CSSHE 2022 Conference Program

Sunday May 15 to Tuesday May 17, 2022

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

<https://csshe-scees.ca>

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[***Registration Reminder 2***](#_heading=h.gjdgxs)

[***Live Schedule Overview 2***](#_heading=h.s9d75ldf2hut)

[***On-Demand / Pre-Recorded Programming Overview 6***](#_heading=h.z337ya)

[***On-Demand/ Pre-Recorded Programming 23***](#_heading=h.34g0dwd)

[***On-Demand / Pre-Recorded Session Recording and Uploading Procedure 27***](#_heading=h.40ew0vw)

[***Networking Lounge 27***](#_heading=h.2fk6b3p)

[***Chair and Moderator Information 28***](#_heading=h.upglbi)

[***Preparing for the Conference 28***](#_heading=h.3ep43zb)

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# Registration Reminder

All presenters/authors featured on the conference program

1) must register for the CSSHE conference by the deadline for presenters **(April 8th, 2022)**,

2) must have current CSSHE membership ***and***

3) must register for Congress.

Contributors/co-authors to the work but who will not be presenting should be acknowledged for their contributions in the presentation but will not appear on the program, unless registered. ***All those who have not registered by April 8th will be removed from the final program.***

**Registration**

You can find the registration information for Congress 2022 and CSSHE at:

<https://fhss.swoogo.com/22-registration-inscription>

Please be reminded that the early bird deadline for Conference registration is March 31. <https://www.federationhss.ca/en/congress/congress-2022/register#categories>

# Live Schedule Overview

**\*ALL TIMES EASTERN DAYLIGHT SAVINGS TIME**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUNDAY, MAY 15, 2022** | | | | | |
| **EDST** | **Room 1** | **Room 2** | **Room 3** | **Room 4** | **Room 5** |
| 11.00-12.15 | A-1 | A-2 | A-3 | A-4 | A-5 |
|  | [Student Access, Pathways and Transitions](#_heading=h.2xcytpi) | [CSSHE/CJHE Invited Session: Student experience and equity issues in higher education](#_heading=h.1ci93xb) | [Higher Education Governance and Organization](#_heading=h.3whwml4) | [Decolonizing practices in Curriculum, Teaching, and Learning](#_heading=h.2bn6wsx) | Networking session: Meet CJHE editors |
| 12.15-12.45 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |
| 12.45-14.00 | [**CSSHE/CSSE/CSA Flagship event: Transforming our Educational Systems: Responding to the TRC and Federation’s “Igniting Change” EDID Recommendations in Education**](#_heading=h.3as4poj)  *With support from the Federation for the Humanities and Social Sciences Aid for Interdisciplinary Sessions Fund* | | | | |
| 14.00-14.30 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |
| 14.30-15.45 | B-1 | B-2 | B-3 | B-4 | B-5 |
|  | [Assessment and Evaluation Approaches](#_heading=h.49x2ik5) | ["To live and learn together": Exploring the past and present of the International House movement in Canada and elsewhere](#_heading=h.2p2csry) | [Leading Provincial Labour Associations during a time of pandemic: Transitions in pursuit of safe and healthy campuses](#_heading=h.eghsetbbwfdh) | [International Student Participation in Canadian Universities](#_heading=h.e6crddx9jc2) | Networking session |
| 15.45-16.15 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |
| 16.15-17.30 | C-1 | C-2 | C-3 | C-4 | C-5 |
|  | [Roundtable Session 1](#_heading=h.23ckvvd) | [Community Engagement](#_heading=h.ihv636) | [International and Comparative Higher Education](#_heading=h.32hioqz) | [[Workshop] Cultivating a Culture of Inquiry to Support Student Needs](#_heading=h.1hmsyys) | Networking session |
| 17.30-18.00 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |

**\*ALL TIMES EASTERN DAYLIGHT SAVINGS TIME**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MONDAY, MAY 16, 2022** | | | | | |
| **EDST** | **Room 1** | **Room 2** | **Room 3** | **Room 4** | **Room 5** |
| 11.00-12.15 | [**CACUSS/CSSHE Co-Hosted Event**](#_heading=h.2grqrue) *Student Affairs Research Conversations With Practitioners and Faculty* | | [**OTESSA/CSSHE Co-Sponsored event**](#_heading=h.vx1227)  *With support from the Federation for the Humanities and Social Sciences Aid for Interdisciplinary Sessions Fund* | |  |
| 12.15-12.45 | Hallway moments (continue in rooms or move to virtual lounge | | | | |
| 12.45-14.00 | [**Keynote: Confronting Privilege and Bridging the Gap: From Rhetoric and Mission Statements to Transformative Change and Social Justice in Higher Education**](#_heading=h.1v1yuxt)  *With support from the Federation for the Humanities and Social Sciences International Keynote Speaker Support Fund* | | | | |
| 14.00-14.30 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |
| 14.30-15.45 | [**CSSHE Annual General Meeting (AGM) & Awards Ceremony**](#_heading=h.2u6wntf) | | | | |
| 15.45-16.15 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |
| 16.15-17.30 | D-1 | D-2 | D-3 | D-4 | D-5 |
|  | [CSSHE 2022 Award Winners - Celebrate and Learn More!](#_heading=h.3tbugp1) | [Teaching and Learning in the Disciplines](#_heading=h.28h4qwu) | [Diverse Student Transition and Participation](#_heading=h.nmf14n) | [Roundtable Session 2](#_heading=h.37m2jsg) | Networking session |
| 17.30-18.00 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |

