

Canadian Society
for the Study of
Higher Education



Société canadienne
pour l'étude de
l'enseignement supérieur

CONFERENCE HANDBOOK 2017

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Welcome to CSSHE 2017

Dear CSSHE Members,

It is with great enthusiasm that I welcome you to this year's conference! In keeping with Congress' theme *The Next 150*, we have put together a thought provoking and engaging program comprised of a variety of sessions and topics presented by higher education scholars, practitioners, and graduate students.

Thank you. A HUGE thank you to Dr. Tamara Leary our Program Chair for organizing this conference; your volunteerism, dedication and hard work is very much appreciated. Thank you to everyone who took the time to submit a proposal to the conference. The response to the call for proposals was very well received with an increase in submissions compared to previous years. Canadian higher education continues to be an area of growing research and publication and it is exciting to be a part of this positive momentum.

In addition to the CSSHE conference line up, take time to review the Congress Open sessions. Details can be found on the Congress website <http://www.congress2017.ca/program>.

- The **Big Thinking** lecture series is held throughout Congress and brings together leading scholars and public figures who present forward-thinking research, ideas and solutions to the critical questions and issues of our time. This series is free and open to all Congress registered attendees and the public. Simultaneous interpretation will be provided. **All Big Thinking lectures take place in TRSM 1-067 – Auditorium.**
- *Career Corner* is a professional development workshop series where everyone from graduate students to established faculty members can learn how to advance their academic careers, publish and market their research, improve their lesson planning and teaching skills and find out about careers outside of academia. The workshops are free and open to all Congress registered attendees and the public.
- This year's Congress host, Ryerson University is also offering programming for conference participants ranging from interdisciplinary lectures to cultural programming, and more.

Please be sure to attend the CSSHE Annual General Meeting (AGM) and Awards luncheon scheduled for **Monday May 29th at 11:30 – 12:45pm**. The AGM is an opportunity for you to learn more about the Board's activities, to offer feedback to the Director and to recognize this year's award recipients. The **Ryerson University President's Reception** will take place on **Monday May 29th** between 5:00-7:00pm in the Mattamy Athletic Centre, I hope to see you there!

Sincerely,

Dr. Anne Charles
CSSHE President

CSSHE 2017 Conference at a Glance

Sunday May 28th 2017

Time	Event Title	Track	Location
8:00 – 8:30 am	CSSHE Hospitality Room	ALL	SHE 501
8:30 – 9:45 am	CSSHE Conference Opening Welcome and Keynote: Dr. Nathan Hall	ALL	ENG LG 11
10:00 – 11:15 am	SESSIONS GROUP A		
1A	Symposium: Challenges in Practitioner Research on Developing Graduate Capability for Emerging Knowledge Practices	Open	EPH 142
2A	Symposium: A Comparison of Secondary Mathematics in the U.S., Canada, and Hong Kong: Potential Impact for Teaching and Learning of College Entering Students	Open	EPH 201
3A	Symposium: A Role for Blended and Online Learning in Higher Education Reform?	Open/BTL	EPH 112
4A	Symposium: The politics of higher education policy: A transatlantic comparison	Open/Gov	ENG LG 11
5A	Scholarly/Research Papers Session: Thinking Critically About Leadership <ul style="list-style-type: none"> • <i>Preparing Leaders to Make Good Technological Choices: A Case Study</i> • <i>Applicabilité et utilité de la typologie des conceptions des universités de Larouche (2011) comme outil de gouvernance et de planification</i> • <i>Anger & Administrative Affect: Department Chair Feeling Rules</i> • <i>Presence of Secondary Traumatic Stress within Student Leader Paraprofessional Population</i> 	Open/Gov	EPH 204
6A	Scholarly/Research Papers Session: Internationalization: Identity and Equity <ul style="list-style-type: none"> • <i>Spaces, Discourses, and Practices and the Cultural Identities of Arab Muslim Graduate Students: Voices from a Canadian University</i> • <i>How LGBT People and Allies Navigate Discourses of Equity and Internationalization In The Post-Secondary Institution</i> • <i>Educating Refugee Students: What Knowledge Do Canadian Teachers and Teacher Candidates Need?</i> • <i>Exploring the Higher Education Needs of Victims of Torture and Political Oppression</i> 	Open/IE	EPH 207
7A	Scholarly/Research Papers: Variety of Topics <ul style="list-style-type: none"> • <i>New Universities Through Presidential Lenses</i> • <i>Les politiques de collaboration interuniversitaires en matière de formation: une étude exploratoire</i> • <i>Why the Digital Revolution Is Not Revolutionizing Universities (yet)</i> 	Open/Gov /BTL	EPH 441

CSSHE 2017 Conference at a Glance

Sunday May 28th 2017

Time	Event Title	Track	Location
11:25 – 12:50pm	IGNITE SESSIONS (Lunch Provided)	ALL	ENG LG 11
13:00 – 14:15pm	SESSIONS GROUP B		
1B	Symposium: Mirror, Mirror in the Hall: Using Assessment to Help Students Become Reflective Learners	Open	EPH 142
2B	Scholarly/Research Papers Session: A Fragmented Professoriate <ul style="list-style-type: none"> • <i>Contingent Faculty: Redressing Inequities Through Institutional Policies and Practices</i> • <i>Governance of Self and Others: Department Chairs Influence on Contingent Faculty</i> • <i>Professional Segmentation in Vocational Postsecondary Education and Its Long-Term Implications.</i> • <i>Workload Allocation Models and Ontario Colleges of Applied Arts and Technology: Packing and Unpacking the Faculty Workload</i> 	Open/Gov /C&P	EPH 201
3B	Scholarly/Research Papers Session: Integrating Technology <ul style="list-style-type: none"> • <i>Viewing Blended Learning as Sociomaterial Assemblages</i> • <i>Integrating Skill-Specific Learning into Existing Curricula</i> • <i>Active Learning Classrooms: A Space For Exploring Different Perspectives Through Conversation</i> 	BTL/Open	EPH 204
4B	Scholarly/Research Papers Session: Teaching and Learning - Learners' Perspectives <ul style="list-style-type: none"> • <i>A Learner-Centered Perspective on Achievement in Massive Open Online Courses</i> • <i>Flip or Flop? - Student Perceptions of Flipped Teaching</i> • <i>A Culture of Accessibility in the Sciences: A New Paradigm for Science Education and Training in Postsecondary Education</i> • <i>Traces of Embodiment and Engagement in an Online Doctoral Research Methodology Course: A Virtual Ethnographic Study</i> 	BTL/Open SS/IE	EPH 207
4B Section 2	Scholarly/Research Papers Session: Teaching and Learning - Learners' Perspectives <ul style="list-style-type: none"> • <i>Facilitating International Students Acculturative Process Through Service-Learning</i> • <i>The Carl Wieman Science Education Initiative at the University of British Columbia</i> • <i>Online Graduate Studies and Game Theory</i> • <i>City School by Mohawk: A Community-Built Response to Improving Access to Education</i> 	BTL/Open SS/IE	EPH 112

CSSHE 2017 Conference at a Glance Sunday May 28th 2017

Time	Event Title	Track	Location
14:30 – 15:45pm	SESSIONS GROUP C		
1C	Symposium: Exploring the Potentials & Pitfalls of Student-Faculty Partnership	SS	EPH 142
2C	Scholarly/Research Papers Session: Quality Assurance & Unique Initiatives <ul style="list-style-type: none"> • <i>Challenging Methods of Assessment in Higher Education: Can we Improve a Scale that we Cannot Measure?</i> • <i>Benefits, Challenges, Barriers, and Priorities: Canadian College and University Perspectives on the Participation of Students in Quality Assurance</i> • <i>Gender & military Higher Education: Initial stages of a Gender-Based Assessment of Recruiting and Selection for Canadian Military Colleges</i> • <i>Validation d'une typologie des conceptions des collègues canadiens en vue d'en évaluer leur performance</i> 	Gov/C/Open/Gov.	EPH 201
3C	Scholarly/Research Papers Session: Understanding the Students' Perspective <ul style="list-style-type: none"> • <i>Examining the Cultural Interface by Learning from Indigenous Doctoral Students And Faculty Experiences Of Supervision And Mentorship</i> • <i>Implementing A First-Year Experience (FYE) Curriculum in a Large Communication Course</i> • <i>Exploring International Graduate Students Evolving Understandings of Research, Collaborative Learning, and Critical Thinking: Insights from Co-Teaching a Research Methods Course</i> • <i>Opening Doors for Dialogue: Gender Matters to Students of Leadership in Higher Education</i> 	Open/IE	EPH 204
4C	Scholarly/Research Papers Session: Research: Policy and Praxis <ul style="list-style-type: none"> • <i>What Does SSHRC Want?</i> • <i>Negotiating Collaboration Among Researchers in Higher Education: Aiming for 'Researcher Praxis'</i> • <i>The Varieties of Academic Capitalism (VoAC) Approach: A Framework to Systematically Compare Interactions Between Political-Economic Structures and Academic Research Production</i> 	Open/C&P	EPH 207
16:00 – 17:15pm	Affinity Group Meetings		
	Blended Teaching and Learning		EPH 204
	International Higher Education		EPH 207
	Open		EPH 112

