Canadian Society for the Study of Higher Education

Société canadienne pour l'étude de l'enseignement supérieur

Preliminary Conference Program

Canadian Society for the Study of Higher Education (CSSHE) 2023

(version date: March 17, 2023)
Sunday, May 28 to Tuesday, May 30, 2023
York University, Toronto, ON

Pre-conference Event Saturday, May 27
Post-Conference Events Thursday, June 1

https://csshe-scees.ca/conference/current/
https://csshe-scees.ca
Twitter: @csshescees, #CSSHE2023, @federation_hss

Congress 2023 Theme: Reckonings and Re-Imaginings
https://www.federationhss.ca/en/congress/congress-2023

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region. We are grateful that we are provided the opportunity to host our 2023 CSSHE conference in this area.

Canadian Society for the Study of Higher Education / Société canadienne pour l'étude de l'enseignement supérieur

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Conference Schedule Overview

Pre-Conference: Saturday, May 27	
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10:00 - 11:30	York University Faculty of Education Dean's Office Public Lecture Series: Repurposing University Education: The Role of Liberal Arts Education in Asia
Suggested Congress Open Events	

Conference Day 1: Sunday, May 28						
Location	Stedman Lecture Hall					
9:30 - 10:30	Poster Presentation [**SLH 107**]					
10:30 - 11:45	A-1 [Paper Session] Equity and Inclusion in HE	A-2 [Paper Session] Quality Teaching in HE	A-3	A-4 [Panel] Trends in HE for Online and Blended Learning	A-5 [Workshop] Reckoning with our reproduction of academic writing expectations	A-6
12:00 - 13:15	Lunch Break					
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15:00 - 16:15	C-1 [Paper Session] Transitions and Pathways	C-2 [Workshop] Weaving Wisdom into Academic Curriculum	C-3 [Network-ing]	C-4 [Paper Session] Organizational Study in HE	C-5 [Panel] Bridging knowledge cultures	C-6
16:30 - 18:00	CSSE/CSSHE Plenary Session with Dr. Carl James					
18:00 - 22:30	CSSHE Reception on Campus [Founders College - FC 152]					

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Conference Day 2: Monday, May 29						
Location	Stedman Lecture Hall					
8:30 - 10:30	CSSHE Annual General Meeting (AGM) & Awards Ceremony					
10:45 - 12:00	D-1 [Award Winners] Award Winner Presentations	D-2 [Paper Session] HE Administrators and Professors	D-3	D-4 [Panel] Leading EDID: Senior Leadership Reflections from the Campus	D-5	D-6 [Innovative] Making Space for Student Research in the Academy
12:00 - 13:00	Lunch Break					
13:15 - 14:30	E-1 [Workshop] Empathetic Action for Course Design	E-2 [Paper Session] Governance of HEIs from a Global Perspective	E-3 [Network-ing]	E-4 [Panel] Coloniality, Whiteness, and Global HE	E-5	E-6 [Roundtable] Roundtable Session
14:45 - 16:00	F-1 [Paper Session] Administration and Leadership in HE	F-2 [Paper Session] International and Comparative HE	F-3 [Network-ing]	F-4 [Panel] Geopolitics of Knowledge and Global HE	F-5	F-6 [Workshop] Soul2Soul Communication in Complementary Integrative Health
16:00 - 17:30	CSSHE Keynote Session: Possibilities in the Futures for Higher Education					
18:00 -	Congress Reception					

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Conference Day 3: Tuesday, May 30					
Location	Stedman Lecture Hall				
9:00 - 10:30	G-1 [Paper Session] Institutional Strategies and Responses	G-2 [Paper Session] Social Justice in HE	G-3 [Network-ing]	G-4 [Paper Session] Funding and Finance in HE	G-5 · G-6 [Panel] Student Transitions, Access, and Research on HE
11:00 - 12:30	CAFS/CSSHE/CSSE/ANSER Plenary Session: Food Security on Campus				
12:30 - 13:00	Lunch Break				
13:15 - 14:30	H-1 [Workshop] An Introduction to R and R Studio for Data Analysis and Visualization	H-2 [Paper Session] Student Development and Success	H-3 [Network-ing]	H-4 [Paper Session] Internationalization of HE in Canada and Beyond	H-5 · H-6 [Paper Session] Curriculum and Pedagogy Studies
14:45 - 16:00	I-1 [Paper Session] Accommodation and Support for Disadvantaged Groups	I-2 [Paper Session] Decolonization and Indigenization in HE	I-3	I-4 [Workshop] Tools for Advancing University Teaching Culture	I-5 · I-6 [Paper Session] Enhancing Learning in HE