**\*ALL TIMES EASTERN DAYLIGHT SAVINGS TIME**

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| --- | --- | --- | --- | --- | --- |
| **TUESDAY, MAY 17, 2022** | | | | | |
| **EDST** | **Room 1** | **Room 2** | **Room 3** | **Room 4** | **Room 5** |
| 11.00-12.15 | E-1 | E-2 | E-3 | E-4 | E-5 |
|  | [[Workshop] Shifting the Focus: Effectively engaging students to decenter, disrupt and dismantle dominant discourse in higher education](#_heading=h.46r0co2) | [CSSHE/CJHE Invited Session: Conversation in Higher Education: Questioning the Foundations, Emerging Professions](#_heading=h.2lwamvv) | [An Exploration of Meditative Inquiry in Diverse Contexts](#_heading=h.111kx3o) | [Scholarship of Teaching and Learning](#_heading=h.3l18frh) | Networking session |
| 12.15-12.45 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |
|  | F-1 | F-2 | F-3 | F-4 | F-5 |
| 12.45-14.00 | [Emerging Research on/by Emerging Scholars: The Growth of the Academic Profession in These Pandemic Times](#_heading=h.4k668n3) | [International and Comparative Higher Education](#_heading=h.2zbgiuw) | [Complexities in Student Participation and Career Transitions](#_heading=h.1egqt2p) | [Institutional Missions and Representations](#_heading=h.3ygebqi) | Networking session |
| 14.00-14.30 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |
| 14.30-15.45 | G-1 | G-2 | G-3 | G-4 | G-5 |
|  | [[Workshop] Participatory Photography: Methods to Explore Diverse Populations in Higher Education Research](#_heading=h.sqyw64) | [Contemporary Issues in Higher Education](#_heading=h.3cqmetx) | [AI & AI: Exploring the Contemporary Intersections of Artificial Intelligence and Academic Integrity](#_heading=h.1rvwp1q) | [Graduate Student Experiences and Career Transitions](#_heading=h.4bvk7pj) | Networking session |
| 15.45-16.15 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |
| 16.15-17.30 | H-1 | H-2 | H-3 | H-4 | H-5 |
|  | [Practising Community Engaged Learning](#_heading=h.1664s55) | [Equity Policies and Initiatives](#_heading=h.3q5sasy) | TBD | [Evaluation of Teaching](#_heading=h.kgcv8k) | Networking session |
| 17.30-18.00 | Hallway moments (continue in rooms or move to virtual lounge) | | | | |

# On-Demand / Pre-Recorded Programming Overview

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| --- | --- |
| OD2 | [Institutional Prestige and Career Stratification of Canadian University Presidents](#_heading=h.43ky6rz) |
| OD3 | [Gendered “family care work” and employment during the COVID-19 pandemic through the lens of educational attainment](#_heading=h.2iq8gzs) |
| OD4 | [Decolonizing and Indigenizing Bicameral University Governance in Ontario?](#_heading=h.xvir7l) |
| OD6 | [Facilitating the development of students’ assessment literacy during the transition to university](#_heading=h.1x0gk37) |
| OD7 | [Maddening of Pre-Service Early Childhood Education: Disrupting Professionalization](#_heading=h.4h042r0) |
| OD8 | [Summarizing and Comparing Effective Active Learning Pedagogies for Post-Secondary Data Science Education](#_heading=h.2w5ecyt) |
| OD9 | [Tensions in Equitable Disciplinary Teaching and Learning](#_heading=h.1baon6m) |
| OD11 | [Honouring the Jay Treaty: Cross-Border Tuition Policies at Vancouver Island University and the University of Saskatchewan](#_heading=h.2afmg28) |
| OD12 | [Demand-Based Curriculum and Critical Pedagogy: Understanding Nuances of Neo-liberal University in India](#_heading=h.pkwqa1) |
| OD13 | [The Adoption of Quality Assurance Systems: Challenges for the Regional Universities in Ecuador](#_heading=h.39kk8xu) |
| OD14 | [“We’re in university, but we don’t really feel like that…” Transitioning from high school into university during the Covid-19 global pandemic](#_heading=h.1opuj5n) |
| OD15 | [Reimagining Access for Underrepresented Remote Students in Northern Canada](#_heading=h.48pi1tg) |
| OD17 | [Thinking about quitting: The relationship between thoughts of attrition and mental health among Masters students](#_heading=h.1302m92) |
| OD18 | [International graduate students as labour: Adding ‘creation’ to the ‘cash, competition, or charity’ global imaginary](#_heading=h.3mzq4wv) |
| OD20 | [“Not the Limit of Our Imagination”: Exploring Student Advocacy in Support of Universal Higher Education](#_heading=h.haapch) |
| OD21 | [Who’s Classroom? Disrupting Eurocentricity with hip-hop based pedagogy](#_heading=h.319y80a) |
| OD22 | [The Impacts of Emotion(ality) and Emotive Writing: A SOTL Project in a Middle East Studies (MES) Classroom](#_heading=h.1gf8i83) |