Conference at-a-Glance

Monday May 29th 2017

Time	Event Title	Track	Location
8:00 – 8:30 am	CSSHE Hospitality Room	ALL	SHE 501
8:30 – 9:45 am	Provosts' Panel: Critical Questions	ALL	ENG LG 11
10:00 – 11:15 am	SESSIONS GROUP E		
1E	Symposium: All of the Above? Collecting and Using Data About Student Experience	SS	EPH 142
2E	Symposium: The changing landscape of College-University Relationships in Ontario	Open	EPH 112
3E	Scholarly/Research Papers Session: International Programs and Partnerships <ul style="list-style-type: none"> • <i>Ethnicity and Effectively Maintained Inequality in B.C. Universities</i> • <i>Talking Across Cultural Divides: Understanding International Programs</i> • <i>The Moral Aims of University Internationalization: Professors Perspectives</i> • <i>Emerging Global Players: Building International Legitimacy in Universities in Estonia And Kazakhstan</i> 	IHE	EPH 204
4E	Scholarly/Research Papers Session: Understandings of Today's Diverse Student Population <ul style="list-style-type: none"> • <i>A Strengths-Based Examination of Canadian Post-Secondary Student Academic Completion Strategies</i> • <i>Student and Faculty Perceptions of Student Attributes (SAs)</i> • <i>Painting a Picture: Understanding our Student Parent Profile on Campus</i> • <i>Exploring the Higher Education Needs of Victims of Torture and Political Oppression.</i> 	SS	EPH 207
4E Section 2	Scholarly/Research Papers Session: Understandings of Today's Diverse Student Population <ul style="list-style-type: none"> • <i>Excitement, Indifference, and Uncertainty: Exploring Student Perceptions of Student-Faculty Partnership</i> • <i>Examining the Student Experience of Graduate Students with Disabilities using a Socialization Framework</i> • <i>Évaluation de l'impact du programme de formation médicale à Saguenay sur le recrutement et la rétention des médecins dans la région du Saguenay-Lac-Saint-Jean</i> 	SS	ENG LG 11
5E	Scholarly/Research Papers Session: Moving Forward with Accessibility <ul style="list-style-type: none"> • <i>Opening Dialogue through the Arts: Best Practices & Challenges in Faculty</i> • <i>Evolving a Best Practices Framework for Accessibility Policy Development in Postsecondary Education: Preliminary Findings of the Landscape of Accessibility and Accommodation in Postsecondary Education Project</i> • <i>A Strengths-Based Examination of Canadian Post-Secondary Student Academic Completion Strategies</i> 		EPH 201

Conference at-a-Glance

Monday May 29th 2017

Time	Event Title	Track	Location
11:30 – 13:00	CSSHE 2017 AGM and Awards Luncheon	ALL	ARC Building
13:15 – 14:15	POSTERS and ROUNDTABLES		ARC F/G
	Posters		
	Professional Development and Creative Learning Practice: Aspirations for Specialized Advancement	Open	
	Externalities of an Entrepreneurial University: How The Rental Of The University Campus Re-Narrativizes The Physical Campus	Open	
	Navigating Students' Success: How International Doctoral Students Adjust to Canadian Educational Environment	IHE	
	We're talking about diversity and inclusion but I've never felt it": Talking Diversity Reproducing Whiteness in Pre-Service Teacher Education	Open	
	Roundtables		
Table 1	A Pedagogical Strategy for Doctoral Supervising	Open	
	When Things Go Wrong; A Reflection and Discussion on Unsuccessful Teaching Endeavors.	Open	
Table 2	The Transformation of the Community College in Ontario	Open	
	Comparing the Compulsory Ancillary Fee Protocols in Effect at Ontario Universities	Open	
Table 3	Will Immersive Virtual Reality Become Reality in Education	BTL	
	Addressing the Skills Gap: Student Affairs and Policy Enactment	SS	
14:30 – 15:45	SESSIONS GROUP F		
1F	Scholarly/Research Papers Session: Resources and Best Practices for the Online Classroom <ul style="list-style-type: none"> • <i>Blended and Online Communities of Inquiry in Higher Education Reform: Multiple Cases of Faculty Teaching Development</i> • <i>Canadian Teaching and Learning Centres' Online Resources for Instructors: A Survey and Synthesis of Best Practices</i> • <i>Crowdteaching 2.0: Going Beyond the Crowd of Teachers</i> 	BTL/O/CE	EPH 142
2F	CSSHE Award Recipients' Presentations	ALL	EPH 201
3F	Scholarly/Research Papers Sessions: Collaborative Approaches to Internationalization <ul style="list-style-type: none"> • <i>Internationalization in Higher Education- Lessons from the South: A Case Study of the University of the West Indies</i> • <i>Moving Towards More Strategic Partnerships: The Success and Challenges of</i> • <i>Perspectives from U.S. and Canadian Diversity Administrators at Two Large Research Universities About Race, Equity, and Inclusion.</i> 	IHE/Gov	EPH 204

Conference at-a-Glance

Monday May 29th 2017

Time	Event Title	Track	Location
4F	Scholarly/Research Papers Sessions: Mental Health on Campus: Research and Responses <ul style="list-style-type: none"> • <i>Predictors of Psychological Well-Being and Satisfaction with Life among African Post-Secondary Students</i> • <i>Comparing Postsecondary Student Mental Health in Canada and the United</i> • <i>Using Guided Writing Groups to Support Self-Efficacy and Combat Writing Anxiety</i> 	SS/O/IHE	EPH 207
16:00 – 17:15	Affinity Group Meetings		
	Student Services		EPH 207
	Governance		EPH 201
	Community Engagement		EPH 142
	Colleges, Polytechniques and Institutes		EPH 112
17:00 to 19:00	President’s Reception: Mattamy Athletic Center		

Conference at-a-Glance

Tuesday May 30th 2017

Time	Event Title	Track	Location
8:00 – 8:30 am	CSSHE Hospitality Room	ALL	SHE 501
8:30 – 9:45 am	CSSHE Panel: Indigenous Perspectives: Moving Forward in Canadian Higher Education	ALL	POD 368
10:00 – 11:15 am	SESSIONS GROUP G		
1G	Symposium: Reflecting on the Past, Present and Future of Assessment in Canadian Student Affairs and Services	SS	EPH 142
2G	Symposium: Blended Learning from Design to Evaluation: International Case Studies of Evidence-Based Practice	BTL	EPH 201
3G	Symposium: Towards A Social Justice Approach to Community Engagement and Service Learning	CE	EPH 204
4G	Symposium: The Academic Profession at Canadian Universities: Responding to Diversity, Growth and Global Competition	Open	EPH 112
11:30 – 12:45pm	LUNCH: On your own		
13:00 – 14:15pm	SESSIONS GROUP H		
1H	Symposium: How do you self-identify: Asking Students Questions About Social Identity		EPH 142
2H	Scholarly/Research Papers Session: Student Mobility and Institutional Choice <ul style="list-style-type: none"> • <i>Higher Education Policies in the Baltic States: Balancing the Language Demands in Multilingual Societies</i> • <i>The Stratification of College Students' Choices of Majors in Taiwan</i> • <i>Understanding the Decision-Making Process of International Students Who Choose To Study at Ontario Colleges</i> • <i>From Far & Wide To Close & Narrow: Study, But Not Abroad?</i> 	IHE	EPH 201
3H	Scholarly/Research Papers Session: Baccalaureates: A New Look <ul style="list-style-type: none"> • <i>The Impact of CAAT Baccalaureates on Access and Students</i> • <i>The Social Role of the College Bachelor Degree: Perceptions of College Administrators and Faculty</i> • <i>College Baccalaureates in Ontario: Are There Differences and What Are the Implications?</i> • <i>Representation of Baccalaureate Programs on College Websites: A Critical Discourse Analysis Approach</i> 	C&P/ Open	EPH 204
4H	Scholarly/Research Papers Session: Ph.D. Currency Today and Tomorrow <ul style="list-style-type: none"> • <i>Professional Identity Formation for the Next 150: Ph.D. Graduates Experiences of Alternative Academic (Alt-Ac) Professions</i> • <i>The Role of Intention in Post-Phd Career Decision-Making</i> • <i>Take My Advice: Doctoral Students' Self-Formation as Competitive Academic Subjects</i> 		EPH 207

Conference at-a-Glance

Tuesday May 30th 2017

Time	Event Title	Track	Location
5H	Scholarly/Research Papers Session: Variety of Topics <ul style="list-style-type: none"> • <i>The Reappointments of Canadian University Deans: Preliminary Findings</i> • <i>Combining Credentials to Advantage?</i> • <i>Educational Leadership and Continuous Improvement (Lean Type): Similar Results in School board and College</i> 		EPH 112
14:30 – 15:45pm	SESSIONS GROUP I		
1I	Symposium: Understanding the Ecology of Entrepreneurship Learning in Higher Education	Gov.	EPH 142
2I	Scholarly/Research Papers Session: Internationalization and Employability Reform? <ul style="list-style-type: none"> • <i>IET Bridging Program: Policies and Practices Enabling the "Self-Formation" of Professional Identities</i> • <i>Developing International Student Graduate Employability in A Globally Competitive Higher Education Landscape</i> • <i>Equity & Extra-Curriculas: Race, Class, Gender and the Successful Student</i> 	BTL	EPH 201
3I	Scholarly/Research Papers Session: Thinking Theoretically <ul style="list-style-type: none"> • <i>Enjoy Your Education! - A Pedagogical Ethics of Radical Trust</i> • <i>Understanding Educational Development Through Lefebvres Spatial Triad Theory</i> • <i>The Demographics and Career Paths of Canadian University Deans</i> 		EPH 204

CCSHE 2017 Conference Program Details

Sunday May 28th 2017

CSSHE Hospitality Room: 8:00 – 8:30 am

SHE 501

If you have any questions, comments or concerns or you simply would like a meeting place to chat with colleagues there will be Congress volunteers and CSSHE conference representatives in the CSSHE hospitality room at the beginning of each day.

