saskatchewan	Infiltrating the Clan: the use of journey maps to bring stakeholders together
Sandra Kouritzin,Taylor Ellis, Satoru Nakagawa, Merli Tamtik	University of Manitoba	Buying in to branding, selling out the academy

09.00-10.15 // A4: From Study to Industry: Partnerships, Politics, and Perspectives (Live)

Daphne Varghese	University of Ottawa	Examining the Progression and Influence of Social Innovation Initiatives in Two Canadian Universities: Cross Case Comparative Analysis
Anne C. Charles, Ewa Dabrowska-Miciula	Conestoga College	Profits, Politics, and Partnerships: The internationalization and commodification of vocational education and training in the Ontario Colleges of Applied Arts & Technology
Isabelle Babici	University of Toronto	Advisement & Transitions in the trades: A process of frustration in Ontario
Gabriele Simmons	OISE, University of Toronto	Listening to Grow: Centering Non-Profit Partners' Insights in the Rush to Expand Campus-Community Experiential Learning Partnerships

09.00-10.15 // A5: Organizational Change, Restructuring, and Mission Shift (Live)

Brian Campbell, Alyson King, Shirley Van Nuland, Joshua Di Pasquale (not presenting)	Ontario Tech University, University of Calgary	Joining the Club: rapid mission shift in establishing the University of Ontario Institute of Technology (UOIT)
Lynn Bosetti, Troy Heffernan (not presenting)	Okanagan School of Education, University of British Columbia, La Trobe University (Australia)	Leading Change in the Corporate University: Critical Hope and Utopian Thinking
Dominik Antonowicz (sole presenter), Zoltan Rónay, Marta Jaworska	Nicolaus Copernicus University in Toruń and University of Toronto, Eotvos Lorand University (Budapest), Nicolaus Copernicus University	"The magic power of policy translators - new university governing bodies in Hungary and Poland"
Brooke Moreland	Indiana University School of Education	High risk advocacy: Shaping institutionalism toward progressivism
Atiqa Marium	Western University	An analysis of proposed performance based funding mechanism for universities in Ontario

Live Schedule – Sunday May 30, 10.45-12.00

10.45-12.00 // Flagship 1: Confronting Privilege in Internationalization of Higher Education during COVID-19: What have we learned?

Fully open access. CSSHE/Congress delegates: Join from within Virtual Event Place. All others: Join at https://zoom.us/j/95609700387?pwd=OFlwcVB4cUNPOUFKWGtvUGVCUnNCZz09 (Passcode: 173756)

Co-hosted by CSSHE & CIESC/SCECI. Supported by the Federation Interdisciplinary Fund. Session will be recorded and made available on the CSSHE website after the conference.

See also: https://csshe-scees.ca/flagship-events/

This session is directed towards a critical, multidisciplinary examination of current, normative internationalization policies in higher education during the COVID-19 pandemic, and the interactions of these policies with mobilities of privilege. Internationalization has grown to be a high priority for higher education institutions in Canada, reflected in their strategic plans and policy documents. Yet, the pandemic has changed mobility across the globe, implicating internationalization engagements in HE. More than ever, Gorki's reminder (2008) to international or intercultural educators is key, that "good intentions are not enough," in challenging us to question our practice if it does not first and foremost address issues of social reconstruction for equity and justice. In other words, he asks if, without such questioning, we render "ourselves complicit to existing inequity and injustice" (p. 516). Institutions of higher education across the globe are at important cross-roads as they pivot, shift and remain steady during the COVID-19 pandemic. While, on the one hand, they are increasingly committed to international and intercultural education, and Indigenizing their campuses, on the other, they increasingly face pressures under neoliberal discourses to simplify, quantify and manage the increasing diversity on their campuses in a way that ensures institutional survival. These discourses have manifested in different ways during the pandemic – as mobility has shifted and online education dominated education this past year. Now, there is more need than ever before to "slow down" and analyze the historical and socio-political power hierarchies that define and characterize international and intercultural relations; current discourses encourage expediency and managerialism that work towards 'band-aid' and 'quick fix' approaches during the rush to keep education relevant during the pandemic.

Panel participants will address the theoretical and practical implications for challenging policies that have failed to incorporate critical pedagogical perspectives and will consider curricular concerns for the intersections of race, gender, class and ability in how internationalization is practiced in universities. They will critically analyse the discourses of internationalization and colonialism reflected in the practices of higher education institutions. As researchers operating from a position of care, inclusion, hope, and advocacy for an internationalism that dismantles socially-identified categories of difference and promotes equity and social justice, they will assist us in 'interrogating' internationalization at all levels of higher education institutions: governance (policy, administrative practices), curriculum and pedagogy, social relations (among students, staff, faculty, administrators and the wider community).

The session is designed around an interactive session, focused on a question and discussion format between panelists and a discussant. The two questions guiding the session are: 1) What are the key moments in the year of the pandemic that open opportunities for institutional learning for practices that aim at equality and justice? 2) What's at risk as institutions, faculty, students and community move forward in internationalization in the year ahead?

Panellists:

Discussant: Roopa Desai Trilokekar, Associate Professor, Faculty of Education, York University.

Crain Soudier, Chief Executive Officer, Human Sciences Research Council (South Africa)

Christina W. Yao, Assistant Professor and Program Coordinator, Higher Education & Student Affairs, Department of Educational Leadership and Policies, University of South Carolina (USA)

Thashika Pillay, Assistant Professor, Faculty of Education, Queen's University (Canada)

Live Schedule – Sunday May 30, 12.30-13.45

12.30-13.45 // B1: Advising and Administration as Process and Career (Live)

Carol Canzano-Hamala	University of Toronto	Front-Line Student Advisors: Their Perspective on the Transfer Process between Colleges and Universities in Ontario
S. Kate Pratt	Graduate Writing Specialist, University of Alberta	Incorporating Celebration into Student Advising

Christine Arnold, Kathleen Clarke, Tricia Seifert (not presenting)	Memorial University of Newfoundland, Wilfrid Laurier University, Montana State University	Canadian Senior Administrators' Awareness, Engagement, and Perception of Student Retention/Success Initiatives
Cameron Smith, Michael Holden, Eustacia Yu, Patrick Hanlon	University of Ottawa, Queen's University, University of Calgary	"So what do you do": Third space professionals navigating the Canadian university context

12.30-13.45 // B2: Pathways and Experiences of International Students (Live)

Eun Gi Kim	University of Toronto	A comparative literature review of the studies on the academic experiences of international and immigrant students: how are their experiences similar or different to each other in Canadian and Australian higher education?
Taiya Brown, Sarah Morales	Humber College, Sheridan College	Canadian Colleges and International Students: An Analysis of College Internationalization Strategies
Merli Tamtik, Abdelhady El Nagar	University of Manitoba	Private Pathway Colleges and Access of International Students to Public Universities in Canada
Lilach Marom	KPU	Outsiders-insiders-in between: Punjabi international students navigating identity amid tensions during Canadian higher education

12.30-13.45 // B3: Contemporary and Historical Perspectives on Higher Education (Live)

Denise Angela Makovac	OISE, University of Toronto	Higher Education and the Historical Context amidst COVID-19: The University of Toronto and the 1918 Pandemic
Dale M. McCartney	University of the Fraser Valley	From charity case to cash cow: Examining the history of the idea that international students are wealthy cosmopolitans
Connor Thompson	University of Alberta	"It is very evident that there was a real need for this work": Carnegie Grant making to the University of Alberta's Department of Extension
Shirley Van Nuland, Alyson King, Brian Campbell	Ontario Tech University	Lives and Voices of Faculty: Pioneering a new university

12.30-13.45 // B4: Rech. francophone canadienne (1ère partie): Stratégies et Planification dans les Institutions et les Systèmes (Live)