**Live Schedule Sunday May 15, 11:00-12:15 EDST**

## [11:00-12:15] A1: Student Access, Pathways and Transitions (Live)

**Session Chair: Colleen Stevenson**

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| Colleen Stevenson, Estefania Toledo | OISE, University of Toronto | Exploring the First-Generation Category Through an Intersectional Perspective - An Ontario Case Study |
| Ebenezer Detcher Narh, Michael Buzzelli | University of Western Ontario | Higher education student migration amongst Canada’s large urban regions: Examining the interplay of gender and programme of study |
| Alison D'Cruz | OISE, University of Toronto | Neither Here nor There: A Phenomenological Study of Immigrant Students Enrolled in Canadian Higher Education |

## [11:00-12:15] A2: Invited Session: Panel 1: “Student experience and equity issues in higher education” (Live)

**Panel Chair: Eric Lavigne**

| Jason Holmes | York University | An Examination of Student Success within Canadian Higher Education: Fifty Years of Findings and Recommendations for the Future |
| --- | --- | --- |
| Kathleen Clarke; Christine Arnold | Wilfred Laurier University, Memorial University | An Analysis of Trends and Themes in Research Articles on Canadian Student Services |
| Merli Tamtik | University of Manitoba | Mirroring Society? Tracing the Logic of Diversity in the Canadian Journal of Higher Education |
| Jean-Luc Ratel | [Université du Québec à Montréal](https://uqam.ca/), [Université Laval](https://www.ulaval.ca/en) | Decolonization: Looking Back Over Five Decades of Indigenous Post-secondary Education in Quebec |
| Vicky Squires, Chad London | University of Saskatchewan | The Okanagan Charter: Evolution of Health Promotion in Canadian Higher Education |

**Note:** A-2 and E-2 are two sessions of an invited session: CSSHE 50th Anniversary: Looking Back and Looking Forward into Higher Education in Canada. The papers in these two sessions are published in a special issue of CJHE. [https://journals.sfu.ca/cjhe/index.php/cjhe/index](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fjournals.sfu.ca%2Fcjhe%2Findex.php%2Fcjhe%2Findex&data=04%7C01%7Cleping.mou%40mail.utoronto.ca%7Cd1041f1e422647521ca508da07649619%7C78aac2262f034b4d9037b46d56c55210%7C0%7C0%7C637830425858866083%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=DSsxkK2QUNlO%2BDkHt2AHfGWpYT4I%2BoVO3MNxJZH3mcM%3D&reserved=0).

## [11:00-12:15] A3: Higher Education Governance and Organization (Live)

**Session Chair: Daniel Lang**

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| Daniel Lang | OISE, University of Toronto | Federation as a Canadian model for the Organization of Higher Education |
| , Brandon Allan Dickson | Western University; University of Waterloo | Governance Structures in Canadian Universities’ Faculties of Education |
| Anh Thi Hoai Le | Western University | The Meaning of Institutional Autonomy in Vietnamese Higher Education |
| Michael O'Shea | OISE, University of Toronto | Honouring the Jay Treaty: Cross-Border Tuition Policies at Vancouver Island University and the University of Saskatchewan |

## [11:00-12:15] A4: Decolonizing practices in Curriculum, Teaching, and Learning (Live)

**Session Chair: Liza Lai Shan Choi**

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| Liza Lai Shan Choi | Mount Royal University | English-as-an-Additional Language (EAL) Student Support Program Expansion: Insights for Teaching and Learning |
| Julie Mooney | University of Alberta | Towards Decolonizing and Indigenizing Teaching and Curricular Practices in Canadian Higher Education: A narrative inquiry into unsettling experiences of settler academics |

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**Live Schedule Sunday May 15, 12:45-14:00 EST**

## [12:45-14:00] CSSHE/CSSE/CSA Flagship event: Transforming our Educational Systems: Responding to the TRC and Federation’s “Igniting Change” EDID Recommendations in Education

*With support from the Federation for the Humanities and Social Sciences Aid for Interdisciplinary Sessions Fund*

*Moderator:*

*Dr. Paul Jenkins, University of Manitoba*

**Panellists:**

Dr. Malinda Smith

Vice-Provost, Equity, Diversity and Inclusion

University of Calgary

Dr. Sheila Coté-Meek

Vice-President, Equity, People and Culture

York University

Dr. Catherine Cook

Vice-President, Indigenous

University of Manitoba

Dr. D-L Stewart

Professor and Chair, Higher Education Department

Morgridge College of Education

University of Denver

**Collaborating Associations:** CSSE, CSA

**Description:** The CSSHE and the Federation of the Humanities and Social Sciences are committed to Reconciliation and EDID and have established records of working collaboratively with members of the broader educational community to anchor these principles into the life and work of our associations, institutions, and professional practices. Each member of this panel is a top researcher, practitioner, and institutional leader who has helped deepen recognition of the importance of EDID and the need for social justice throughout our institutional structures and educational systems. They will be asked to discuss ways we might increase BIPOC and LGBTQI representation in education; explore ways we can address systemic privilege in our institutions; and consciously work to disrupt the status quo and clear pathways to transformative action, equity and justice on our campuses.