CSSHE Conference Opening Welcome and Keynote: 8:30 – 9:45 am

ENG 11



Dr. Nathan Hall is an Associate Professor in the Department of Educational and Counselling Psychology (Learning Sciences) at McGill University and director of the Achievement Motivation and Emotion research group (www.ame1.net). His research is funded by provincial, federal, and international grants (e.g., SSHRC, FQRSC, Spencer, Humboldt) and has a specific focus on the structure, effects, and self-regulation of motivational variables and emotions in educational settings (e.g., teachers, students, faculty) as well as motivational interventions for improving achievement, persistence, and psychological health as facilitated by digital/social media.

SESSIONS GROUP A 10:00 – 11:15 am

1A Symposium: Challenges in Practitioner Research on Developing Graduate Capability for Emerging Knowledge Practices EPH 142

Panelist(s):	Thomas Carey	BC Association of Institutes and Universities
	Linda Pardy	University of the Fraser Valley
	Christine Arnold	Memorial University of Newfoundland
	Richard Wiggers	Mohawk College
	Tracy Penny Light	Thompson Rivers University

Faculty are creating new approaches to develop student capability in emerging knowledge-practices, e.g., epistemic fluency and workplace innovation. New challenges arise for research when both capability and pedagogy are works-in-progress! This panel practitioner-researchers, educational developers, and research experts share their experiences to stimulate participant discussion on moving forward

2A Symposium: A Comparison of Secondary Mathematics in the U.S., Canada, and Hong Kong: Potential Impact for Teaching and Learning of College Entering Students EPH 201

Panelist(s):	Chris L. Yuen	SUNY University at Buffalo
	Amy Kong	Helena College University of Montana
	Shane Tang	Salt Lake Community College
	Pauline Chow	Central Pennsylvania's Community College

This symposium showcases the differences among U.S., Canadian, and Hong Kong secondary mathematics education systems. Pedagogy, curriculum, assessment, cultural difference, and use of technology are discussed. Audience will

engage in dialog about best practices in college teaching, transitioning secondary students to college entry, and teacher preparation targeting college level instruction.

3A Symposium: A Role for Blended and Online Learning in Higher Education Reform? EPH 112

Panelist(s): Kathleen Matheos University of Manitoba
Marthi Cleveland-Innes Athabasca University
Alan Davis Kwantlen Polytechnic University
Heather Kanuk University of Alberta

Higher education reform is critical, and institutions must transform themselves to respond to changing societal contexts. Blended and online learning viewed a decade ago as a promising practice is now well integrated into Canadian higher education. How can it now play a key role in fostering higher education reform?

4A Symposium: The politics of higher education policy: A transatlantic comparison ENG LG 11

Panelists: Deanna Rexe Assiniboine Community College
Jens Jungblut University of Kassel
Martin Maltais Université du Québec à Rimouski
Theresa Shanahan York University
Erik Ness University of Georgia
Moderator: Glen Jones OISE/University of Toronto

Research on politics of higher education takes place in largely secluded academic communities on both sides of the Atlantic. This symposium creates a bridge between these secluded communities by discussing the state of the art of scholarship on politics of higher education policy in Canada, the US, and Europe.

5A Scholarly/Research Papers Session: Thinking Critically About Leadership EPH 204

Preparing Leaders to Make Good Technological Choices: A Case Study

Presenter(s): David Schmaus NAIT

Technological systems are based on choices. How can technology management education prepare future leaders to make good technological choices? A case study of a Bachelor of Technology program at a Canadian Polytechnic Institute provides insight into how answers to this question emerge in the context of higher education.

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Applicabilité et utilité de la typologie des conceptions des universités de Larouche (2011) comme outil de gouvernance et de planification

Présenter(s): Catherine Larouche Université du Québec

Cette communication vise la présentation des résultats d'un projet de recherche financé par le Programme de coopération intergouvernementale du Québec. Ce projet visait les objectifs suivants :1) Vérifier l'application de la typologie de Larouche et coll. (2012) dans le contexte d'une université canadienne francophone hors Québec UFHQ. 2) Explorer auprès des dirigeants de cette université l'utilité de la typologie comme outil de gouvernance, de planification, d'évaluation ou de gestion.

Anger & Administrative Affect: Department Chair Feeling Rules

Presenter(s): Summer Cowley University of Alberta

Social norms called feeling rules influence which emotions are considered appropriate for Department Chairs to express. Chairs must learn these contextual feeling rules as they perform their role. Identifying feeling rules in this study may help future Chairs by reducing some of the surprise associated with taking on the Chairship.

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Presence of Secondary Traumatic Stress within Student Leader Paraprofessional Population

Presenter(s): Casey Phillips Nipissing University

Student Leader Paraprofessionals (SLPs) assist in the early detection and referral of students to professional services of support. Secondary Traumatic Stress (STS) in helping professionals has been explored in literature for well over 10 years. This research examines the prevalence of STS on SLPs in a postsecondary environment.

6A Scholarly/Research Papers Session: Internationalization: Identity and Equity

EPH 207

Spaces, Discourses, and Practices and the Cultural Identities of Arab Muslim Graduate Students: Voices from a Canadian University

Presenter(s): Bayan Qutub University of British Columbia

This study examines the role of a Canadian higher education institution in (de)constructing the sense of cultural identity among Arab Muslim graduate students. Particularly, the study investigates the university's settings (spaces, discourses, and practices) in shaping cultural identities of these students, and aims to give voice to them.

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How LGBT People and Allies Navigate Discourses Of Equity And Internationalization In The Post-Secondary Institution

Presenter(s): Kaela Jubas University of Calgary

This paper discusses a qualitative case study exploring how LGBT and ally faculty, students, and staff at Alberta and BC post-secondary institutions navigate coinciding discourses around equity and internationalization. Three tensions apparent in the data inclusion/exclusion, safety/risk, coming out/passing are highlighted, and implications for LGBT people and institutions are noted.

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Educating Refugee Students: What Knowledge Do Canadian Teachers and Teacher Candidates Need?

Presenter(s): Snezana Ratkovic Brock University
Dragana Kovacevic Brock University
Courtney Brewer Nipissing University

Canadian schools are receiving a high influx of refugee students. The current educational system is ill-equipped to facilitate refugee students' transition to Canadian schools. We conducted a scoping review of Canadian literature and policy from various sectors to synthesize research about refugee students' education, resettlement, and wellbeing in Canada.

Exploring the Higher Education Needs Of Victims Of Torture and Political Oppression.

Presenter(s): Jaswant Bajwa George Brown College

The after-effects of living through war and exposed to violence on a daily basis are a reality for refugees and asylum seekers. Their schooling is interrupted by war, hopes shattered, safety jeopardized by being in refugee camps. Survivors may also experience after effects of torture, trauma and war that may diminish their ability to study, including memory and concentration problems, anxiety, insomnia and chronic pain. In recent years, Canada has welcomed thousands of people seeking asylum, many of them survivors of war and torture. They come for the chance of a new life but the shadows of the old one can block them from the best paths to a new one, education. The next 150th creates an opportunity for Canada to create an education system that acknowledges the reality of the changing demographics in our institutions of higher education.

7A Scholarly/Research Papers: Variety of Topics

EPH 441

New Universities Through Presidential Lenses

Presenter(s): John Levin University of California
Ariadna López Damián University of California
Evelyn Morales Vázquez University of California
Marie C. Martin University of California

This investigation addresses three new universities in the provinces of British Columbia and Alberta and presidents' ascriptions of organizational identity to their universities. Through extended interviews and narrative analysis, this investigation explains the positionality and understandings of presidents in relationship to the path to legitimacy of their universities.

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Les politiques de collaboration interuniversitaires en matière de formation: une étude exploratoire

Presenter(s): Genevieve Sirois Université de Montréal
Martin Maltais Université du Québec à Rimouski

Cette communication présente les résultats préliminaires d'une étude exploratoire descriptive des politiques de collaboration interuniversitaire portant sur des activités de formation, permettant de répondre à la question générale suivante : comment se déploient les collaborations interuniversitaires en matière de formation dans les cas où l'on compte au moins un établissement francophone issu du Canada ? L'objectif poursuivi par cette étude, qui constitue la première étape d'un projet de recherche plus important, est de décrire trois cas de collaboration interuniversitaire en matière de formation impliquant au moins une université francophone du Canada.