Post-Conference Events on Thursday, June 1, 2023

1. 2023 Community College Leadership Symposium: Colleges' Role in Building the Ontario of Tomorrow

Location: Ontario Institute for Studies in Education, University of Toronto (252 Bloor St W, Toronto)

2. Digital Humanities Summer Institute (DHSI) @Congress Workshops

On-Demand / Pre-Recorded Programming Overview

OD1	Innovation through Assessment (re)Design
OD2	Electronic Monitoring in Post Secondary Ontario: Does Surveillance Stifle Academic Freedom?
OD3	L'université idéale du 21e siècle
OD4	Young Adult Women from Refugee Backgrounds and the Role that Barriers Play in their Pursuit of Higher Education in Canada
OD5	What Canadians Can Learn from Data Used to Rank British Universities
OD6	Curriculum-making Unbound: Engaging in 'world'-travelling beyond familiar Western academic knowledge systems

Registration Reminder

All presenters/authors featured on the conference program:

1) must register for the CSSHE conference by the deadline for presenters **(May 12, 2023)**,

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 May 12 will be removed from the final program.

Registration

You can find the registration information for Congress 2023 and CSSHE at:

https://www.federationhss.ca/en/congress/congress-2023/register

*Please be reminded that the early bird deadline for Conference registration is **March 31**.*

Accessibility Needs

Please indicate your accessibility needs and requests in your registration form and/or email conference organizers at csshe2022@gmail.com. The CSSHE Conference Committee will work with Congress Organizers to accommodate your accessibility needs throughout your conference experiences.

Congress is arranging a social hub which will be in Founders College, which is close to our conference spaces. It will have a social space, quiet space, prayer room, and lactation room. CSSHE will also have a room for quiet space within our conference spaces for our attendees to relax throughout the conference dates.

Plan Your Trip

You can find options for accommodations for congress 2023 at:

https://www.federationhss.ca/en/congress/congress-2023/plan-your-trip

Media Outreach Program

Congress has the media outreach program to bring media attention to researchers, associations, and institutions, valuable promotion in and out of the academic community and increased visibility with the broader public. If you would like to be considered for this program, please find more details and opt-in for this program here: https://www.federationhss.ca/en/congress/congress-2023/media

***Note: Presenters need to prepare their own adapters (e.g., adapter for Mac/PC to connect to projectors provided at the conference site).

CSSHE Pre-Conference Session: York University Faculty of Education Dean's Office Public Lecture Series

Time: 10:00 - 11:30 EDT
Location: Stedman Lecture Hall E (SLH E)

Repurposing University Education: The Role of Liberal Arts Education in Asia

In the last decade or so, people have begun to question the value of higher education and in particular about the relevance and value of liberal arts education (LAE) in the contemporary society with increasing attention given to STEM subjects for career preparation of young people. In this presentation, Dr. Joshua Ka-ho Mok will critically examine the role of LAE in Asia, with particular reference to the value/role of LAE in preparing responsible citizens for the challenging time confronting us. Such critical reflections of the role of LAE in Asia would offer us comparative insights when repurposing university education in our contemporary society with intensified pressure for vocationalizing higher education.

Speaker: Joshua Mok Ka-ho is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy at Lingnan University. His research interests are interdisciplinary, and he has worked creatively across the academic worlds of sociology, political science, and public and social policy while building up his wide knowledge of China and the region. He has published extensively in the fields of comparative education policy, comparative development and policy studies, and social development in contemporary China and East Asia. In particular, he has contributed to the field of social change and education policy in a variety of ways.

Arts@Congress Showcase

Time: 15:00 - 16:30 EDT
https://www.federationhss.ca/en/congress/artscongress-showcase

The Arts@Congress Showcase will align with the conference themes of 'Reckonings and Re-Imaginings', and through an array of creative arts and cultural activities, the showcase invites the Congress community to contemplate and reflect on new lessons, new reckonings about what is needed to know and care for each other across our differences. The visual and sonic montage of performances and experiences feature diverse voices and modes of expression, but all consider collaborative art making as a strategy to deeper co-engagement with each other and participation in this crucial work of re-imagining a radically different world. As a culmination of the Year of the Arts Program organized by AMPD/Sensorium, the showcase also celebrates the integral role of the arts and culture at York and at Congress 2023.