Olivier Bégin-Caouette, Sébastien Béland (not presenting), Grace Karram Stephenson, Glen A. Jones, Amy Scott Metcalfe	Université de Montréal, University of Toronto, University of British Columbia	La différentiation institutionnelle au Canada sous l'angle du travail professoral
Emanuelle Maltais, Jason Luckerhoff, Michel Umbriaco, Rénald Beauchesne	Université de Montréal	Les visions et les réalités des administrateurs universitaires : portraits d'administrateurs provenant de l'Ontario et du Québec.
Ugo Collard Fortin, Catherine Larouche, Denis Savard (not presenting), Rénald Beauchesne, Ashley Byrne, Lucie Héon (not presenting)	Université du Québec à Chicoutimi, Université Laval	Planification stratégique des universités canadiennes : 1er regard comparatif interrégional
Didier Paquelin, Maëlle Crosse (not presenting)	Université Laval, Université La Rochelle (France)	Analyse systémique d'une transformation attendue

12.30-13.45 // B5: Navigating Leadership in Higher Education (Live)

Theresa Shanahan	York University	University Leaders as "Public Officers": A case study of misfeasance in a public office.
Lynn Bosetti, Troy Heffernan (not presenting)	University of British Columbia, La Trobe University (Australia)	Smart Bullies: Leadership and Incivility in Higher Education
Shelleyann Scott (sole presenter), Donald E. Scott, Leonor Rodriguez Videla, Abdoulaye Anne, Linda Dudar, Elaine Fournier, Sharon Blanchard, David Litz	University of Calgary, Université Laval, St. Mary's University, Western University, Emirates College for Advanced Education, UAE	Mapping the Leadership Development Opportunities in Canadian Research Intensive and Comprehensive Universities

Live Schedule – Sunday May 30, 14.15-15.30

14.15-15.30 // C1: Perspectives of Traditionally Underrepresented Students, Part 1: Inclusion and Identity (Live)

Alyson King, Susan M. Brigham (not presenting)	Ontario Tech University	"I felt like an alien": Exploring how Indigenous students succeed in university studies
Estefania Toledo, Colleen Stevenson	OISE, University of Toronto	Counternarratives of Latinx students' navigation of postsecondary settings
Nadia Qureshi, Lance McCready (not presenting)	OISE, University of Toronto	There's not a lot of people that look like me: Experiences of Black students at a Canadian University

14.15-15.30 // C2: Decision Making and Negotiation in Higher Education Politics and Policy (Live)

Deanna Rexe	Simon Fraser University/Assiniboine Community College	Chair
Theresa Shanahan	York University	Canadian Federalism and the political dynamics of policy making in Higher Education
Diane Barbaric	OISE, University of Toronto	The Politics of Higher-Education Agenda-Setting at the Federal Level in Canada
Brenna Clarke Gray	Thompson Rivers University	Ethics, EdTech, and the Rise of Contract Cheating
Zhenyang Xu	University of British Columbia	Student Participation in Universities' Rebranding Decisions of Updating Institutional Symbols

14.15-15.30 // C3: What's Working? Evaluating Teaching, Learning, and Campus Services (Live)

Chester Weatherby, Donna Kotsopoulos (not presenting), Douglas Woolford (not presenting)	Wilfrid Laurier University, Western University	Examining the role of gender in a teaching intervention in a first year calculus course
Ghizlane Laghzaoui	University of the Fraser Valley	Giving Students a Voice: How RateMyProfessors fills the gaps in students' evaluation of teaching
Chad London, Vicki Squires	University of Saskatchewan	The Potential and the Reality: How the Adoption of a Wellbeing Framework Brings Stakeholders Together to Create Healthy Campuses

Jacqueline Beaulieu	OISE, University of Toronto	How universities' spending on student services has changed since the introduction of Ontario's ancillary fees policy

14.15-15.30 // C4: Rech. francophone canadienne (2e partie) : Etudiant(e)s et Pedagogie: Approches, Adaptation, et Satisfaction

Takam Djambong, Selma Zaiane-Ghalia (not presenting)	Université de Moncton	Approches pédagogiques mobilisées par le corps professoral dans le cadre de la valorisation du Musée acadien de l'Université de Moncton
Christelle Pelbois, Jason Luckerhoff	Université du Québec à Trois-Rivières	Satisfaction des étudiants en médecine au 1er cycle quant à leur environnement d'étude en campus délocalisé
Alexandre Beaupré-Lavallée, Olivier Bégin-Caouette (not presenting)	Université de Montréal (LIRES)	L'adaptation sociale et curriculaire de la formation technique dans les cégeps québécois
Marie-Eve Lefebvre	Université de Montréal	Transition vers l'environnement d'apprentissage numérique (ENA) des étudiant-es vivant avec un trouble du spectre de l'autisme (TSA)

14.15-15.30 // C5: Story-telling: Stories about Support, Care, and Community Building (Live)

Christe Schultz	University of Alberta; University of Regina	Towards a practice of care-centered leadership in a pandemic: Notes on writing in liminal times
Carolyn Ives, Paul Martin, Erin Whitteck, Lenora Lemay, Laurie Prange	Thompson Rivers University, University of Missouri - St. Louis, University of Alberta, Capilano University	Rogue Book Club: A Pandemic Story with a Happy(ish) Ending

Live Schedule – Monday May 31, 09.00-10.15

09.00-10.15 // D1: Perspectives of Traditionally Underrepresented Students, Part 2: Access and Acculturation (Live)

Paula Elias, Wesal Abu Qaddum	University of Toronto	Challenges in Housing and Literacy for Racialized, Working Class Young Adults Accessing Higher Education
Karen Julien, Lyn Trudeau (not presenting), Tram Anh Bui	Brock University	Tea and trust: Writing groups for diverse doctoral students' academic acculturation
Cori Hanson	University of Toronto	In transition: Understanding the potential impacts of increased diversity on traditionally underrepresented students
Morgan Bimm, Hannah Maitland	York University	Adventures in Queering Pedagogy: Graduate Student Reflections on a Peer-to-Peer Approach

09.00-10.15 // D2: Research from Grant-hunting to Funding to Perceptions of Knowledge Production (Live)

Silvia Nakano, Olivier Bégin-Caouette (not presenting)	Université de Montréal	Professors' perspectives on the impact of federal and provincial governance instruments on academic research production in Canada

Olivier Bégin-Caouette	Universite de Montreal	Individual, institutional and systemic contributing to academic research production: A statistical model
Laurence Pelletier	Universite de Montreal	Understanding the gender gap in research productivity of Canadian university professors in light of the APIKS survey data
Emanuelle Maltais	Université de Montréal	Towards a Typology of Research Funding Programs in Canada

09.00-10.15 // D3: Priorities Paradox: Stakeholders, Talent, Credentials (Live)

Nadine S. Bekkouche	Concordia University	21st Century Supervision
Mary Overholt	University of Toronto	Dual Professionalism of Colleges of Applied Arts and Technology (CAAT) Faculty Members
Kimberly F. Browning	University of Winnipeg	Prior Learning and Qualifications Recognition: Supporting Refugee Education in Crisis

09.00-10.15 // D4: Diversification of Chinese Universities Serves Diverse Stakeholders (Live)

Daniel Lang	University of Toronto	Discussant
Qiang Zha	York University	Diversification of Chinese Universities: Views of Policy Makers, University Leaders and Higher Education Researchers
Shuangmiao Han, Minhui Li (not presenting)	Zhejiang University, The University of Hong Kong	Resource Dependency and Power Dynamics between Universities and Entrepreneurial Cities: A Case Study
Wenle Yan	TBC	Unpacking the World Bank's SABER: A Case Study of Shanghai

09.00-10.15 // D5: Differentiation and Variation in Private Higher Education Cross-Nationally: A Flipped, Interactive Panel (Live)