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Why the Digital Revolution Is Not Revolutionizing Universities (Yet).

Presenter(s): Gavin Moodie OISE/University of Toronto

This seeks to explain why the digital revolution has not revolutionized universities, as has been widely and extravagantly predicted or advocated. It seeks the explanation not in the nature of technology nor in the nature of universities, but in pedagogy: the nature of teaching-learning and the knowledge that universities transmit.

IGNITE SESSIONS (Lunch Provided): 11:25 – 12:50pm

ENG LG 11

This is structured like a lunch and learn – pick up your lunch (provided) and attend the Ignite Session – your colleagues will share their research and ideas in a 5-minute presentation.

Whiteboard Animation Videos: A way to disseminate research for broader audiences

Presenter: George Veletsianos Royal Roads University

This session shares lessons learned in the process of creating short whiteboard animation videos to share the author's research. These lessons include: identifying easy-to-use software, creating scripts, humanizing research, and addressing time concerns. The session will be of interest to researchers and practitioners.

Flipping the Instructional Focus: How to ensure your flipped class isn't a flop

Presenter: Camille Rutherford Brock University

More important than flipping in-person lectures for online lectures, professors need to consider how they can flip the instructional focus and emphasis learning instead of teaching. This presentation will discuss how Blooms Taxonomy can be used to increase the level of student engagement and cognitive challenge to create a student centered instructional approach.

Rethinking Post-Secondary Accessibility through Community-Based Learning Hubs

Presenter: Dr. Alan Bourke Mohawk College

This presentation argues that developing community-based learning hubs offer a unique and innovative way of making post-secondary education accessible to disadvantaged communities in a manner that transcends traditional implementations of outreach and community engagement.

Universities, National Identity and Ethnic Minorities

Presenter: Grace Karram Stephenson OISE/ University of Toronto

What role should universities play in unifying diverse nations? Is unity only possible with a strong economy? How might universities contribute to nation identity when economies falter? This session uses national case studies (Malaysia & UAE) charting a path for universities to build national identity and counter divisive populist movements.

Social Network Analysis: Opportunities and Challenges for Higher Education Research

Presenter: Melinda Scott University of Toronto

To the extent that post-secondary institutions and the activities that occur within them are rooted in relationships, social networks matter. This session will explore social network analysis as a research method that can illuminate the inner workings of colleges and universities and the ways in which they relate to society.

The Oppression of Contingent Faculty and its Psycho-Social Implications

Presenter: Cherrie Kwok OISE/University of Toronto

The facade of promised collegiality and academic freedom often clouds the hidden inequities that exist within the segmented academic hierarchy. Drawing on Young's (2004) Five Faces of Oppression, this paper explores the conditions of exploitation, powerlessness, marginalization and their psycho-social implications on an underclass of academic workers - contingent faculty.

"Cette expérience est très difficile!" How participating in an intensive, French-language immersion program helped me become a better instructor

Presenter: Jacqueline Beres Brock University

I will share my experience participating in a five-week, intensive, French-language immersion program and how it influenced my instructional practices when teaching English as a Subsequent Language students. Using three notable events, I will describe unexpected challenges I encountered and how I used these struggles to (hopefully) improve my teaching.

SESSIONS GROUP B 13:00 – 14:15pm

1B Symposium: Mirror, Mirror in the Hall: Using Assessment to Help Students Become Reflective Learners

EPH 142

Panelists: Tom Klubi University of Toronto - Mississauga.
Monica Paabo OISE/University of Toronto.
HsingChi vonBergmann University of British Columbia
Jinli Yang The Learning Partnership.
Sylvia Langlois Centre for Interprofessional Education / University of Toronto
Graham Vardy OISE/University of Toronto
Moderator: Amanda Brijmohan OISE/University of Toronto

The panelists of this symposium have experience developing assessment tools in postsecondary education programs to help students to reflect on their learning. Bringing perspectives from diverse programs within postsecondary education, the panelists will discuss the process and challenges of developing and using these assessment tools.

2B Scholarly/Research Papers Session: A Fragmented Professoriate

EPH 201

Contingent Faculty: Redressing Inequities Through Institutional Policies and Practices

Presenter(s): Deanne Saunders OISE/University of Toronto

This paper examines the growing reliance on contingent faculty at colleges and universities and the working conditions that characterize their experiences, ultimately proposing a number of institutional policies and practices to redress the inequities that they face.

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Governance of Self And Others: Department Chairs Influence on Contingent Faculty

Presenter(s): Michael Klassen University of Toronto

The growth in contingent faculty members in Canadian universities contributes to vertical fragmentation of academic work and raises questions about whether self-governance is still possible (Jones 2013). This paper argues that department chairs play a key role in shaping contingent faculty experience including their participation in curriculum governance.

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Professional Segmentation in Vocational Postsecondary Education and Its Long-Term Implications.

Presenter(s): Linda Muzzin OISE/University of Toronto
Andrea Kalmin York University

This paper argues, based on analyses of interviews with university and college faculty in professional and vocational fields, that there is significant segmentation in the professoriate that can be theorized as gendered and racialized. Long-

term implications concerning precarity, chilly climate and the diversity of professional/ vocational curricula are discussed.

Workload Allocation Models and Ontario Colleges of Applied Arts and Technology: Packing and Unpacking the Faculty Workload

Presenter(s): Anne Charles Conestoga College Institute of Technology and Advanced Learning

Workload Allocation Models and Ontario Colleges of Applied Arts and Technology: Packing and Unpacking the Faculty workload in the Ontario Colleges of Applied Arts and Technology (CAATs) is allocated on the basis of a Standard Workload Formula (SWF). Using a structural functionalist framework this paper situates the SWF within a typology of workload models and discusses its functionality in a contemporary context.

3B Scholarly/Research Papers Session: Integrating Technology

EPH 204

Viewing Blended Learning as Sociomaterial Assemblages

Presenter(s): Marguerite Koole University of Saskatchewan
 Gale Parchoma University of Saskatchewan
 Marlon Simmons University of Calgary

The intent of this presentation is to examine the diversity and complexity of voice-text blends in online and blended learning through a socio-materialist perspective. Our goal is to theorize performances of voice and text as assemblages emerging through physical places, digital components, and inscribed design expectations.

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Active Learning Classrooms: A Space for Exploring Different Perspectives Through Conversation

Presenter(s): Victoria Chen Queen's University

With increasingly diverse populations and seemingly divergent mindsets, conversations on controversial topics are becoming more like shouting matches with no conclusions than intellectual discussions with a desire for constructive solutions. In the classroom, it is up to the instructor to set the tone to facilitate discussions that end in the latter and with the help of active learning classrooms this can be done.

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Integrating Skill-Specific Learning into Existing Curricula

Presenter(s): Jenn McArthur Ryerson University

Specialized software is often a highly-desired skill by industry but Universities struggle to provide students with such expertise within curriculum constraints. This paper presents early results from the development of a curriculum integration toolkit to integrate Architectural Design software into existing courses through experiential activities, including student evaluation data.

4B Scholarly/Research Papers Session: Teaching and Learning: Learners' Perspectives

EPH 207

A Learner-Centered Perspective on Achievement in Massive Open Online Courses

Presenter(s): Hedieh Najafi University of Toronto

Laurie Harrison University of Toronto

We investigated how learners' levels of task-value and self-efficacy and intentions related to their course achievement and course completion in four Massive Open Online Courses. Using clustering techniques, we identified two groups of higher- and lower-motivation learners in these courses. Early findings show that higher-motivation learners achieved higher course grades.

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Flip or Flop? - Student Perceptions of Flipped Teaching

Presenter(s): Camille Rutherford Brock University

The purpose of this research was to investigate the perceptions of Teacher Education students enrolled in courses that utilized a flipped teaching approach. The results of this study can be used to increase the likelihood that that attempts to flip instruction are not perceived as a flop.

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Traces of Embodiment and Engagement in an Online Doctoral Research Methodology Course: A Virtual Ethnographic Study

Presenter(s): Gale Parchoma University of Saskatchewan
Michele Jacobsen University of Calgary
Marlon Simmons University of Calgary
Dorothea Nelson University of Calgary
Shaily Bhola University of Calgary

This paper reports findings from a virtual ethnographic inquiry into the re-design of an online graduate research methodology course. A key feature of the re-design was the introduction of virtual, auditory, coffee sessions. Participants reported that these less formal learning opportunities encouraged sustained engagement and resulted in comparable-to-being-embodied learning experiences.

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A Culture of Accessibility in the Sciences: A New Paradigm for Science Education and Training in Postsecondary Education

Presenter(s): Mahadeo Sukhai National Educational Association of Disabled Students

Persons with disabilities are under-represented in science, technology, engineering and mathematics (STEM) training programs. This presentation will focus on systems principles for effective engagement of students with disabilities in STEM, and provide a framework for postsecondary institutions to use in ensuring their full participation in the research enterprise and discipline.

4B Section 2 Scholarly/Research Papers Session: Teaching and Learning - Learners' Perspectives EPH 112

Facilitating International Students Acculturative Process Through Service-Learning

Presenter(s): Neivin Shalabi Brock University

This session disseminates the findings of a qualitative study that explored the effect of participation in service-learning on a group of international students' transition to life and study in Canada. Promoting understanding of core Canadian values and enhancing feelings of self-worth emerged as important factors in facilitating the acculturative process.