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Congress Expo

Congress Expo provides a chance to browse Canada's largest showcase of academic books, and network with a variety of publishing companies who want to connect with you and chat about publishing opportunities.

Open to all, Congress Expo historically features 50+ exhibitors who lead thought-provoking discussions, career presentations, and book launches and signings.

For more sessions, please see [*https://www.federationhss.ca/en/congress/congress-2023/events-calendar*](https://www.federationhss.ca/en/congress/congress-2023/events-calendar)

Sunday, May 28 9:30 – 10:30 EDT

Poster Presentation
Location: Stedman Lecture Hall 107

Posters will stay in this space until 4:00 PM for the attendees to visit this space any time throughout this day.

PO1

Lydia Scholle-Cotton	Queen's University	Faculty's perspectives on academic dishonesty: Evolving beliefs and opportunities for learning

PO2

Greta Winograd	State University of New York (SUNY) New Paltz	Overlapping dis/advantage in higher educational attainment: Measurement and policy implications

PO3

Candace B Brunette-Debassige	Western University	Restorying university history through mapping Indigenous presence at one university

PO4

J Sparks	University of Toronto	Parent Involvement in First-generation Students' College Journeys

PO5

Margaret de Leon	University of Toronto	At a Crossroads: Examining Working First-Year Student Transitions into Higher Education

PO6

Liza Lai Shan Choi	Mount Royal University	Expansion of the English-As-An Additional Language (EAL) Student Support Program

A-1 [Paper Session]

Equity and Inclusion in Higher Education

Session Chair: Erin C. Anderson

Alison Elizabeth Jefferson	University of Toronto	Hiding in Plain Sight: The invisible barriers for LGBTQ2+ students and early-career academics in Canada
Alex Kent, Malcolm Steinberg	Simon Fraser University	Cultural safety and anti-racism training curricula: Barriers and facilitators shaping uptake and implementation in higher education
Christina B. Arayata	OISE, University of Toronto	Navigating Identity and Finding Community – The Experiences of Undergraduate Racialized Queer Students
Eun Gi (Cathy) Kim	OISE, University of Toronto	Talking to current Korean students about Indigenization in two Canadian universities: Comparing the perceptions of immigrant and international students

A-2 [Paper Session]

Quality Teaching in Higher Education

Session Chair:

Hennades Tabe	University of Johannesburg	Managing Teacher Education and Professional Development: Becoming a qualified teacher through the Postgraduate Certificate in Education
Alice Kim, Andrea Kalmin, Danielle Robinson, Franz Newland	University of Guelph-Humber, York University	Everything is Ours
Amanda Kelly Ferguson, Manahil Iftikhar	McMaster University	Evaluation of Post-Secondary Teaching Using Student Evaluations of Teaching (SET): Insights from Pilot Testing and Refining a New Approach (Year 2)
Saul Carliner	Concordia University	Deconstructing Five Decisions Underlying the Design of a Graduate Certificate in Teaching in Higher and Continuing Education

A-4 [Panel]

Trends in Higher Education for Online and Blended Learning: Past, Present and Future

[Canada's Collaboration for Online Higher Education & Research (COHERE) Session]

Live Streaming Available

Panel Chair: Kathleen Matheos

Kathleen Matheos	University Manitoba	Past: Building on the Shoulders of Giants
Cheikh Ould Moulaye	University Manitoba	Present: Change is not coming; it's here
Heather Kanuka	University of Alberta	Future: Audentes fortuna iuvat (fortune favors the bold)
Alan Davis	Kwantlen Polytechnic University	HEI Leadership: Sustainability, equity and inclusivity

A-5 [Workshop]

Reckoning with our reproduction of academic writing expectations

Collaborative action towards decolonization

Presenters: **Meaghan Dougherty** (Douglas College), **Carla Elizabeth Alexander** (City University of Seattle in Canada), **Kristina Berynets** (City University of Seattle in Canada)

This workshop engages educators in a practical exercise towards decolonizing academic literacies, as this area provokes a useful reckoning of assumptions and raises generative questions for reflection and action. Facilitators share their story as a way to set the stage for dialogue and engage educators in a process of exploration and critique.