Cassidy Gong	OISE, University of Toronto	Differentiation and Subnational Variation of Private HE in China and in Canada
Amad Al-Azzawi	OISE, University of Toronto	The Growth of Private Higher Education in The Arab World: A Comparative Case Study Between Kingdom of Morocco, Hashemite Kingdom of Jordan, and United Arab Emirates.
Jessica Denenberg	OISE, University of Toronto	The New Elite: The Differentiation of Private Higher Education in Germany
Marianthi Kontelli	OISE, University of Toronto	Differentiation and Sub-National Variation of Private Higher Education in Australia
Zahra Jafarova	University of Toronto	Subnational Variation of Private universities in Turkey
Shangcao Yuan	University of Toronto	Differentiation and Subnational Variation of Private Higher Education in Japan and South Korea
Omar Sarheed	Associate Professor/RAK College of Pharmaceutical Sciences/RAK Medical and Health Sciences University	Private Higher Education in Iraq
Bahubali Nagavi	Higher Education Skill Development and Research Center, India	Improvement of Private Higher Education quality through faculty empowerment in India

Live Schedule – Monday May 31, 10.45-12.00

10.45-12.00 // Flagship 2: Enabling Indigenous Scholarship in Canadian Higher Education

Fully open access. CSSHE/Congress delegates: Join from within Virtual Event Place. All others: Join at https://zoom.us/j/92013601123?pwd=M1RDR0h4TG4rV0I2T1RFRFAwWWJGdz09 (passcode: J8K8qC)

Sponsored by the University of Manitoba, Faculty of Education. Session will be recorded and made available on the CSSHE website after the conference.

See also: https://csshe-scees.ca/flagship-events/

Higher education has traditionally been seen as slow to adapt or even resistant to change. The dominant model of the higher education institution that can be found all over Canada has clear roots in the Anglo-European models that date back hundreds of years. As universities spread, so too did colonial ideas of how education should be organized and shared. The wealth of knowledge from Indigenous cultures and traditions that already existed on and about this land was excluded from the establishment of the Canadian higher education system.

In today's system, higher education institutions, operating as colonial institutions, still stand, stretching from Whitehorse to St John's. And yet, while they might look the same from the outside, Indigenous wisdom and knowledge are beginning to transform higher education from within.

This CSSHE flagship session will bring together Indigenous senior administrators and researchers, providing space for these leaders to share their stories and experiences and for participants to learn from them. The session aims to move beyond a deficit discourse that tends to package Indigenization and decolonization as buzzwords or merely jobs to be done towards focusing on the strengths of Indigenous research, knowledge, and worldviews, and how these strengths can rejuvenate Canadian higher education. The session will also provide a space to reflect on the paradoxes and difficulties of doing this within the existing structure of higher education, a key tension in the resurgence of Indigenous knowledges.

After a welcome by the moderator and introductions to each speaker, the speakers will be invited to share (whether through storytelling, a presentation with slides, through Q&A, or other format according to their preference) for 10-15 minutes each. This will be followed by audience interaction, facilitated by the moderator.

Panellists:

Moderator: Deborah Saucier, President and Vice-Chancellor of Vancouver Island University

Frank Deer, Canada Research Chair & Associate Professor at the Faculty of Education, University of Manitoba

Florence Glanfield, Vice-Provost (Indigenous Programming & Research), University of Alberta (she/her)

Tosh Southwick, Independent Consultant and former Associate Vice-President of Indigenous Engagement and Reconciliation, Yukon University (she/her)

Live Schedule – Monday May 31, 12.30-13.45

12.30-13.45 // E1: Career Development and the Academic Profession in Canadian Universities (Live)

Marc Usunier	University of Saskatchewan	The Role of External Search Firms in Shaping Decanal Candidate Experiences

Dan Donnelly, Alison Elizabeth Jefferson (sole presenter), Mary McCaffery, Mary Overholt, Nitzhia Savdie	University of Toronto	Perspectives on Academic Work: University Faculty Members' Perceptions of Pedagogical Training
Lingyan Yan	East China Normal University	Blending elements of collegiality and managerialism in Canadian Universities: through a Portrait of Academic Promotion
Jonathan Anuik, Heather Gray Lamm, Heather Kanuka (sole presenter)	University of Alberta	The Flatliners: Mid-career Academics Who Plateau

12.30-13.45 // E2: Strategies and Approaches in Internationalization and Regionalization (Live)

Ezgi Ozyonum	Concordia University	Exploring the Current Approaches to Internationalize the Higher Education: A Review on International Students and Internationalization of the Curriculum
Anh Thi Hoai Le, Melody Viczko (not presenting)	Western University	The Influence of Institutional Autonomy Policy on Internationalization of Higher Education: A case study in Vietnam
Emile Salomon Zambo Assembe	Université de Montréal	The influence of internationalization on academic research production in Canada
You Zhang	OISE, University of Toronto	The Complex Global Higher Education Field: Examining Activities of Regional University Associations
Phoebe Kang, Zahra Jafarova	OISE, University of Toronto	Internationalization Strategies as Responses to the International Education Government Policies – A comparative analysis of Canada and UK

12.30-13.45 // E3: Examining Research on Models of Plurilingual/EAL Student Language and Literacy Support in Canadian Higher Education (Live)

James Corcoran	York University	Situating Canadian post-secondary language support: EAP programs and practitioners
Karen Englander, Bruce Russell	University of Toronto	The Community of Inquiry Framework as Insight into Best Practices
Valia Spiliotopoulos, Roumi Ilieva, Amanda Wallace	University of British Columbia, Simon Fraser University	Beyond EAP: Sustaining EAL/multilingual student transition into mainstream disciplinary university programs
Liza Choi	School of Nursing and Midwifery, Faculty of Health, Community and Education, Mount Royal University	The Choi Model of EAL Nursing Student Support

14.15-15.30 // E4: Stories from the Learning Space: Student Reflections on Their Experiences in an Educational Leadership Doctoral Program (Simu-Live)

Cristina Eftenaru, Candy Ho, Natasha Mrkic-Subotic, Sergio Pastrana, Michael Sjoerdsma, Raymond Yu	SFU	Stories from the Learning Space: Student Reflections on Their Experiences in an Educational Leadership Doctoral Program

12.30-13.45 // E5: Priorities Paradox: Student Services, Support, Success (Live)

Shannon McKechnie	Western University	Preparing students for the 'real world': Tensions and challenges of student affairs and services practitioners

Jacqueline Beaulieu	University of Toronto	Ontario's Ancillary Fees Policy: Does it Shape the Performance and/or Quality of Student Services? Senior Student Affairs and Services Administrators Weigh In.
Tina Beynen	Carleton University	Rising above stakeholder priority paradoxes to facilitate student success: Coming together to develop students' assessment literacy
Xiaopei Peng	University of Victoria	Analyzing emergent roles in group process: Does it contribute to critical thinking in collaborative learning?

Live Schedule – Monday May 31, 14.15-15.30

14.15-15.30 // F1: 2021 Presidential Session (Live)

Fully open access. CSSHE/Congress delegates: Join from within Virtual Event Place. All other CSSHE members: Join at https://zoom.us/j/98516130106?pwd=Y3NSdm5IdWorU2p6azF5WHI5UmF2UT09 (Passcode: 113625)

See also: https://csshe-scees.ca/2021/04/29/csshe-presidential-session-may-31-215-330pm-mst/

Across Canada, non-profit social organizations have been at the forefront of the responses to both COVID-19 and racial injustices this past year. Yet these organizations have also seen their capacity to respond diminish through reduced donations, cuts to staffing, and the restrictive but necessary health measures required to keep their volunteers and service users safe. In short, the not-for-profit sector has seen increased demands for its services and a reduced capacity to meet them (Imagine Canada, 2021).