**Live Schedule Sunday May 15, 14:30-15:45 EST**

## [14:30-15:45] B1: Assessment and Evaluation Approaches (Live)

**Session Chair: Amanda Kelly**

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| Amanda Kelly Ferguson | McMaster University | A Participatory Action Research Approach to Developing an Inclusive Assessment Guide for Post-Secondary Instructors and Students |
| Jacqui Gingras, Lauren Lyew, Victoria Pacione | Ryerson University | Being Tested Together: Examining the Effectiveness of Collaborative Online Exams in Liberal Studies during a Pandemic |
| Eugene G. Kowch, Kim Koh, Shimeng Liu | University of Calgary | Undergraduate Students’ and Instructors’ Perceptions of Exemplars |
| Sharaz Khan, Kim Koh | Werklund School of Education, University of Calgary | Exploring the Role of a Learner-Centered Assessment Approach in Developing Undergraduate Business Students’ Entrepreneurial Knowledge, Skills, and Mindset |

## [14:30-15:45] B2: Panel: "To live and learn together": Exploring the past and present of the International House movement in Canada and elsewhere (Live)

**Panel Chair: Amy Scott Metcalfe**

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| Amy Scott Metcalfe | University of British Columbia | Making space for international student policies and services on campus: Examining the transnational history of the International House movement, 1924-present. |
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| Roshni Kumari | University of British Columbia | Development of the I-Houses beyond North America - a comparative perspective |
| Dale McCartney | University of the Fraser Valley | To learn but not live together?: The debate about an international student residence at the University of British Columbia |

## [14:30-15:45] B3: Panel: Leading Provincial Labour Associations during a time of pandemic: Transitions in pursuit of safe and healthy campuses (Live)

**Panel Chair: Dan Laitsch**

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| Dan Laitsch | Simon Fraser University/Confederation of University Faculty Associations, BC | Transitory leadership in a time of crisis: The CUFA-BC presidency |
| Annabree Fairweather | Confederation of University Faculty Associations, BC | Working across stakeholders and between government and institutions to leverage change during a pandemic |
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## [14:30-15:45] B4: International Student Participation in Canadian Universities (Live)

**Session Chair: Eun Gi (Cathy) Kim**

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| Lisa Ruth Brunner | University of British Columbia | ‘Ideal’ immigrants: Mapping the capital accumulation of international post-secondary students in Canada |
| Kacia Whilby | University of Saskatchewan | Fostering the Academic Transition of International Students who are Ethnoculturally and Linguistically Diverse in Postsecondary Education |
| Eun Gi (Cathy) Kim | OISE, University of Toronto | Korean immigrant and international students in two Canadian universities: Examining their support systems throughout their undergraduate studies |
| Clayton Smith | University of Windsor | An Investigation of the Potential Microaggression International Students Experiences on a Canadian University Campus |

**Live Schedule Sunday May 15, 16:15-17:30 EST**

## [16:15-17:30] C1: Roundtable 1 (Live)

**Session Chair: Xiaoyan Wang**

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| Xiaoyan Wang | Seneca College | A Self-Evaluating Matrix for Program Review for Ontario Colleges |
| Jovan Groen | Western University | Learning with and from Students – Engaging Students in Academic Program Review and Development |

## [16:15-17:30] C2: Community Engagement (Live)

**Session Chair: Michele D Buzzelli**

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| Michele D Buzzelli | University of Western Ontario | Experiential learning and the university’s host community: Rapid growth, contested mission and policy challenge |
| Amelia Boissoneau, Ravina Morgan, Megan Rosso, Michelle Pidgeon, Rebecca Cox, Andrea Leveille | Simon Fraser University | Re-claiming ancestral teachings through an Indigenous community-university research partnership |
| Marie-Eve Lefebvre | University of Montreal | Critical autism studies in higher education to transition towards inclusive research |

## [16:15-17:30] C3: International and Comparative Higher Education (Live)

**Session Chair: Zhenyang Xu**

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| Zhenyang Xu | Michigan State University | A Theory of Racialized Organizations: non-Western institutions are not exceptions |
| Qiang Zha | York University | The Newly Founded Local Universities: Would They Mirror the “Land-grant Colleges” on Chinese Soil? |
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## [16:15-17:30] C4: Workshop - Cultivating a Culture of Inquiry to Support Student Needs (Live)

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| Emma MacFarlane, | University of British Columbia | This workshop explores cultivating a culture of inquiry, “an organizational culture and environment where there is a zeal for questioning and learning” (Stichler, 2018), to facilitate inclusive student learning. Data and experiences from UBC-Vancouver’s Learning Commons demonstrate how a culture of inquiry can address diverse student needs. |