The purpose of our workshop is to invite professionals and educators to engage in a dialogical and reflective process of interrogating educational assumptions, how they show up in our teaching practices, and how they differentially shape students. We examine academic writing as a starting place for reckoning with our assumptions. We facilitate a process that allows us to collaboratively initiate (or continue) thinking towards action in decolonizing one's own work.

B-1 [Paper Session]

Administration and Organizational Study in College Sector

Session Chair:

Stacey Pipicelli, Ken Brien	University of New Brunswick	Implementing a Flexible Work Policy at an Ontario College
Harini De Silva	OISE, University of Toronto	The State of Collegiality in the Ontario College Sector
Laurel Schollen	OISE, University of Toronto	Risky Business? A Study of Third-party Arrangements between Ontario public colleges and private career colleges
Leesa Wheelahan	OISE, University of Toronto	Theorising public colleges as institutions & why this matters

B-2 [Paper Session]

Gender, Access, and Success in Higher Education

Session Chair:

Juliette Sweeney	OISE, University of Toronto	Struggling Under the Cloak of Meritocracy: Diversity, Gender Equity and Academic Standards
Ebenezer Detcher Narh	University of Western Ontario	Moving to gain access? Women's participation in University Science, Technology, Engineering and Mathematics in Canada
Alyson E. King	Ontario Tech University	Gender and Success: Exploring university students' experience & strategies using gender as a category of analysis
Anushka	National Institute of Educational Planning and Administration	Understanding education of first-generation Afghan refugee: the capability aspiration approach

B-4 [Paper Session]

International Students in Canada

Live Streaming Available

Session Chair: Ruth Hayhoe

Elizabeth Buckner, Eun Gi (Cathy) Kim, Zixuan Liu, Ananya Gupta	OISE, University of Toronto	The Experiences of International Students from Asia in Toronto During the Pandemic
Chunlei Liu	York University	Understanding Chinese International Students' Struggle in Canadian University during COVID-19: A Literature Review
Yilun Jiang	OISE, University of Toronto	Impact of Institutional Career Center on International Students' Career Development at Canadian universities
Eustacia Yu	University of Calgary	Dialectics in Chinese Students' Experiences Transitioning to Canadian University

B-5 [Workshop]

Moving beyond resistance and refusal

Engaging faculty in the development of meaningful program curriculum and learning outcomes

Presenter: Samantha Cutrara (York University)

This workshop will focus on strategies for dealing with resistance and refusal administration and staff often face when encouraging faculty to develop new and clear curriculum and aligned learning outcomes. Concepts of meaningful learning will be foregrounded and demonstrated for engaging in this work and participants will leave with a post-conference action plan.

This workshop will focus on strategies for dealing with resistance and refusal administration and staff often face from faculty when encouraging them to develop curriculum and learning outcomes. While the development and implementation of curriculum with aligned with learning outcomes can make programs more student-centric and revisioned to respond to issues of inequity and colonialism, often administration and staff experience resistance and refusal from faculty members for meaningfully engaging in this work and incorporating these program changes to their teaching and assessment practices.

C-1 [Paper Session]

Transitions and Pathways

Session Chair:

Aliya Kuzhabekova	Nazarbayev University, Kazakhstan	Exploring Barriers for Transition to Employment of Female STEM University Graduates: The Case of Kazakhstan
Christie Schultz	University of Regina	Fast, cheap, and good: Students' expectations and experiences of microcredentials in Canada since 2020
Sue Hampton	Simon Fraser University	Taking a narrative approach to better understand the career pathways of PhD graduates
Harshita Sharma	National Institute of Educational Planning and Administration, New Delhi	Changing Discourse of Pathways to Post Secondary Opportunities: Addressing Equity and Access Concerns in Indian Higher Education

C-2 [Workshop]

Weaving Wisdom into Academic Curriculum

Presenter: Leslie Whitcomb (Akamai University Intentional Exchanges)

In this workshop we practice building curriculum for ages pre-K through graduate education. We respectfully transfer power from Indigenous practices of 'ground upon which we stand', to infuse being and identity reclamation into dominant colonial educational structures. This experiential learning provides highly transportable tools and skills for building curricula when participants return to local/regional educational settings.