Concomitantly, post-secondary institutions are increasingly being called upon by governments and corporate Canada to provide work-integrated learning opportunities for students to gain experience in industry settings. Community engaged learning (or CSL), community-based research and other forms of experiential learning explicitly designed to boost the capacity of the not-for-profit sector with student service and research can also play a crucial role in an equitable pandemic recovery. According to the ILO, what is required to meet these challenges are "large-scale and targeted policy responses to protect a whole generation of young people from having their employment prospects permanently scarred by the crisis" (International Labour Organization, 2020).

This session explores policies and non-profit partnerships that provide community engaged learning (or CSL), community-based research, and other forms of experiential learning explicitly designed to boost the capacity of the not-for-profit sector with student service and research towards an equitable pandemic recovery.

Panellists:

David Peacock, University of Alberta (Moderator)

Mike DeGagné, Indspire

Val Walker, Business Higher Education Roundtable

Andrea Dicks, Community Foundations Canada

Duncan Phillips, Mitacs

Chad Lubelsky, McConnell Foundation

14.15-15.30 // F2: Uncertainties and Challenges: Covid-19 and Beyond (Live)

Janine Jongbloed, Lesley Andres, Ursula McFayden	University of British Columbia	Mancession to Shecession: Higher Education, Employment, and Gender across Two Economic Recessions

Tamara Leary	Royal Roads University	Beneath the Surface: Sector Implications as Canadian University Student Affairs moves to a Digital Campus
Cristina Eftenaru, Amy Lee (not presenting), Karima Ramji (not presenting)	Simon Fraser University, University of Victoria	Making Sense of Student Learning: Preliminary Results on Remote International Work Integrated Learning Experiences in Pandemic Times
Wesal Abu Qaddum, Kiran Mirchandani	OISE, University of Toronto	The Impact of COVID-19 on Working Students in Ontario

14.15-15.30 // F3: Networking conversation (Live)

Jessica Vorstermans, Katie MacDonald	York University, Concordia University	A conversation to engage with the intersecting inequities -ruptures- that COVID has uncovered in international service learning in higher education. What are ethical ways forward that center those who host & teach students in placements abroad: using mutual aid & reciprocal engagement rooted in structural inequities as frameworks.

14.15-15.30 // F4: Ask Me Anything: Employability skill development in higher education (Live)

Emily Gregory, Heather Kanuka	University of Alberta	Employability skill development in higher education: students' and faculty members' perspectives

14.15-15.30 // F5: Workshop – Critical Wikipedia Creation: Combining Scholarly Publication in Wikipedia Creation (Live)

Nadine Changfoot; Daniela Leal	Trent University	This workshop will 1) sign-up participants for Wikipedia accounts and teach how to edit and strengthen Wikipedia articles by incorporating information from scholarly sources; 2) introduce decolonizing and Indigenous methods for Wikipedia; 3) have participants edit Wikipedia articles relevant to their research; 4) discuss ways of incorporating Wikipedia in classrooms.

Live Schedule – Tuesday June 1, 09.00-10.15

09.00-10.15 // G1: Liberal Arts Education in the 21st Century: Insights and Innovation Across Continents (Live)

Weiyan Xiong, Ka Ho Mok (not presenting)	Lingnan University, Hong Kong	Online Learning and Teaching for Liberal Arts Education under the COVID-19 Pandemic: A Case Study of Lingnan University in Hong Kong
Qiongli Zhu	University of Toronto (Hainan University, China)	Reimaging China's English curriculum in post-secondary education: Embedding critical literacy into the hybrid English teaching model
Qiang Zha	York University, Faculty of Education	Reimagining Liberal Arts Education for the 21st Century
Leping Mou	OISE, University of Toronto	Cultivating whole persons with liberal arts education: a case study of three institutions in Greater China Area

09.00-10.15 // G2: Students' Identity Formation, Experiences, and Post-Study Choices (Live)

Huixuan Xu	The Education University of Hong Kong	Change of career identity of Chinese late adolescents in the context of social movement
Kaitlyn Karns	University of Windsor	Institutional Factors That Influence Creative Arts Students To Pursue Further Education Post-Baccalaureate In An Education- Based Program
Bidushy Sadika, Tim Molnar, Vicki Squires, Merle Massie, Murray Drew (not presenting), Daryl Janzen (not presenting)	University of Saskatchewan	Attending to Student Mental Wellness through First Year Research Experiences (FYRE)
Victoria Parlatore, Catalina Bobadilla-Sandoval, Alison Taylor	University of Toronto, University of British Columbia	Meaning-Making: How Canadian undergraduate students build bridges between work and study experiences

09.00-10.15 // G3: The Growing International Education and Immigration Nexus: Implications for Higher Education (Live)

Kimberly F. Browning, Abdelhady M. Elnagar	University of Winnipeg, University of Manitoba	The Internationalization of Post-Secondary Education and Political Ideology in Manitoba: A Policy Narrative Analysis
Margaret Walton-Roberts (sole presenter), Jenna Hennebry, Allison Petrozziello, Kanchan Ladhar	Wilfrid Laurier University	Internationalization of higher education institutions and international students: Building community wide system resilience for survival and success
Simon Morris-Lange	SVR Migration	The University as a Labour Migration Actor? An Analysis of How Higher Education Institutions Respond to Environmental Expectations of Retaining International Students as Labor Migrants
Roopa Trilokekar, Amira El Masri	York University, Sheridan College	Universities as the new immigration gatekeepers: How the 'international students are ideal immigrants' policy discourse is shifting the role and functions of public higher education in Australia, Canada and Germany

09.00-10.15 // G4: Connecting Today's Postsecondary Classroom to the Open Future: Open Education Resources (OERs) Empower the Teaching of Educational Administration, Policy, and Leadership (Simu-live)

Brandon M. Sabourin	University of Windsor	Tackling Threshold Concepts with Student Created OERs
Donna Kotsopoulos	Western University	What they have is this: Tools for evaluating the accessibility of OERs for a course on equity, diversity, and inclusion in organizations
Clayton Smith, Mark Lubrick, Carson Babich	University of Windsor	Using Open Education Resources (OER) in a Faculty of Education Interdisciplinary Course to Achieve Student Affordability and Increased Student Retention

09.00-10.15 // G5: Perspectives of Traditionally Underrepresented Students, Part 3: Programs and Policy (Live)

David Peacock, Oscar Baron-Ruiz	University of Alberta	The impacts of a community-based award for low-income students with a history of community engagement
Christopher Prechotko, Dale Kirby	Memorial University	Participation and Persistence of Adult Basic Education Participants at a Small College Satellite Campus on Manitoulin Island
Liza Choi	School of Nursing and Midwifery, Faculty of Health, Education and Community, Mount Royal University	The Continued Impact of an EAL Nursing Student Support Group
Daniel Lang, Dale Mullings (not presenting)	University of Toronto, University of British Columbia-Okanagan	Defining First Generation Students

Live Schedule – Tuesday June 1, 10.45-12.00

10.45-12.00 // Flagship 3: CSSHE Annual General Meeting (AGM) & Awards Ceremony

Join CSSHE for the Annual General Meeting and 2021 Awards Ceremony.