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The Carl Wieman Science Education Initiative at the University of British Columbia

Presenters: Warren Code University of British Columbia
Elizabeth Jane Maxwell University of British Columbia
Ashley Welsh University of British Columbia

We present a summary of outcomes and lessons learned from the Carl Wieman Science Education Initiative at the University of British Columbia, which has been transforming undergraduate math and science education since 2007 by partnering faculty with department-based experts from their own discipline with training in current education research.

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Online Graduate Studies and Game Theory

Presenter(s): Thomas Power Université Laval

This study identifies and distinguishes between various online learning design, development and delivery strategies implemented in higher education based on game theory; i.e. the main key players (stakeholders) involved in adopting and implementing these strategies, the effects of strategy choices made by players on other players and the online learning strategy that best achieves sustainability in graduate studies

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City School by Mohawk: A Community-Built Response to Improving Access to Education

Presenter(s): Dr. Alan Bourke Mohawk College

This session presents preliminary findings from City-School by Mohawk, an initiative that is the first of its kind in Ontario to implement a comprehensive and inclusive strategy of bringing college learning and accessible post-secondary education down to the community hub level.

SESSIONS GROUP C 14:30 – 15:45pm

1C Symposium: Exploring the Potentials & Pitfalls of Student-Faculty Partnership

EPH 142

Panelists: Elizabeth Marquis McMaster University
Erin Aspenlieder McMaster University

This symposium will engage participants in discussing the possibilities, benefits, and challenges of student-faculty partnerships within teaching and learning. It will describe a program that supports partnership, offer reflections from students, faculty, and staff who have taken part, and present findings from research assessing that program and partnership more broadly.

2C Scholarly/Research Papers Session: Quality Assurance & Unique Initiatives

EPH 201

Challenging Methods of Assessment in Higher Education: Can we Improve a Scale that we Cannot Measure?

Presenter(s): Bernie Murray Ryerson University

This session explores challenging methods of assessment used as measures of students' achievements. Our goal as educators is to fairly evaluate students' assignments. However, students continually say that their grades are subjective or unfair. Discourse focuses on sharing the findings from a research study and examining whether we can improve a scale that we cannot measure.

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Benefits, Challenges, Barriers, and Priorities: Canadian College and University Perspectives on the Participation of Students in Quality Assurance

Presenter(s): Tracey Mccutcheon Seneca College of Applied Arts & Technology
Mary Catharine Lennon Ontario Postsecondary Education Quality Assessment Board
Janna Luetttman Ontario Postsecondary Education Quality Assessment Board
Yvonne Zhang Seneca College of Applied Arts & Technology

Quality assurance policy and practice in higher education has become increasingly important within a climate calling for greater accountability to students and the wider public. This presentation will discuss the results of a national survey of institutions on policies and practices involving students in more participatory quality assurance roles.

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Gender & Military Higher Education: Initial Stages of a Gender-Based Assessment of Recruiting and Selection for Canadian Military Colleges

Presenter(s): Grazia Scoppio Royal Military College of Canada
Nancy Otis Department of National Defence
Yan (Lizzie) Yan Queen's University
Tabasum Akseer Queen's University

The presentation summarizes the initial findings of year one of a two-year study involving a gender-based assessment of recruiting and selection for the Canadian military colleges, namely, the Royal Military College of Canada in Kingston, Ontario, and the Royal Military College Saint-Jean, Quebec.

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Validation d'une typologie des conceptions des collèges canadiens en vue d'en évaluer leur performance

Presenter(s): Catherine Larouche Université du Québec Chicoutimi
Denis Savard Université Laval
Lucie Heon Université Laval

Cette communication vise la présentation des résultats d'un projet de recherche subventionné par le Conseil de recherche en Sciences Humaines concernant la validation d'une typologie des conceptions des collèges canadiens en vue d'évaluer leur performance.

3C Scholarly/Research Papers Session: Understanding the Students' Perspective

EPH 204

Examining the cultural interface by learning from Indigenous doctoral students and faculty experiences of supervision and mentorship

Presenter(s): Amy Parent Simon Fraser University

The purpose of this research is to collaborate with faculty, Indigenous education doctoral students and Indigenous doctoral alumni in British Columbian universities in order to understand exemplary mentorship and supervisory practices. This presentation will share findings from interviews with faculty supervisors, Indigenous doctoral students and recent Indigenous doctoral alumni; and discuss potential knowledge mobilization projects.

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Implementing a First-Year Experience (FYE) Curriculum in a Large Communication Course

Presenter(s): Dr. Daniel Ahadi Simon Fraser University
Jennesia Pedri Simon Fraser University
Dugan Nichols Simon Fraser University

This presentation will focus on a First-Year Experience (FYE) course in Communication studies and the effectiveness of it for student learning. The author will share findings from a post-pre survey with students conducted at end of Fall 2016 and Spring 2017 semesters, as well as interviews and focus groups with students, instructors, and staff.

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Exploring International Graduate Students' Evolving Understandings of Research, Collaborative Learning, and Critical Thinking: Insights from Co-Teaching a Research Methods Course

Presenter(s): Jacqueline L. Beres Brock University
Vera E. Woloshyn Brock University

This qualitative case study investigates international Master of Education students' understandings of research and their engagement in collaborative learning and critical critique. Preliminary findings suggest students experienced nuanced understandings of researcher-related decision making processes and developed an appreciation for the transferability of course concepts to their personal and professional lives.

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Opening Doors for Dialogue: Gender Matters to Students of Leadership in Higher Education

Presenter(s): Kanina Blanchard Western University

Gender remains an obscured topic in the education of leaders, yet an exploratory case study conducted in an undergraduate leadership course at a business school in Ontario illustrates the call from former students to embed the topic in future curriculum. Study participants assert that discussions about gender in leadership education creates the space to engage in challenging conversations and experiences exploring topics around diversity, ethics, inequality, religious differences, and sexual orientation thus opening the door for learning they say is vital for them in the workplace.

4C Scholarly/Research Papers Session: Research: Policy and Praxis

EPH 207

What Does SSHRC Want?

Presenter(s): Sandra Acker University of Toronto
Michelle K. McGinn Brock University
Marie Vander-Kloet University of Toronto
Anne Wagner Nipissing University

This paper represents a collaborative self-study of our research team's experience of applying to the Social Sciences and Humanities Research Council for funding. This reflexive account is embedded in our research about the social construction of social-justice oriented academic research. Our reflections highlight issues of academic identity and institutional choices.

Negotiating Collaboration Among Researchers in Higher Education: Aiming for 'Researcher Praxis'

Presenter(s): Mimi Masson OISE/University of Toronto
Shakina Rajendram OISE/University of Toronto
Elizabeth Larson OISE/University of Toronto

What are the politics of collaboration for researchers who want to develop 'researcher praxis' - that is, the negotiation of theoretical aspirations with the practical side of conducting research? This paper is a narrative exploration into the processes for collaborative research among three graduate researchers in Higher Education.

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The Varieties of Academic Capitalism (VoAC) Approach: A Framework to Systematically Compare Interactions Between Political-Economic Structures and Academic Research Production

Presenter(s): Olivier Begin-Caouette, Centre interuniversitaire de recherche sur la science et la technologie (CIRST), (UQM)

Merging the varieties of capitalism (VoC) approach (Hall & Soskice, 2004) with Munch's (2014) version of academic capitalism, I developed the varieties of academic capitalism approach (VoAC) in order to investigate how political-economic structures condition higher education systems' strategies to accumulate scientific capital (or academic research production).

Affinity Group Meetings 16:00 – 17:15pm
Blended Teaching and Learning EPH 204
International Higher Education EPH 207
Open EPH 112

Monday May 29th, 2017

CSSHE Hospitality Room: 8:00 – 8:30 am

SHE 501

Panel Presentation: 8:30 – 9:45 am

ENG LG 11

The Quality of Learning in Canadian Higher Education: A Priority, Necessity or After Thought?

Panelists:



Dr. Janet Morrison assumed the role of Provost and Vice President, Academic at Sheridan in 2016. Sheridan has been a leader in undergraduate education since 1967; our Creative Campus approach combined with a commitment to polytechnic education prepares students for work and life. Prior to her appointment at Sheridan, Janet spent 17 years at York University working in various roles focused on learning, discovery and engagement, most recently, serving as Vice-Provost, Students. Before joining York, she held leadership positions in student affairs and taught at the University of Guelph, Bowling Green State University, Medical College of Ohio and George Brown College. She holds undergraduate and graduate degrees in history and education. Having worked in the post-secondary sector for over twenty-five years, Janet remains passionate about student success and community engagement. She served as a staff representative on York's Board of Governors and in 2010 was awarded York University's *President's Leadership Award*. An active volunteer, Janet is currently a member, and the former Chair of, the Board of Trustees at Holland Bloorview Kids Rehabilitation Hospital and has previously chaired the Board of Directors for the Children's Aid Society of Toronto.