**Live Schedule Monday May 16, 11:00-12:15 EST**

## [11:00-12:15] Joint event with CACUSS

**Session Title:** Student Affairs Research conversations: Practitioners and Faculty

**Presenters:** Jennifer Hamilton, Michelle Nilson

Zoom link:

<https://sfu.zoom.us/j/66137136013?pwd=T2NNcEVBOTQxUzl3NTBnY2hnbG9VUT09>

## [11:00-12:00] OTESSA-CSSHE Co-Sponsored Event

Open event #: 14950007

**Session title**: Metaphors of Ed Tech

**Collaborating Associations:** Canadian Society for the Study of Higher Education (CSSHE) and Open/Technology in Education, Society, and Scholarship Association (OTESSA) | Ouverture/Technologies en Éducation, dans la Société et pour l'avancement des Savoirs (OTESSA)

*With support from the Federation for the Humanities and Social Sciences Aid for Interdisciplinary Sessions Fund*

**Presenters:**

**​​Martin Weller, Open University (UK)**

**Description**: In this talk I will explore why metaphors are both a useful and potentially misleading way of thinking about educational technology. A number of metaphors will be proposed and analysed which demonstrate how metaphors can shape our thinking and help us view educational technology from different perspectives. The Covid pandemic saw nearly all education institutions engaging in an online pivot, which usually involved online versions of existing practices, such as lectures. As we seek to build on this experience and offer a richer online experience it has become evident that the face to face lecture has become a dominant model that many struggle to see past. This talk will examine how different metaphors can help us approach educational technology.

**Live Schedule Monday May 16, 12:45-14:00 EST**

## [12:45-14:00] Keynote: Confronting Privilege and Bridging the Gap: From Rhetoric and Mission Statements to Transformative Change and Social Justice in Higher Education

*With support from the Federation for the Humanities and Social Sciences International Keynote Speaker Support Fund*

*Moderator*

*Dr. Michelle Nilson, Simon Fraser University*

**Speaker(s)**

Dr. D-L Stewart, Morgridge College of Education, University of Denver

A leading researcher, practitioner, and activist-scholar dedicated to championing social justice and transforming the culture and climate of campuses and institutions of higher education, D-L Stewart has been an influential voice shaping the terms of debate throughout North America, including the Federation’s own Igniting Change report, which was so widely adopted last year as a call-to-action. Dr. Stewart’s keynote address will build on the sustained EDID conversations of both the Federation and the CSSHE and be of interest to those throughout the HSS and education communities. Drawing on Dr. Stewart’s established and ranging expertise, this presentation will critically examine institutional norms, and focus on moving beyond what ze refers to as “the language of appeasement” and rhetorical “Kool Aid” approaches to diversity and inclusion. The emphasis will instead be placed on disrupting the status quo and highlighting conscious pathways that lead to transformative action, equity and justice on our campuses.

**Live Schedule Monday May 16, 14:30-15:45 EST**

## [14:30-15:45] CSSHE Annual General Meeting (AGM) & Awards Ceremony

Zoom link:

<https://sfu.zoom.us/j/68036581503?pwd=bnNtcmY5Y2g4MXAyOFZDdVFRdm9Jdz09>

**Live Schedule Monday May 16, 16:15-17:30 EST**

## [16:15-17:30] D1: CSSHE 2022 Award Winners - Celebrate and Learn More! (Live)

Session Chair:

Cheryl Lynne Jeffs, University of Calgary, and Chair of the 2022 Awards Committee

## [16:15-17:30] D2: Teaching and Learning in the Disciplines (Live)

**Session Chair: Mary Overholt**

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| Mary Overholt | University of Toronto | Developing & Supporting the Dual Professionalism of CAAT Faculty Members |
| Taru Malhotra, | York University; University of Waterloo | Instructors’ Beliefs, Attitudes and Practices across STEM and non-STEM Blended Courses |
| Taru Malhotra, Brittany Tomin, Michael Longford | York University; University of Regina | Blended Studio-based Learning: Student Perspectives and Instructor Approaches |
| Paul Betts, Lee Anne Block | University of Winnipeg | Agentic experiences of K-8 teacher candidates during an inquiry-based professional learning project |

## [16:15-17:30] D3: Diverse Student Transition and Participation (Live)

**Session Chair: Angela Elizabeth Houle**

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| Angela Elizabeth Houle, Aubrey Jean Hanson, Erin Elizabeth Spring | University of Saskatchewan; University of Calgary | Oo’mahn’istay Iikakimaaks: You’ve Got a Story - Next Steps to a New Beginning |
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| Brandy L. Usick | University of Manitoba | Supporting students with family responsibilities: An examination of Western Canadian research-intensive universities’ policies, services, and programs. |
| Clayton Smith | University of Windsor | Outcomes of Peer Mentoring for Pre-Service Teachers in a Post-secondary Concurrent Education Program |