CSSHE/Congress delegates: Join from within Virtual Event Place. All other CSSHE members: Join at https://zoom.us/j/98606618065?pwd=cWxWaGVkc1NFR0VWTkxzNnhZUUo2UT09 (Passcode: 782836)

Live Schedule – Tuesday June 1, 12.30-13.45

12.30-13.45 // H1: Supporting the Campus Experience of Students with Disabilities (Live)

Brenna Clarke Gray	Thompson Rivers University	How Can We Help?: The Educational Technologist as Accessibility Activist
Fady Shanouda	City University of London, UK	Mapping Disabled and Mad Students' Experiences of Disclosure in Higher Education
Katie Aubrecht, Erin Austen, Cynthia Bruce, Jane Dryden, Mary Ellen Donnan	St. Francis Xavier University, Concordia University, Mount Allison University, Bishop's University	More than Compliance: Collaborating for Accessibility in Maple League Universities
Christina Arayata	University of Toronto	Academic Freedom and its Limitations on Academic Accommodation within Higher Education

12.30-13.45 // H2: What Does it Take to Become a Successful Academic? Doctoral Formation and the Scholarly Role (Live)

LI Zhe	University of Victoria	Social Capital and Academic Reputation Attainment: Experience and Perception of Canadian Professors
Caitlin Campisi; Marie Vander Kloet (not presenting)	University of Toronto, University of Bergen, Norway	Doctoral journeys of Canadian academics and alt-academics: Research production, collaborations, and the formation of academic identities

Alison Elizabeth Jefferson	University of Toronto	The Academic Profession in Canada: Successful Socialization to the Scholarly Role
Karen Julien, Vera Woloshyn (not presenting)	Brock University	Theses, dissertations, and articles, oh my! A content analysis of academic writing advice

12.30-13.45 // H3: CSSHE 2021 Award Winners - Celebrate and Learn More! (Live)

Join the newly announced 2021 Award Winners to hear more about their prize-winning research.

Session chair: Christine Arnold, Memorial University of Newfoundland, and Chair of the 2021 Awards Committee.

12.30-13.45 // H4: What's at Stake for the Post-Pandemic University Classroom? (Live)

Instructors from all disciplines are invited to participate in a wide-ranging conversation led by Ada Jaarsma and Kit Dobson, co-editors of Dissonant Methods: Undoing Discipline in the Humanities Classroom. Panellists will discuss big questions: What learnings have come about as a result of teaching during a pandemic? How can teaching be resistant and sustainable? How can ideals such as critical thinking, creativity, and inclusivity be upheld in the classroom? Attendees will be encouraged to share their experiences and ideas.

This session is organized by University of Alberta Press.

12.30-13.45 // H5: Roundtable: Enabling Early Career Researchers' Pursuit of an Academic Career (Live)

Yurgos Politis, Marilou Bélisle, Valérie Jean (not presenting), Sawsen Lakhal (not presenting), Tanya Chichekian (not presenting), Nicolas Fernandez (not presenting), Patrick Lavoie (not presenting)	Technological University Dublin, Université de Sherbrooke, Université de Montréal	Early career academics' educational development
Michael Kozakowski	Central European University, Austria	Narratives of Constraint: Learning Theory, University Culture, and the Limits of Pedagogical Formation of Early-Career Academics

Live Schedule – Tuesday June 1, 14.15-15.30

14.15-15.30 // I1: Non-Academic Work, Internationalization, and Job Satisfaction: The Experiences of Professors in Canada (Live)

Xuefan Li	University of Toronto	Internationalization In Canadian Universities: From The Perspective of University Faculties
Glen A. Jones	University of Toronto	Does Vertical University Stratification foster or hinder Academics' Societal Engagement? Findings from Canada, Germany, Kazakhstan and Russia
Grace Karram Stephenson	OISE, University of Toronto	Outside the Ivory Tower: The Non-University Work of Professors in Canada
Heather Gray Lamm	University of Alberta	Putting up resistance: mid-career women in STEM in academia

Sandra Kouritzin, Satoru Nakagawa, Taylor Ellis, Golnaz Shirzadi (not presenting)	University of Manitoba	Intersections and Atomisation in the Academy: Gender, race, and family in academic workload

14.15-15.30 // I2: CSSHE 2020 Award Winners - Celebrate and Learn More! (Live)

This event is open to all registered Congress delegates.

Michelle Nilson	Simon Fraser University	Chair of the 2020 Awards Committee.
Andrew Hartman	University of Saskatchewan	Masters Thesis/Project Award The Role of Shame in Student Persistence and Help-Seeking
Amira El Masri	Sheridan College	George L. Geis Dissertation Award International Education as Policy: A Discourse Coalition Framework Analysis of the Construction, Context, and Empowerment of Ontario's International Education Storylines
Sarah Eaton	University of Calgary	Research and Scholarship Award Academic Integrity in Canadian Higher Education: The Impact of COVID-19 and a Call to Action

14.15-15.30 // I3: Exploring Approaches to Pedagogies (Live)

Brit Paris	University of Calgary	Signature Pedagogies in Preservice Teacher Preparation: A Scoping Review
Amanda Brijmohan	OISE, University of Toronto	Exploring perspective-taking in peer assessment
Ashwani Kumar, Nayha Acharya	Faculty of Education, Mount Saint Vincent University, Schulich School of Law, Dalhousie University	Teaching As Meditative Inquiry: The Antidote to Instrumentalism in Professional Education Programs
Taru Malhotra	York University	A move to blended learning in higher education: is it effective?

14.15-15.30 // I4: Story-telling: Stories about Assessment and Impact (Live)

Robyn Pitman	The University of British Columbia	"I can't wait to start this": Using non-traditional forms of assessment to foster skill development outside of the classroom.
Aline Germain-Rutherford; Jovan Groen	University of Ottawa	Learning from Experience: How Institutional Surveys About the Distance/Online Teaching and Learning Experience Are Informing Practice
Carolyn Hoessler; Carolyn Ives; Jovan Groen; Cory Laverty (not presenting); Roni Bamber (not presenting); Klodiana Kolomitro (not presenting)	University of Ottawa, Thompson Rivers University, Queen's University, Queen Margaret University (UK)	Evidencing Value Within Higher Education: Charting a Course on the Waves and Winds of Change

14.15-15.30 // I5: Priorities Paradox: Interrogating Campus, Connecting with Community (Live)

Saul Carliner, Giuliana Cucinelli, Richard Schmid, Yuan Chen	Concordia University	Always 20/20 in Hindsight: Alumni's Perspectives and Suggestions for an

		Academic Program at Its Half-Century Anniversary
Srikanth Ramani, Ryan David Hill (not presenting), Braeden Edward DeDecker (not presenting), Deidre (Dee) Henne, Donna Kotsopoulos	Huron at Western, McMaster University, Western University	The Thunberg effect: Climate change activism on university campuses
Ebenezer Narh, Michael Buzzelli	Western University	Trading places, trading students: Higher education student migration amongst Canada's large urban regions
Fady Shanouda	City University of London, UK	Fattening Higher Education

On Demand Programming

OD1: Story-telling: Stories about Experiences, Narratives, Reflections and Growth

Rakha Zabin	Brock University	The Role of Emotional Intelligence in Ontario International Graduate Students: An Auto-Ethnography
Celia Evans (sole presenter), Andrey Kitishov, Yulia Kraus, Alexandra Savshenko, Christy Tyler, Pyotr Petrov, and Vadim Marynskiy	Engineering Learning Initiatives, College of Engineering, Cornell USA	Collaborative International Courses: Opportunities for pedagogical reflection and faculty growth
Emma MacFarlane, Alexandra Kuskowski	University of British Columbia	Recommendations for Peer-Peer Academic Support Programming: Pandemic Adaptations
Helen Pethrick	University of Calgary	Exploring University Students' Narratives of Mental Distress
Julie Booke, Nadine Van Wyk (not presenting), Silvia Rossi, Erik Christiansen (not presenting), Shannon Kell (not presenting)	Mount Royal University	Inconclusive: A study of individual vs group project marks in health and physical education capstone courses

OD2: Virtual Poster Display

Stephen Sartor	Western University	Maximally Maintained Inequality: Changes in Intergenerational Education Mobility Between 1995 and 2015
Rossie Kadiyska, Vladimira Steffek	Humber College	Using system design thinking and live local case to teach sustainability
Maxine Desjarlais	University of Alberta	Indigenous Language Revitalization (Cree)
Mengge Wu	University of Saskatchewan	Student Perspectives on Sexual Violence Interventions and Preventions in Institutions of Higher Education
Timothy Allan Brunet	Windsor University/University of Toronto	Will Ontario's Higher Education Learning Outcome Model Work for the Humanities?
Cheryl Jeffs (sole presenter), Susan Beatty, K. Alix Hayden	University of Calgary	Where do we start, how did we get here? An Auto-Ethnography of non-Indigenous researchers
Debra Dawson, Erika Kustra, Ken Meadows	Western University	Examining the Relationships between Institutional Teaching Culture, Approaches to Teaching, Cognitive Engagement, and Student Learning