Dr. Steve Grundy, Provost and Vice President Academic, Royal Roads University, holds a PhD in chemistry from the University of Sheffield in England. His research interests have ranged from synthetic chemistry to environmental science. He has travelled extensively in the Canadian Arctic and the west coast of Canada as a field scientist with a specialization in contaminant transport mechanisms. He is particularly interested in the directions of post-secondary education, the evolution and development of on-line learning and new models of university governance and leadership. He currently serves on the boards of BCNet and the Canadian Virtual University.

Moderator: Mr. Rod Skinkle, President and CEO of Academica Group Inc.



Building upon his background in higher education student affairs research, Rod has led Academica Group to become a leading provider of higher education policy, consumer research and enrolment consulting with most of Canada's leading universities and colleges coast-to-coast and growing Internationally. Rod pioneered the development of research tools and studies for Canadian institutions and is the founder of the largest ongoing syndicated study of higher education consumers, the University College Applicant Study (UCAS). In addition to his overall leadership and

executive responsibilities, Rod leads and is committed to maintaining a thriving market and social policy research division focused on higher education accessibility, student success, education and career goal development. Rod holds a Diploma in Behavioural Science, Loyalist College, an Honours Degree in Psychology, The University of Waterloo, and a Master's Degree in Applied Social Research, the University of Saskatchewan.

SESSIONS GROUP E 10:00 – 11:15 am

1E Symposium: All of the Above? Collecting and Using Data About Student Experience EPH 142

Panelists(s): Sheldon Grabke OISE/University of Toronto
Timothy Fricker Mohawk College
Shakina Rajendram OISE/University of Toronto
Hany Soliman OISE/University of Toronto
Moderator: Ruth Childs OISE/University of Toronto

Based on their experiences collecting and using data about student experience in colleges and universities, four panelists will address the questions: What additional data are needed? How good are the data we have? How can we collect more and better data?

2E Symposium: The changing landscape of College-University Relationships in Ontario

EPH 112

Panelist(s): Paula Green York University; University of Toronto

This symposium will share the findings of a significant study of 14,000 transfer students between Seneca College and York University over a twelve year period. The panel will situate the discussions within the context of the changing landscape of post-secondary education in Ontario with particular emphasis on college university relationships.

3E Scholarly/Research Papers Session: International Programs and Partnerships EPH 204

Ethnicity and Effectively Maintained Inequality in B.C. Universities

Presenter(s): Robert Sweet Lakehead University

In British Columbia, distinctions are made between research intensive universities and teaching intensive universities with respect to resources, programming, and perceived prestige value. We employ an Effectively Maintained Inequality (EMI) framework to examine the role played by ethnicity in the competition for admission to research intensive universities.

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Talking Across Cultural Divides: Understanding International Programs

Presenter(s): Rahul Kumar Brock University
Clinton Kewley Brock University

This paper offers a consolidated conversation amongst faculty, students, and administrators of one international program. It builds on the tradition of including voices of students, faculty members, and administrators, and then considers how their respective interests, practices, and goals converge to improve upon educational experience of international students.

Dr. Kwame McKenzie Wellesley Institute
Dr. Sean Kidd CAMH

The after-effects of living through war and exposed to violence on a daily basis are a reality for refugees and asylum seekers. Their schooling is interrupted by war, hopes shattered, safety jeopardized by being in refugee camps. Survivors may also experience after effects of torture, trauma and war that may diminish their ability to study, including memory and concentration problems, anxiety, insomnia and chronic pain. In recent years, Canada has welcomed thousands of people seeking asylum, many of them survivors of war and torture. They come for the chance of a new life but the shadows of the old one can block them from the best paths to a new one, education. The next 150th creates an opportunity for Canada to create an education system that acknowledges the reality of the changing demographics in our institutions of higher education.

4E Section 2 Scholarly/Research Papers Session: Understandings of Today's Diverse Student Population
ENG LG 11

Excitement, Indifference, and Uncertainty: Exploring Student Perceptions of Student-Faculty Partnership

Presenter(s): Elizabeth Marquis McMaster University
Sunanna Bhasin McMaster University

This session presents preliminary results from a mixed-methods study exploring the ways in which students understand the notion of student-faculty partnership and perceive a program designed to support such work. We present insights about potential barriers to partnership, and offer recommendations for developing partnership programs that are appropriately inclusive.

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Examining the Student Experience of Graduate Students with Disabilities Using a Socialization Framework

Presenter(s): Kathleen Moore University of Toronto/NEADS
Mahadeo Sukhai National Educational Association of Disabled Students (NEADS)

In this study, we examined survey data from the Understanding Accessibility in Graduate Education for Students with Disabilities in Canada project done by NEADS. A socialization framework was used to analyze the data and investigate the challenges that graduate students with disabilities might experience as they are socialized into professional roles.

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Évaluation de l'impact du programme de formation médicale à Saguenay sur le recrutement et la rétention des médecins dans la région du Saguenay-Lac-Saint-Jean

Presenter(s): Mylene Levesque Centre intégré universitaire de santé et de services sociaux du Saguenay-Lac-Saint-Jean
Catherine Larouche Université du Québec à Chicoutimi

Le projet évalue l'effet de l'implantation, depuis 2006, du Programme de formation médicale à Saguenay (PFMS) en lien avec les facteurs qui influencent le choix des médecins de s'établir et de demeurer dans la région du Saguenay-Lac-Saint-Jean (SLSJ).

5E Scholarly/Research Papers Session: Moving Forward with Accessibility

EPH 201

Opening Dialogue through the Arts: Best Practices & Challenges in Faculty Development Approaches Supporting Students with Disabilities

Presenter(s): Samahra Zatzman York University

This qualitative, arts-based research project explores best practices and challenges in faculty development supporting students with disabilities. Using the case of Toronto's York University, recommendations are offered for how institutions can better position faculty to take "increasing leadership roles as key designers of accessible learning environments" (Shaw & Scott, 2003, p.3).

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Evolving a Best Practices Framework for Accessibility Policy Development in Postsecondary Education: Preliminary Findings of the Landscape of Accessibility and Accommodation in Postsecondary Education Project

Presenter(s): Kathleen Moore University of Toronto
Mahadeo Sukhai National Educational Association of Disabled Students

The advent of provincial accessibility legislation has translated to the development and implementation of campus accessibility policies. As part of the nationwide Landscape of Accessibility and Accommodation in Postsecondary Education project, we undertook a review of campus accessibility policies to identify a best practices framework for their development.

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A Strengths-Based Examination of Canadian Post-Secondary Student Academic Completion Strategies

Presenter(s): Fiona McQuarrie University of the Fraser Valley
Allyson Eamer University of Ontario Institute of Technology
Nawal Ammar Rowan University
Susan Brigham Mount St. Vincent University
Lorena Fontaine University of Winnipeg
Alyson King University of Ontario Institute of Technology

Research intended to improve student success often focuses on identifying barriers or constraints to success the so-called deficit approach. This paper reports on a SSHRC-funded research project that uses a strengths-based approach. We identify and analyze educational success strategies used by students from diverse underrepresented groups in Canadian post-secondary education.

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CSSHE 2017 AGM and Awards Luncheon 11:30 – 13:00

ARC

Please make every effort to attend the Society's annual general meeting – your feedback on the past year and contribution in planning for the future are valued. Consider taking on a role with Board and/or to assist in next year's annual conference planning.

As a part of the annual general meeting awards will be presented to selected Society members.

Come and help us acknowledge these deserving award winners!

George I. Geis Dissertation Award

2017 Recipient: O. Begin-Caouet

The dissertation award was renamed in honour of George Geis, a respected colleague, scholar, and long-standing member of the CSSHE who passed away in October 1998. The award recognizes research excellence in the completion of a PhD or EdD dissertation or thesis.

Master's Thesis/Project Award

2017 Recipient: Mr. Brandon Sabourin

This award recognizes scholarly excellence in a masters or project including but limited to: readability, clarity and contribution to increased understanding of the dynamics of higher education.

CJHE Sheffield Award

2017 Recipient(s): Pierre Gilles Piche & Glen Jones

The Edward F. Sheffield Award was named in honour of Ted Sheffield, the first Professor of Higher Education in Canada (University of Toronto), and founding President of the CSSHE. The award is to recognize the research article in the Canadian Journal of Higher Education deemed by the editors to be the best of the preceding year.

POSTERS and ROUNDTABLES

13:15 – 14:15

ARC F/G

Posters

Professional Development and Creative Learning Practice: Aspirations for Specialized Advancement

Presenter(s): **Bernie Murray**

Ryerson University

Navigating student success: How international doctoral students adjust to Canadian educational environment

Presenter(s): **Nataliia Zakharchuk**

University of Saskatchewan

A Canadian Edition is just not Canadian Enough: Teaching Multiculturalism and Interdisciplinary

Presenter(s): **Michael Dabrowski**

Athabasca University

We're talking about diversity and inclusion but I've never felt it": Talking Diversity Reproducing Whiteness in Pre-Service Teacher Education

Presenter(s): **Lilach Marom**

University of British Columbia

Roundtables

Table 1: A Pedagogical Strategy for Doctoral Supervising
Jung-ah Choi St. Peter's University

When Things Go Wrong; A Reflection and Discussion on Unsuccessful Teaching Endeavors.