## [16:15-17:30] D4: Roundtable 2 (Live)

**Session Chair: Amad Al-Azzawi**

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| Amad Al-Azzawi | OISE, University of Toronto | The Diffusion and Isomorphism of Clinical Training in The United Arab Emirates Pharmacy Schools |
| Ezgi Ozyonum | Concordia University | Braiding Knowledges to Dismantle Internationalization of Colonial Knowledge Production: An analysis of decolonial curriculum and pedagogy practices at a Canadian University |
| Alexander Gavu | University of Saskatchewan | Internal Quality Assurance in Higher Education: A Comparative Analysis of Provisions and Practices in Canada and Ghana. |

**Live Schedule Tuesday May 17, 11:00-12:15 EST**

## [11:00-12:15] E1: Workshop - Shifting the Focus: Effectively engaging students to decenter, disrupt and dismantle dominant discourse in higher education (Live)

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| Punita Lumb | OISE, University of Toronto | Participants will explore examples and decolonial perspectives on working with ‘marginalized’ students to co-create spaces of disruption and resilience in post-secondary institutions. Participants will: Explore how to engage and center ‘marginalized’ student communities beyond EDI frameworks; Explore how spaces can center ways of knowing and being that resist dominant ideologies. |

## [11:00-12:15] E2: Invited Session: Panel 2: “Conversation in Higher Education: Questioning the Foundations, Emerging Professions” (Live)

**Panel Chair: Merli Tamtik**

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| Paul Axelrod | York University | Academic Freedom and Its Constraints: A Complex History |
| Eric Lavigne | OISE, University of Toronto | Examining 50 Years of Research on Administration in the Canadian Journal of Higher Education |
| Benjamin Laskar | Centennial College | Continued growth, increasing complexity: Examining the evolving role of the Canadian educational developer |
| Stephen MacGregor | OISE, University of Toronto | Institutionally Embedded Professionals’ Perspectives on Knowledge Mobilization:  Findings From a Developmental Evaluation |

**Note:** Panel 1 and 2 are two sessions of an invited panel: CSSHE 50th Anniversary: Looking Back and Looking Forward into Higher Education in Canada. The papers in these two sessions are published in a special issue of CJHE. [https://journals.sfu.ca/cjhe/index.php/cjhe/index](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fjournals.sfu.ca%2Fcjhe%2Findex.php%2Fcjhe%2Findex&data=04%7C01%7Cleping.mou%40mail.utoronto.ca%7Cd1041f1e422647521ca508da07649619%7C78aac2262f034b4d9037b46d56c55210%7C0%7C0%7C637830425858866083%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=DSsxkK2QUNlO%2BDkHt2AHfGWpYT4I%2BoVO3MNxJZH3mcM%3D&reserved=0).

## [11:00-12:15] E3: Panel: An Exploration of Meditative Inquiry in Diverse Contexts (Live)

**Panel Chair:** Susan Brigham

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| Susan Brigham | Mount St. Vincent University | Exploring the Connections between Africentric Principles and Meditative Inquiry: Understanding their Significance for Teaching and Learning in Adult Educational Contexts |
| Adrian Downey | Mount St. Vincent University | Mindset and Meditative Inquiry |
| Diane Obed | Mount St. Vincent University | Synergies between Indigenous Ways of Knowing and Meditative Inquiry |
| David Sable | St Mary's University | Meditative Inquiry and Mindfulness |

## [11:00-12:15] E4: Scholarship of Teaching and Learning (Live)

**Panel Chair:** Adam Davies

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| Adam Davies | University of Guelph | Maddening of Pre-Service Early Childhood Education: Disrupting Professionalization |
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| Pheroze Unwalla | University of British Columbia | The Impacts of Emotion(ality) and Emotive Writing: A SOTL Project in a Middle East Studies (MES) Classroom |

**Live Schedule Tuesday May 17, 12:45-14:00 EST**

## [12:45-14:00] F1: Panel: Emerging Research on/by Emerging Scholars: The Growth of the Academic Profession in These Pandemic Times (Live)

**Session Chair: Alison Elizabeth Jefferson; Session Organizer: Amy Scott Metcalfe**

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| Alison Elizabeth Jefferson | University of Toronto | Doctoral socialization in a time of pandemic: Inequity in the new social field |
| Eya Benhassine | Universite de Montreal | Early-career Academics: A gender-based analysis |
| Roshni Kumari | University of British Columbia | Perceptions of Higher educational internationalization in Canada: Viewpoints of early-career academics |

## [12:45-14:00] F2: International and Comparative Higher Education (Live)

**Session Chair: You Zhang**

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| You Zhang | OISE, University of Toronto | The Role of Asian and European Regional University Associations in the Global Higher Education Field |
| Shangcao Yuan | OISE, University of Toronto | Governance (System-Level) of Private Higher Education: A Comparative Case Study of Japan and China |