OD3: Ignite Sessions

Glen Farrelly	Athabasca University	The Singularity Has Not Arrived: AI Can Be Our Friend
Makayla Skrlac, Julie Booke	Mount Royal University	Language of Students
Brianna Strumm	University of the Fraser Valley	The Importance of Tending to Yourself
Nicole Campbell, Amy Robinson (not presenting)	Western University	Embedding skill development in the curriculum to foster student and instructor thriving
Roberta Campbell-Chudoba	University of Saskatchewan	Building Bridges with Land-Based Education
Ann Gagné, Nicole Campbell, Fiona Rawle	University of Toronto	The Syllabus as a Foundational Document for Student and Educator Mental Wellness
Saul Carliner	Concordia University	First Person Odyssey: My Experiences as an International Summer School Instructor at a Chinese University
Clara A. B. Joseph	University of Calgary	Critical Race Theory and Lessons for Higher Education

OD4: Calling for Change: Addressing Gender Based Violence in Higher Education

Rita Gardiner	Western University	Translating Gender Policies Into Practice: Mapping Ruling Relations Through Institutional Ethnography
Shannon McKechnie, Hayley Finn, Emily Hartman (not presenting)	Western University, Actua	Students for Consent Culture: Student Activism as a Response to Sexual Violence on Campus
Jessica Wright	University of Toronto, Ontario Institute for Studies in Education, Department of Social Justice Education	Developing Trauma-Informed Consent Education to Better Address Gender-Based Violence on Campus

OD5: Long Term Monitoring of Post-Secondary Outcomes: Student demographics, achievement and graduation patterns

Juliette Sweeney	University of Toronto	Why are there underemployed engineering graduates in Canada?
Ceara Khoramshahi	University of Toronto	The Role of Course Selection in Secondary Education in Access and Transition to Post-Secondary Programs of Study
Fiona A.E. McQuarrie, Anna Tikina (not presenting)	BC Council on Admissions and Transfer	COMPARING TRANSITIONS TO FURTHER EDUCATION OF BC UNIVERSITY AND COLLEGE GRADUATES
Sabita Ramlal	York University	The role of social capital in higher education access: Intersections of race, gender, religion with class

Social networking and community building

CSSHE Lounge

The CSSHE Lounge is a Zoom room where conference delegates can drop in for networking, further discussion, information and experience sharing or just meeting people and having fun. The CSSHE Lounge will be open throughout the CSSHE conference. In addition, between some of the concurrent sessions there will be special activities in the CSSHE Lounge led by volunteer facilitators.

Details of the facilitated activities are listed here; we hope you will feel welcome to join us:

	Sunday May 30	Monday May 31	Tuesday June 1
10.15 to 10.45	**Meet-up and Greeting** Facilitators: Michelle Nilson, Simon Fraser University; Qiang Zha, York University	**Network and build community** on these areas/topics: ● Student Access, Pathways and Transitions ● Academic Professions and Pathways ● History and Philosophy of Higher Education Facilitators: Alyson King, Ontario Tech University; David Peacock, University of Alberta	**Network and build community** on these areas/topics: ● Student Development, Experiences and Services ● International and Comparative Higher Education ● Culture, Civilization, and Communication Facilitators: Adriana Marroquin, University of Toronto; Vicki Squires, University of Saskatchewan
12.00 to 12.30	**Network and build community** on these areas/topics: ● Theories and Methods in Understanding Higher Education ● Uncertainties, Challenges and Visions for the Future ● Community Engagement and Partnership Facilitators: Rhonda Friesen, Booth University College; Vicki Squires, University of Saskatchewan	**Post-study employment options** Students of higher education, come and explore your post-study employment options and share your job hunting experiences. Facilitators: You Zhang, University of Toronto; Emma Sabzalieva, UNESCO & York University	**Addressing current events and systemic racism** An open space to discuss current events impacting Canadian higher education and continue conversations from the AGM on addressing the role that higher education has played in reinforcing systemic racism. Facilitators: Emma Sabzalieva, York University & UNESCO; Phoebe Kang, University of Toronto;
15.30 to 16.00	**First-time at CSSHE?** If this is your first CSSHE conference, or you haven't been for a while, drop by to meet others and ask your questions. Facilitators: Jacqueline Beaulieu, University of Toronto; Kathleen Matheos, University of Manitoba	**Canadian higher education quiz** A low stakes fun activity. Who will be crowned the 2021 Quiz Champion? Facilitators: Grace Karram Stephenson, University of Toronto; Leping Mou, University of Toronto	**Network and build community** on these areas/topics: ● Policy, Governance, Funding, and Planning ● Curriculum, Teaching, and Learning ● Administration, Leadership and Institutional Change Facilitators: Phoebe Kang, University of Toronto; Rhonda Friesen, Booth University College

Knowledge Circulation – Book Sharing

To encourage interaction among conference delegates and connecting people with similar research interests, we are facilitating a book sharing activity.
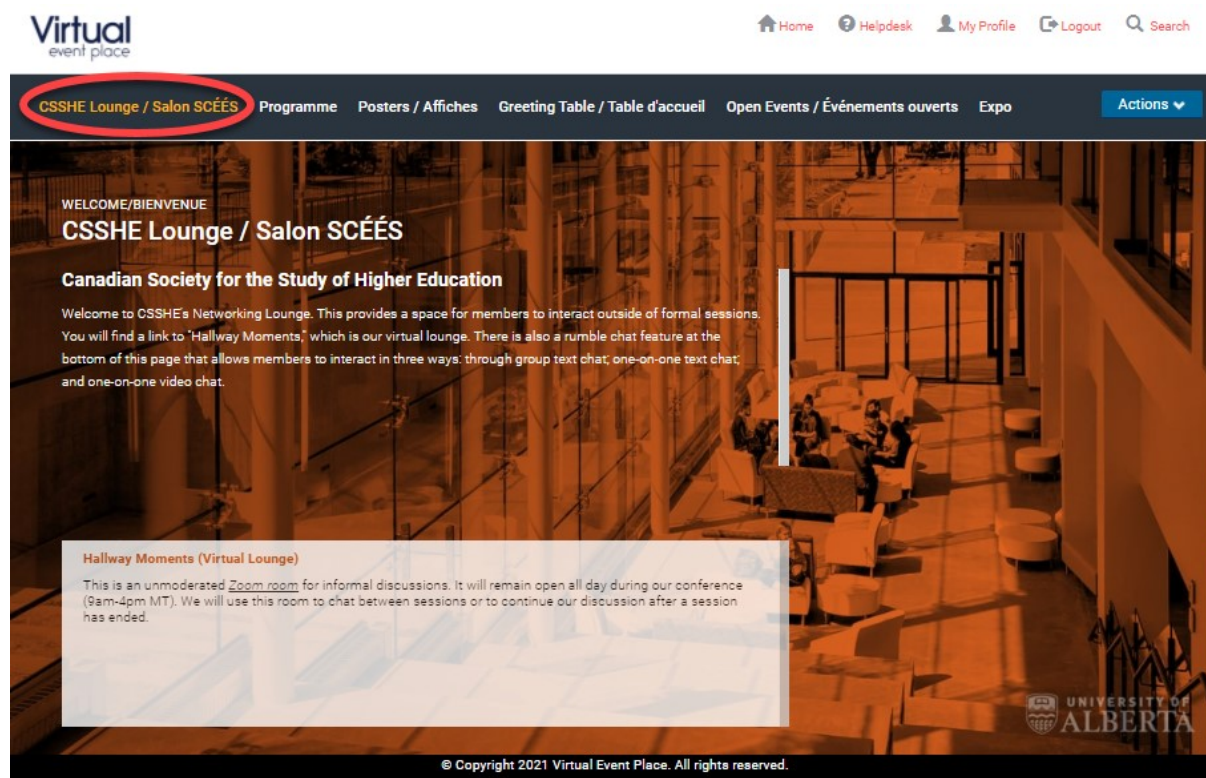
If you have an interesting electronic or hard copy book relating to higher education that is in good condition and which you are willing to pass on to another delegate, please sign up to share it. It can be your own book!