Malama Tsimenis University of Toronto

Table 2: The Transformation of the Community College in Ontario
Gina Antonacci Humber College Institute of Technology and Advanced Learning

Table 3: Comparing the Compulsory Ancillary Fee Protocols In Effect at Ontario Universities
Jacqueline Beaulieu University of Toronto

Addressing the Skills Gap: Student Affairs and Policy Enactment

Shannon McKechnie Western University

SESSIONS GROUP F: 14:30 – 15:45 pm

1F Scholarly/Research Papers Session: Faculty Development: Resources and Best Practices for the Online Classroom EPH 142

Blended and Online Communities of Inquiry in Higher Education Reform: Multiple Cases of Faculty Teaching Development

Presenter(s): Martha Cleveland-Innes Athabasca University

Blended and online teaching and learning opportunities act as stimuli for examining the quality of teaching and learning in general. In this integrated case study analysis, faculty perceptions of blended and online communities of inquiry, in practice and in theory, are analyzed in reference to multiple areas of higher education reform.

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Canadian Teaching And Learning Centres' Online Resources for Instructors: A Survey and Synthesis of Best Practices

Presenter(s): Jennie Ferris McGill University

This session synthesizes the kinds of text-based resources that are developed and freely available for instructors on teaching and learning centres'5;./ websites at Canadian research-intensive universities. It then notes the topics that are most- and least- frequently addressed. Finally, it provides research-based best practices for creating such resources.

Crowdteaching 2.0: Going Beyond the Crowd of Teachers

Presenter(s): Michael Dabrowski Athabasca University

Crowdteaching has traditionally been viewed as the collaboration of faculty and educators to share pedagogical content, usually via Web enabled technologies. This presentation will summarize research on traditional approaches to crowdteaching and will explore the evolution of crowdteaching to harnesses diversity and collaboration from the global community making learning more accessible and affordable.

2F CSSHE Award Recipients' Presentations

EPH 201

3F Scholarly/Research Papers Sessions: Collaborative Approaches to Internationalization
EPH 204

Internationalization in Higher Education- Lessons from the South: A Case Study of the University of the West Indies

Presenter(s): Paula Green York University of Toronto

Competitive forms of internationalization demarcated by increasing international student recruitment for North American, European and Australian PSEs, spurred on by neoliberalism continue to dominate the postsecondary environment. On the other hand, institutions like the University of the West Indies are engaging in more comprehensive and collaborative approaches to internationalization that still harness the potential of higher education to advance development.

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Moving Towards More Strategic Partnerships: The Success and Challenges of Partnerships Between Canadian and Chinese Universities

Presenter(s): Jing Xiao University of Saskatchewan

This paper is based on a study investigating the success and challenges of partnerships between Canadian and Chinese universities. By examining the existing collaboration through partnership agreements and interviews with key university administrators, this study aims to find out how to develop high quality partnerships in Canadian-Chinese higher education collaboration.

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Perspectives from U.S. and Canadian Diversity Administrators at Two Large Research Universities About Race, Equity, and Inclusion.

Presenter(s): Alana Butler OISE/University of Toronto

This paper presents the results of a SSHRC funded qualitative doctoral study about race and diversity policies. A total of 12 in-depth interviews were conducted at one Canadian and one U.S. University. The results of this study illuminates some of the tensions and current challenges about diversity in higher education.

Predictors of Psychological Well-Being and Satisfaction with Life Among African Post-Secondary Students

Presenter(s): Johannita Mills-Beale University of Regina
Dr. Rozzet Jurdi-Hage University of Regina

Based on primary data collected through self-administered web surveys, the purpose of the present study is to examine the correlates of perceived psychological well-being and satisfaction with life among a convenience sample of 202 African students attending a public western Canadian university during the fall semester of 2015.

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Comparing Postsecondary Student Mental Health in Canada and the United States Using American College Health Assessment Data

Presenter(s): Kathleen Moore University of Toronto
Marcella Lambrecht University of Rochester

Data from the 2013 National College Health Assessment were used to compare student mental health indicators from the Canadian and United States contexts. The focus was on the challenges students experienced and the supports they used to overcome barriers related to their mental health challenges.

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Using Guided Writing Groups to Support Self-Efficacy and Combat Writing Anxiety

Presenter(s): Karen Julien Brock University

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

Affinity Group Meetings 16:00 – 17:15pm

Student Services EPH 207

Governance EPH 201

Community Engagement EPH 142

Colleges, Polytechniques and Institutes EPH 112

President's Reception 17:00 to 19:00pm Mattamy Athletic Centre

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

- ❖ Association des professeur.e.s de français des universités et collèges canadiens
 - ❖ Association for Canadian Jewish Studies
 - ❖ Bibliographical Society of Canada
 - ❖ Canadian Association for the Study of Adult Education
 - ❖ Canadian Association of Food Studies
 - ❖ Canadian Association of Professional Academic Librarians
 - ❖ Canadian Historical Association
 - ❖ Canadian Philosophical Association
 - ❖ Canadian Society for the Study of Education
 - ❖ Canadian Society for the Study of Higher Education
 - ❖ Canadian Society of Patristic Studies
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Tuesday May 30 2017

CSSHE Hospitality Room: 8:00 – 8:30 am

SHE 501

CSSHE Panel: 8:30 – 9:45 am

POD 368

Indigenous Perspectives: Moving Forward in Canadian Higher Education

Panelist(s): TBA

Moderator; Dr. Michelle Nilson Simon Fraser University

SESSIONS GROUP G 10:00 – 11:15 am

1G Symposium: Reflecting on the Past, Present and Future of Assessment in Canadian Student Affairs and Services EPH 142

Panelist(s):	Melinda Scott	University of Toronto
	Heather Kelly	University of Toronto
	Andrea Carter	University of Toronto

This symposium will explore assessment in Canadian Student Affairs and Services through the varied lenses of practitioners engaged in differing areas of the field. Participants will have the opportunity to reflect on the evolution of assessment in SAS, and discuss current issues in assessing co-curricular learning and student health.

2G Symposium: Blended Learning from Design to Evaluation: International Case Studies of Evidence-Based Practice EPH 201

Panelists: Norman Vaughan Mount Royal University

Laumakis, Graham and Dziuban (2009) suggest the impact of blended learning is potentially monumental permanently changing how students interact with higher education (p.23). This symposium will highlight the rationale, benefits, challenges, strategies, and lessons learned from four international faculty development initiatives for blended learning.

3G Symposium: Towards A Social Justice Approach to Community Engagement and Service Learning EPH 204

Panelists:	Shauna Butterwick	University of British Columbia
	Kari Grain	University of British Columbia
	Darren Lund	University of Calgary
	Emily Nusbaum	San Francisco University
	Andrea Puamakamae	Mount Royal University
	Kathleen Sitter	Memorial University

Service-learning's popularity and far-reaching impact demands an approach that is imbued with scrutiny and oriented toward ethical relations and sustainable community collaboration. Through sharing and

dialogue, this session looks at service-learning for social justice in relation to presenters' foci on anti-racism, cultural humility, critical emotion studies, Indigenous perspectives, and disability studies.

4G Symposium: The Academic Profession at Canadian Universities: Responding to Diversity, Growth and Global Competition EPH 112

Panelists:	Grace Karram Stephenson	OISE/ University of Toronto
	Amy Metcalfe	University of British Columbia
	Glen A Jones	OISE/ University of Toronto
	Marty Finkelstein	Seton Hall University
	Oliver Bégin-Caouette	Université de Québec à Montréal

Over the past 70 years the Canadian professoriate has increased in number and diversified significantly. A new field of inquiry has emerged examining the experiences and perceptions of Canadian academics. This symposium showcases four research studies on current issues impacting Canada's professors: massification, unionization, PSE system organization and research competition.

LUNCH: On your own 11:30 – 12:45pm

SESSIONS GROUP H 13:00 – 14:15pm

1H Symposium: How Do You Self-Identify: Asking Students Questions About Social Identity EPH 142

Panelist(s):	Grace Ryu	University of Toronto
	Caitlin Campisi	University of Toronto
	Fatima Samji	University of Toronto
	Kathleen Moore	University of Toronto

Moderator: Sheldon Grabke University of Toronto

Asking students about their social identities requires significant theoretical and methodological considerations regarding how and why the questions are being asked. Based on our experiences with research projects involving asking students about social identity categories, we will discuss opportunities and challenges involved in the collection and use of such data.

2H Scholarly/Research Papers Session: Student Mobility and Institutional Choice EPH 201

Higher Education Policies in the Baltic States: Balancing the Language Demands in Multilingual Societies

Presenter(s):	Merli Tamtik	University of Manitoba
	Soon Young Jang	OISE/University of Toronto

In the era of linguistic diversity, universities face the pressures of internationalization while safeguarding their linguistic heritage. By adopting the glonacal agency heuristic framework, this study examines how multilingualism is represented in the higher education policies of the Baltic States and shows the complexities of language demands in multilingual societies.

The Stratification of College Students' Choices of Majors in Taiwan

Presenter(s): Patricia Yu National Taiwan Normal University

While identifying stratification in the type of institution attended, research does not address many choices that students face between college enrollment and graduation. This study examines how college students' choices of majors vary by family background, and whether these differences represent an additional layer of stratification in Taiwan higher education.