## [12:45-14:00] F3: Complexities in Student Participation and Career Transitions (Live)

**Session Chair: Joshua Grondin**

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| Jing Xiao, Nataliia Zakharchuk | University of Saskatchewan | Impact of the COVID-19 Pandemic on International Students at a Canadian University |
| Joshua Grondin | OISE, University of Toronto | An Analysis of Differences in Canadian Student Loan Debt and Repayment by Race and Immigration Status |
| Shannon McKechnie, Melody Viczko | Western University | Perspectives on the emerging post-pandemic university through student employability policy and practice |
| Jenny Richmond-Bravo | King's University College at Western University | The King’s Promise – A Co-curricular Approach to Career Development |

## [12:45-14:00] F4: Institutional Missions and Representations (Live)

**Session Chair: Michael Denis O'Shea**

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| Michael Denis O'Shea | OISE, University of Toronto | A revised look at the university missions of US universities during the era of democratic decline: conformity, transformation, or resistance? |
| Catherine Larouche, Ashley Byrne, Camille Larouche, Lucie Héon | Université du Québec à Chicoutimi; Université Laval | Un aperçu de la diversité et de l’inclusion dans les plans stratégiques des universités francophones canadiennes |
| Zhenyang Xu | Michigan State University | How top-ranked Chinese universities use Twitter to engage international audience? |

**Live Schedule Tuesday May 17, 14:30-15:45 EST**

## [14:30-15:45] G1: Workshop - Participatory Photography: Methods to Explore Diverse Populations in Higher Education Research (Live)

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| Cheryl Jeffs, Susan Beatty, K. Alix Hayden | University of Calgary | Participatory photography methods are ideally suited to engage diverse populations in higher education research. Aligned with the goals of community-based participatory research (CBPR) to balance power, build trust, and share ownership, participants in this workshop will explore and experience the collaborative opportunities of participatory photography. |

## [14:30-15:45] G2: Contemporary Issues in Higher Education (Live)

**Session Chair: Mengge Wu**

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| Mengge Wu | University of Saskatchewan | Student Perspectives on Sexual Violence Interventions and Preventions in Higher Education |
| Christie Schultz | University of Regina | Expectations and experiences of microcredentials in higher education in Canada since the onset of the Covid-19 pandemic: Transitions, growth, gaps and opportunities |
| Linda Pardy | University of the Fraser Valley;  Royal Roads University | Down the Rabbit Hole: From Administration to Faculty |
| Eric Lavigne, Summer Cowley, Creso Sá | OISE, University of Toronto | Recruiting Firms and Canadian University Presidents: Job Advertisements from 1987 to 2017 |

## [14:30-15:45] G3: Panel: AI & AI: Exploring the Contemporary Intersections of Artificial Intelligence and Academic Integrity (Live)

**Panel Chair: Rahul Kumar**

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| Rahul Kumar | Brock University | Ethical application with practical examples |
| Michael Mindzak | Brock University | Implications on labour |
| Ryan Morrison | George Brown | Large language models: An overview for educators |
| Sarah Eaton | University of Calgary | Academic integrity and assessment |

## [14:30-15:45] G4: Graduate Student Experiences and Career Transitions (Live)

**Session Chair: Kumari Archana**

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| Kumari Archana | National Institute of Educational Planning and Administration | Educational Experiences of Dalits Ph.D. Scholar in India: Inclusion or Exclusion? |
| Sue Hampton | University of British Columbia | Counter-narratives of PhD graduates |
| Randolph Wimmer | University of Alberta | We Don’t Do That for Other Students: Developing a Bridging Program for Internationally Educated Teachers |
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**Live Schedule Tuesday May 17, 16:15-17:30 EST**

## [16:15-17:30] H1: Panel: Practising Community Engaged Learning (Live)

**Panel Moderator: Dr. David Peacock**

Director, Community Service-Learning

University of Alberta

**Discussants:**

Dr. Jennifer Esmail

Director, Centre for Community Partnerships

University of Toronto

Susan Grossman

Director, Centre for Community Engaged Learning

University of British Columbia

Amelia Merrick

PhD Candidate

OISE, University of Toronto

**Description:** In this moderated discussion, three seasoned community engaged learning practitioners and one work-integrated learning graduate student will canvass the challenges in Canadian higher education today for academic experiential learning programs that seek to partner with social sector organizations for social change. Is there more to learning than employability and jobs?

## [16:15-17:30] H2: Equity Policies and Initiatives (Live)

**Session Chair: Mara De Giusti**

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| Mara De Giusti Bordignon, Melody Viczko | Western University | Thinking about policy conflicts of academic labour and gender roles during the COVID-19 pandemic |
| Julia R Burnham | University of British Columbia | Discursive Analysis of Equity Initiatives in the Canada Research Chair Program |

## [16:15-17:30] H3: TBD (Live)

## [16:15-17:30] H4: Evaluation of Teaching (Live)

**Session Chair: John P Egan**

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| John P Egan | University of Auckland | Academic Leaders, Power, and Peer Review of Teaching: A Pilot Study |
| Amanda Kelly Ferguson | McMaster University | Evaluation of Post-Secondary Teaching Using Student Evaluations of Teaching (SET): Pilot Testing a New Approach |

# ON-Demand/ Pre-Recorded Programming

## OD2

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| Summer Cowley | OISE, University of Toronto | Institutional Prestige and Career Stratification of Canadian University Presidents |