Senders would need to be willing to pay for any postage costs (in the case of a hard copy) and can specify whether you would be willing to ship it within Canada and/or internationally. Senders commit to mailing or emailing the book shortly after the conference.

Then, other delegates (recipients) can sign up to receive a book (max one per person). Recipients should say why they want to read it next. If more than one person is interested, priority will be given to students.

Sign up to share or receive a book at: http://tiny.cc/CSSHEbook

You can find the CSSHE Lounge here inside our conference space:

Preparing for the conference

Guidance for presenters at this year's virtual Congress (including CSSHE) is available at https://congress2021.ca/speaker-service-centre.

Please take the time to review the information provided carefully and, in the case of any technical queries about the online conference platform, please contact the Congress organizers directly.

Delegates received some of the files that you can also find on the Speaker Service Centre page by email, and we invite you to check them before the conference:

- Fast facts for presenters (1 page) – helps with preparing for the conference
- Technical support *This is important - please save somewhere convenient!* Technical support is provided by the Congress organizers and platform providers, not CSSHE. We cannot reply to any emails with technical support queries or requests.
- Live presentation *This is important too!* Includes instructions on how to find sessions and some tips for live presenters
- Zoom information for presenters (3 pages) - useful guide to using Zoom

We recommend that you review the presentation recommendations published by Congress to improve the **accessibility** of your presentation: https://congress2021.ca/accessibility. Sessions will not be captioned but will be recorded and available to view in your own time. Recordings will be available in the virtual conference space one or two days after each session.

Guidance for live sessions

Panels without a pre-assigned Chair or Discussant will operate in a self-organized model, supported by the paper presenters.

The order of presentations should follow the order of papers listed in the program.

The first author of the first paper should begin promptly at the panel start time. Briefly introduce the title of the session, state how many papers there will be, and remind delegates that there will be a question and answer period following all the papers.

Each presenter has 15 minutes (for 4 paper panels) or 12 minutes (5 papers). Do not exceed the time allocated to you.

Then, the first paper presenter(s) should begin their presentation.

For ease and consistency, the first author of the last paper in the panel should keep time for the earlier papers. A 5-minutes left, 2-minutes left, and 'at time' reminders should suffice.

The first author of the first paper should keep time for the last paper, using the same time reminders.

After the final paper, the first author of the first paper should invite questions from delegates and remind everyone that this is a self-organized process i.e. that it is up to everyone to use the remaining time usefully and respectfully.

Help! It's a virtual conference

Some screenshots from the Virtual Event Place system being used for CSSHE/Congress 2021 can be found below. We hope these help you get an idea of what the online experience will be like, as well as offering some tips on how to navigate to different areas.

1. After logging in to Congress 2021

In-person equivalent: You've arrived at the University of Alberta, picked up your registration badge, and now you're looking at the program to see what's happening.
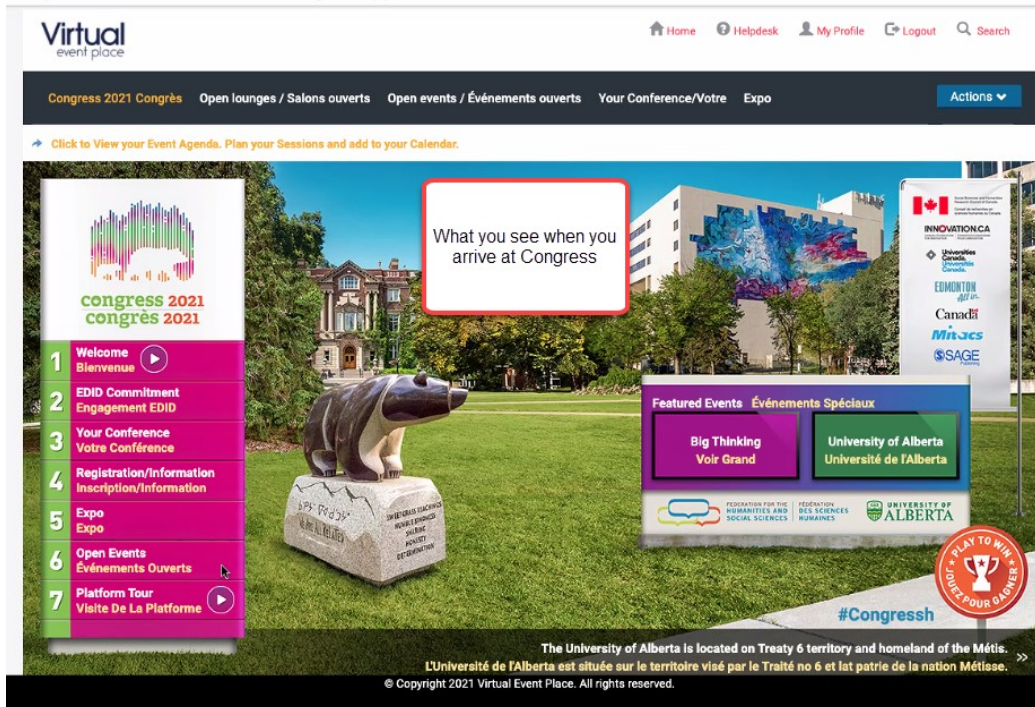
2. After navigating from the home page to Your Conference