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Understanding the Decision-Making Process of International Students Who Choose To Study at Ontario Colleges

Presenter(s): Oleg Legusov OISE/University of Toronto
Hayfa Jafar OISE/University of Toronto

This research examines how international college students go about selecting a study destination. Findings show that they consult agents, recruiters, relatives, and friends. The main reason they choose Canada is its student-friendly immigration policy. Low tuition fees and the practical nature of a college education are also significant pull factors.

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From Far & Wide To Close & Narrow: Study, But Not Abroad?

Presenter(s): Diane Barbaric OISE/University of Toronto

Canada's outbound student mobility rate hasn't surpassed 3.5% since 1969. This presentation shares preliminary findings of an empirical study comparing how governments and advocacy groups in Ontario, Quebec, and Ottawa conceptualize and publicly communicate the value of outbound student mobility, and reflects on implications of decentralized policymaking for Canadian students.

3H Scholarly/Research Papers Session: College Baccalaureates: A New Look

EPH 204

The Impact of CAAT Baccalaureates on Access and Students

Presenter(s): Edmund Adam OISE/University of Toronto

This study explores how college baccalaureates have opened access to the attainment of bachelor degrees for students from disadvantaged backgrounds in Ontario. The findings provide insights into how college baccalaureates have impacted students undertaking these credentials and accessibility to baccalaureate degrees.

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The Social Role of the College Bachelor Degree: Perceptions of College Administrators and Faculty

Presenter(s): Leesa Wheelahan OISE/University of Toronto

This paper reports on a Ministry of Advanced Education and Skills Development funded project that explores the impact of baccalaureate degrees on colleges and students. This paper reports the views of

approximately 50 college administrators and faculty from seven colleges in Ontario about the social role and purpose of baccalaureate degrees in colleges, and the way they have changed colleges.

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College Baccalaureates in Ontario: Are There Differences and What are the Implications?

Presenter(s): Diane Simpson OISE /University of Toronto

This study compares the curricula of Ontario college baccalaureates against those of cognate degrees in universities. Findings provide insight into the orientation of degree programs offered in Ontario and are helpful to college staff involved in the development and delivery of degrees and to policy makers in higher education.

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Representation of Baccalaureate Programs on College Websites: A Critical Discourse Analysis Approach

Presenter(s): Qin Liu OSIE/University of Toronto

This research paper investigates how college websites are used to present baccalaureate programs. Institutional websites of thirteen Ontario public colleges were analyzed using Fairclough's framework for critical discourse analysis. The paper sheds light on college' identity regarding the provision of bachelor degrees and the location of responsibility for these within colleges.

4H Scholarly/Research Papers Session: Ph.D. Currency Today and Tomorrow EPH 207

Professional Identity Formation for the Next 150: Ph.D. Graduates Experiences of Alternative Academic (Alt-Ac) Professions

Presenter(s): Lisa Faden Western University
Jordana Garbati Wilfrid Laurier University
Kori LaDonna Western University
Sharon Moukperian Brock University
Snezana Ratkovic Brock University
Linda Weber King's University College at Western University

In Canada, many Ph.D. graduates pursue employment in alternative academic or professions rather than traditional tenure-track roles. Findings of this scoping study explore experiences, trajectories, and professional identities of Ph.D. graduates working in alt-ac professions. Our synthesis contributes to theory, practice, and policy within academia and alt-ac professions.

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The Role of Intention in Post-Phd Career Decision-Making

Presenter(s): Lynn McAlpine McGill University
Cheryl Amundsen Simon Fraser University

Little is known about the journey from completion of the PhD to a range of post-PhD employment and careers. This paper addresses the role of personal intention in career decision-making and how intention interacts with personal values, goals and responsibilities as well as career opportunities. It addresses the question: What patterns, if any, were there in individuals' career intentions and career decision-making over time? The research employs an identity development lens situated in a narrative approach to

inquiry, thus focusing the research on the perspective of the individual. The analysis draws on an extensive database developed using a longitudinal research design that spanned 10 years and followed 48 individuals transitioning into a range of post-PhD positions and careers. On an annual basis, we collected biographical information, weekly activity logs, a pre-interview questionnaire, and an interview. This cycle was repeated from 4 to 7 times for each individual with a final follow-up one year after the main course of data collection was completed. Six patterns of post-PhD journeys were identified that have pedagogical implications with the potential to improve supervision, departmental and institutional career support for students.

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Take My Advice: Doctoral Students' Self-Formation as Competitive Academic Subjects

Presenter(s): Melonie Fullick York University

This paper examines doctoral students' subjectivity development, through the lens of online advice literature; the analysis also highlights the role of the rapidly expanding PhD advice industry, in a context where students must learn to take responsibility for making themselves competitive in a difficult job market.

5H Scholarly/Research Papers Session: Variety of Topics

EPH112

The Reappointments of Canadian University Deans: Preliminary Findings

Presenters: Eric Lavigne OISE/University of Toronto

This paper presents the results of a multiple case study of thirteen reappointed academic deans. The preliminary findings show that reappointment processes are poorly and loosely structured, and unfair. Overall, their structure and the way they are conducted do little to support deans' exercise of academic leadership in Canadian universities.

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Combining Credentials to Advantage?

Presenter(s): Jinli Yang OISE/University of Toronto
Gavin Moodie OISE/University of Toronto

This paper reports an analysis of the frequency and combination of postsecondary education credentials in Canada by province and field of study, and their association with industries, occupations, skill level and income decile. It finds considerable variations in the frequency of and combinations of postsecondary education credentials.

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Educational Leadership and Continuous Improvement (Lean Type): Similar Results in a School Board and College

Presenter(s): Alain Hou Université du Québec à Trois-Rivières
Pascal Forget Université du Québec à Trois-Rivières

This paper presents the results of three action research projects over the past year with the administrative or educational services in a Quebec school board and college. These results highlight the contributions and pitfalls in the implementation of continuous improvement (Lean type) projects in an educational context.

*NB: The proposed text is in French, **but the presentation will be in English.***

Note: le texte de proposition est rédigé en français, mais la présentation sera faite en Anglais.

SESSIONS GROUP I 14:30 – 15:45pm

1I Symposium: Understanding the Ecology of Entrepreneurship Learning in Higher Education EPH 142

Panelists: Creso Sa OISE/University of Toronto

Entrepreneurship programs have quickly diffused in Ontario higher education during the last decade and a half, reflecting a broader trend across North America (SÃj & Kretz, 2015). Colleges and universities now commonly harbor a number of programs in diverse formats and organizational models, which provide both curricular and experiential learning opportunities to students. This Symposium will provide a structured opportunity for CSSHE participants to engage with research teams who are breaking new ground in investigated emerging phenomena associated with this entrepreneurial movement. I

2I Scholarly/Research Papers Session: Internationalization and Employability EPH 204

IET Bridging Program: Policies and Practices Enabling the "Self-Formation" of Professional Identities

**Presenter(s): Beth Young University of Alberta
Randolph Wimmer University of Alberta
Jing Xiao University of Alberta**

University Affairs (October, 2016) states that several Canadian universities offer bridging programs to help foreign-trained professionals overcome barriers to accreditation. Our case-study research with Internationally Educated Teachers explores ways that policies, structures, and practices in higher education can facilitate teachers bridging as professional educators from their home countries to Canada.

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Developing International Student Graduate Employability in a Globally Competitive Higher Education Landscape

Presenter(s): Omolabake Fakunle The University of Edinburgh

In Canada's sesquicentennial year, amidst a climate of global competitiveness, its 2014 International Education Strategy aims to reach far and wide for talent from a global pool. This paper reports a study on developing international student employability in host destination, with implications for 21st century higher education policy and practice.

Equity & Extra-Curriculars: Race, Class, Gender and the Successful Student

Presenter(s): Shannon McKechnie Western University

In the pursuit of gainful employment, involvement in extra- and co-curricular activities during post-secondary education is positioned as critical to post-graduate success in the workforce. In this paper I will argue that many extra- and co-curricular activities are raced, classed, and gendered, and thus create additional barriers to educational and employment success.

31 Scholarly/Research Papers Session: Thinking Theoretically

EPH 207

Enjoy Your Education! - A Pedagogical Ethics of Radical Trust

Presenter(s): Charles Wells

In this paper I use Lacanian psychoanalytic theory and draw on the tradition of critical pedagogy to develop the notion that one way of counteracting students resistance to education is through a pedagogical ethics of radical trust.

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Understanding Educational Development Through Lefebvres Spatial Triad Theory

Presenter(s): Cindy Xin Simon Fraser University

This study explores how Lefebvres spatial triad theory can be employed to explain the complexities of educational development in higher education. Using an institution-funded teaching inquiry program, I illustrate that space plays a fundamental role in educational development: indeed the practice of educational development is production of space.

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The Demographics and Career Paths of Canadian University Deans

Presenter(s): Eric Lavigne OISE/University of Toronto

This paper presents a quantitative analysis of Canadian university deans' appointments. It analyzes deans' distributions by highest previous role, provenance, gender, and race. Previous work identified the differences between academic and non-academic units. This second phase analyzes the differences between university types, faculty types, and geographical areas.