## OD3

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| Janine Jongbloed, Lesley Andres | University of British Columbia | Gendered “family care work” and employment during the COVID-19 pandemic through the lens of educational attainment |

## OD4

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| Jesse A. Staats | OISE, University of Toronto | Decolonizing and Indigenizing Bicameral University Governance in Ontario? |

## OD6

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| Tina Beynen | Carleton University | Facilitating the development of students’ assessment literacy during the transition to university |

## OD8

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| Brandon Allan Dickson, Douglas Woolford | University of Waterloo;  Western University;  University of Toronto | Summarizing and Comparing Effective Active Learning Pedagogies for Post-Secondary Data Science Education |

## OD9

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| Monika Moore | OISE, University of Toronto | Tensions in Equitable Disciplinary Teaching and Learning |

## OD13

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| Diego Sornoza-Parrales | Universidad Estatal del Sur de Manabí, Western University | The Adoption of Quality Assurance Systems: Challenges for the Regional Universities in Ecuador |

## OD14

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| Tina Beynen | Carleton University | “We’re in university, but we don’t really feel like that…” Transitioning from high school into university during the Covid-19 global pandemic. |

## OD15

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| Heather Kanuka, Barbara Kubica | University of Alberta | Reimagining Access for Underrepresented Remote Students in Northern Canada |

## OD17

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| Nadine S Bekkouche | Concordia University | Thinking about quitting: The relationship between thoughts of attrition and mental health among Masters students |

## OD18

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| Lisa Ruth Brunner, Capucine Coustere, Karun Karki, Takhmina Shokirova, Negar Valizadeh | University of British Columbia;  Université Laval;  University of the Fraser Valley;  University of Regina;  University of Ottawa | International graduate students as labour: Adding ‘creation’ to the ‘cash, competition, or charity’ global imaginary |

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## OD20

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| Danielle Gardiner Milln | University of Manitoba | “Not the Limit of Our Imagination”: Exploring Student Advocacy in Support of Universal Higher Education |

## OD21

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| Anna R Lippman | York University | Who’s Classroom? Disrupting Eurocentricity with hip-hop based pedagogy |

# On-Demand / Pre-Recorded Session Recording and Uploading Procedure

On-Demand / Pre-Recorded Sessions need to be recorded by presenters and uploaded to the Congress Portal. Please follow the procedure and guidance below to make your video file and upload it accordingly. <https://assets.swoogo.com/uploads/1545925-61e84161f1b28.pdf>

The length of the file is based on the presentation format:

Individual paper presentation, 15 minutes

Panel presentation, 15 minutes per paper

Ignite presentation, 5 minutes

The deadline to submit your video is ***Friday, April 22, 2022.***   
*Naming your on-demand or pre-recorded video*  
   
**Use this format**: Association Acronym-Short Session ID-Session title-MMDD

Example: CSSHE-OD1-HowToMowTheGrass-0514

Important: Do not use spaces or special characters in your video names

Upload to the website below:

<https://congress2022.wetransfer.com>

# Networking Lounge

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| --- | --- | --- |
| May 15  11:.00-12:15 | A-5 | Networking session  **Meet CJHE (**[**Canadian Journal of Higher Education**](https://journals.sfu.ca/cjhe/index.php/cjhe)**) editors** |
| May 15  14:30-15:45 | B-5 | Networking session (Details to follow) |
| May 15  16:15-17:30 | C-5 | Networking session (Details to follow) |
| May 16  16:15-17:30 | D-5 | Networking session (Details to follow) |
| May 17  11:00-12:15 | E-5 | Networking session (Details to follow) |
| May 17  12:45-14:00 | F-5 | Networking session (Details to follow) |
| May 17  14:30-15:45 | G-5 | Networking session (Details to follow) |
| May 17  16:15-17:30 | H-5 | Networking session (Details to follow) |

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# Chair and Moderator Information

<https://www.federationhss.ca/sites/default/files/2022-01/Chairmoderatorbestpractices.pdf>

For pre-organized panels, the panel organizer(s) will be serving as the panel chair of the session. For the concurrent live sessions, we randomly assign *the first author of the first presentation as the session chair*. If you are not able to take the role, please let us know.

# Preparing for the Conference

Guidance for presenters at this year's virtual Congress (including CSSHE) is available at

[Speaker service centre](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.federationhss.ca%2Fen%2Fcongress%2Fcongress-2022%2Fspeaker-service-centre&data=04%7C01%7Cleping.mou%40mail.utoronto.ca%7C371e7d2df8e142b81d9a08da076cb1a6%7C78aac2262f034b4d9037b46d56c55210%7C0%7C0%7C637830461157230081%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=1oYRQR0UeLgf0IVA7max8zSy%2FZ7%2BLH0hEdpgmaI%2Bilg%3D&reserved=0).

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 – 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 - a useful guide to using Zoom  
   
We recommend that you review the presentation recommendations published by Congress to improve the accessibility of your presentation: <https://www.federationhss.ca/en/congress/about-congress/accessibility>.