In-person equivalent: You're on the UofA campus looking for the building(s) hosting the CSSHE conference. You're also checking to see whether other associations and events are meeting.
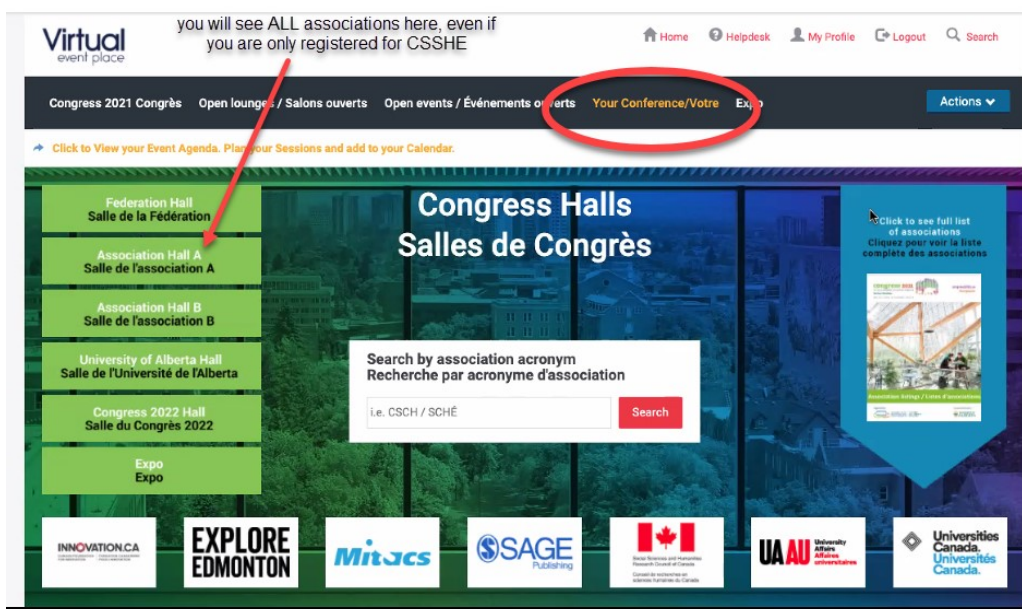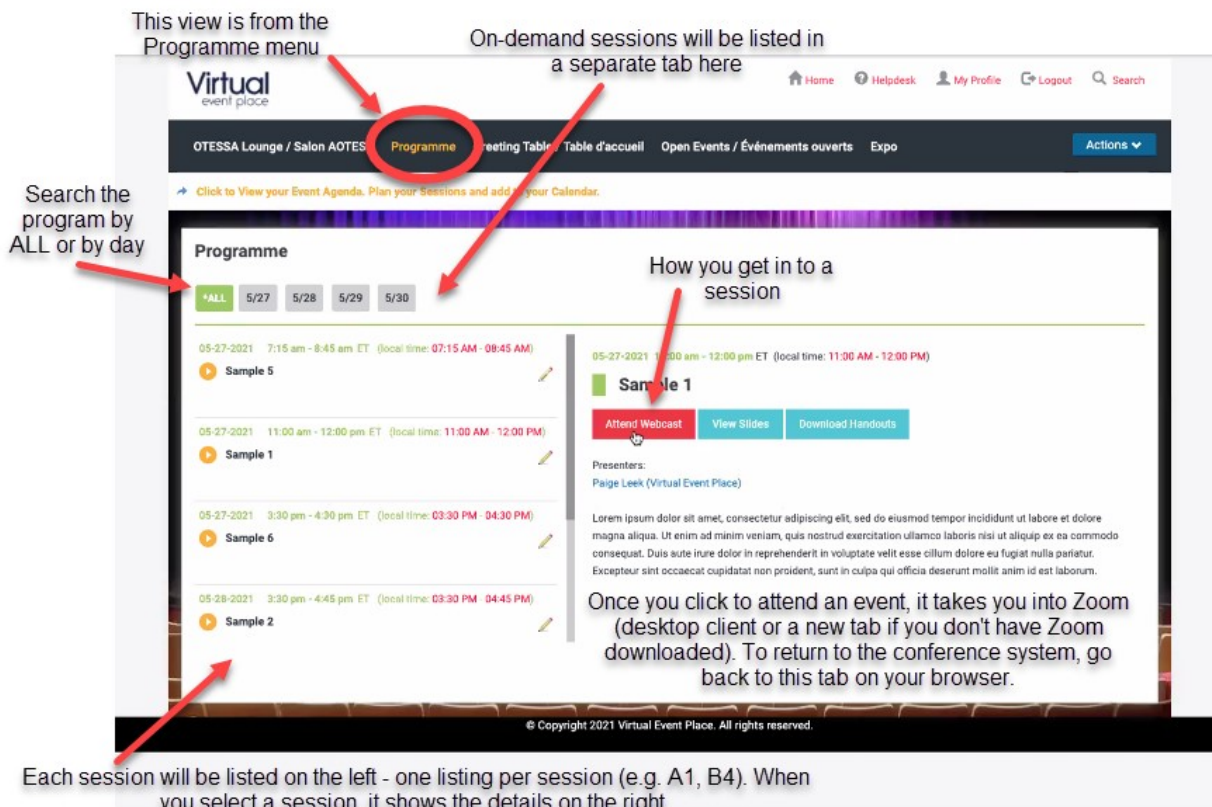
3. CSSHE's homepage

In-person equivalent: You made it to the building where the CSSHE conference is taking place and enter the lobby.
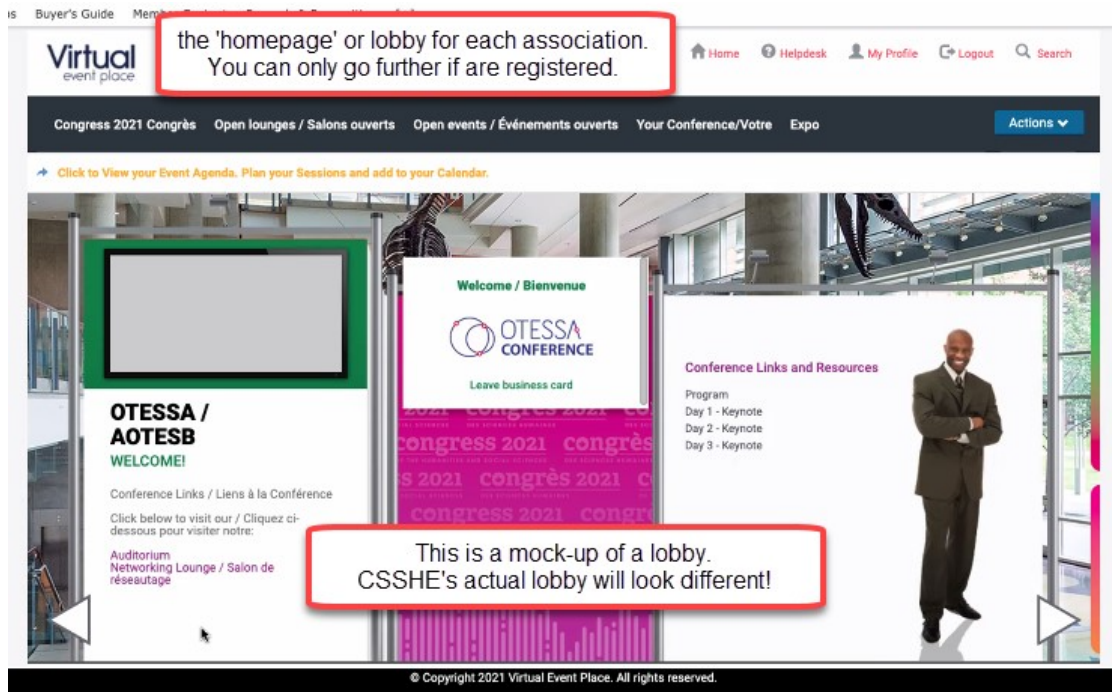
4. Program menu of the CSSHE conference

In-person equivalent: Selecting a session to attend from the CSSHE program and making your way to the room in which the session will take place.

Getting help

Technical support is provided by the Congress organizers and platform providers, not CSSHE. We cannot reply to any emails with technical support queries or requests.

Each live/simu-live session will have a Congress Event Technician and Room Monitor who remain in the virtual room throughout the session.

The company providing the virtual conference platform, Virtual Event Place, will staff a help desk from 08.00 to 17.00 Mountain Daylight Time throughout Congress.

Please review https://congress2021.ca/sites/default/files/sites/default/uploads/technical-support-during-congress-en.pdf for details.

When you arrive at the CSSHE virtual conference space, a Virtual Greeting Table Host (a member of staff employed by Congress) will be available from 08.30 to 16.00 Mountain Daylight Time each day of our conference.

Thank you, Conference committee

Co-Chairs: Leping Mou, University of Toronto and Emma Sabzalieva, UNESCO International Institute for Higher Education and York University

Walter Archer, University of Alberta (Co-Local Arrangements Coordinator)

Sara Asalya, University of Toronto [to January 2021]

Carol Canzano, University of Toronto [to January 2021]

Amira El Masri, Sheridan College

Ian Hartlen, Ryerson University

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Phoebe Kang, University of Toronto

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Kathleen Matheos, University of Manitoba

Michelle Nilson, Simon Fraser University

David Peacock, University of Alberta (Co-Local Arrangements Coordinator)

Colleen Stevenson, University of Toronto

Merli Tamtik, University of Manitoba

We would also like to extend our gratitude to the **CSSHE 2020 Conference Committee**. These committee members put in a great deal of time and effort but unfortunately did not have the chance to see their plans come to fruition. We are grateful for their service and for the groundwork they laid for the 2021 committee.

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Amira El Masri, York University

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Deanna Rexe, Assiniboine College

Emma Sabzalieva, University of Toronto

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