Education has been a place where we as Indigenous peoples are fractured from home culture ways of knowing and being as we are forced to learn skills of economic survival in dominant colonial societies. Re-imagining the foundation of academic learning, transforming the transmission of knowledge into a survival shield that protects sacred bundles of generational wisdom, is a process that can begin with curriculum building. The purpose of this workshop is to give educators practicable tools to make curriculum development an act of reclamation and thriving. The workshop does so by integrating research results demonstrating curricula that balance sensory embedded learning - with cognitively embedded learning - inviting students to stand fully and securely on home ground while they learn.

C-4 [Paper Session]

Organizational Study in Higher Education

Live Streaming Available

Session Chair:

Robin Alison Mueller	Royal Roads University	Responsiveness in Higher Education: A Case Study
Rurui Liu, Eric Lavigne	OISE, University of Toronto	Emancipation or Subjugation? How the Literature Portrays Organizational Change in Developing Countries' Higher Education Institutions
Tim Tang	MacEwan University	Structural and human resource implications of university restructuring in Alberta
Daniel Lang	University of Toronto	Federation as a Canadian model for the Organization of Higher Education

C-5 [Panel]

Bridging knowledge cultures

A global study on community university research partnerships

Panel Chair: Barbara Jenni

Barbara Jenni	University of Victoria	Theoretical concept of knowledge cultures
Budd Hall	University of Victoria	Characteristics of community knowledges
Walter Lepore	University of Victoria	The art of bridging knowledge cultures

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Sunday May 28, 16:30-18:00 EDT

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CSSE/CSSHE Plenary Session with Dr. Carl James

Dr. Carl James is a national leader in research on education, leadership, equity, and social justice. His plenary session will align directly with the Congress 2023 Theme, *Reckonings and Re-Imaginings*. The calls to action undergirding this theme have been a pillar of Dr. James' work for decades and contribute directly to both CSSE and CSSHE's ongoing EDID goals, as well as a principal example of the importance of intersectional research in education at all levels.

Dr. James' Plenary Address will seek to address and move us beyond the essentialist, generalized and homogenizing discourses that account for the representation and achievements of racialized

people – particularly Black Canadians – in educational institutions, workplaces, and society generally. In addition, Dr. James' Plenary Address is in direct response to the Congress 2023 theme, *Reckonings and Re-Imaginings*. For example, the session will directly align with the theme's goal of examining how we – as individuals and institutions – can reckon with longstanding injustices in our communities, and actively work to re-imagine how we live, teach, learn, and research alongside one another. As a scholar and former youth and community worker, Dr. James consistently honours Black knowledges and cultures, and as one of York University's leading scholars in this area, his Plenary Address is in direct alignment with the Congress 2023 theme and the broader goals of the host university.

More details to follow.

Sunday May 28, 18:00-22:30 EST

CSSHE Reception on Campus

Location: Founders College - FC 152

CSSHE reception welcomes attendees for our first in-person conference after three years of virtual conferences. We hope that this will be a great opportunity to network with other scholars, practitioners, and graduate students in the field of higher education.

More details to follow.

Conference Day 2: Monday May 29

Monday, May 29 8:30 – 10:30 EDT

CSSHE Annual General Meeting (AGM) & Awards Ceremony
*Live Streaming Available

Monday May 29, 10:45-12:00 EDT

D-1 [Award Winners]

Award Winner Presentations, Celebrate with us!

More details to follow.

D-2[Paper Session]

Higher Education Administration: Administrators and Professors

Session Chair:

Grace Karram Stephenson, Rurui Liu	OISE, University of Toronto	The Absent Professor: The Online Development of University Brand
Kara L Loy	University of Calgary	Professors as Change Leaders in Canadian Higher Education
Jasmine Carino, Eric Lavigne	OISE, University of Toronto	The Gender, Race, Institutional Provenance, and Previous Experience of Canadian University Provosts: Trends and Remaining Equity Issues
Lillie Lum, Liza Choi	York University; Mount Royal University	Leadership Challenges during a Pandemic: Lessons Learned

D-4 [Panel]

Leading EDID: Senior Leadership Reflections from the Campus

[The Centre for Higher Education Research and Development (CHERD) Panel]

*Live Streaming Available

Moderator: Kathleen Matheos, CHERD, University of Manitoba

Panelists:

Erasmus Okine, University of Lethbridge

Lisa Philipps, York University

Donna Janiec, Queen's University

Verna Yiu, University of Alberta

Florentine Strzelczyk, Western University

The Centre for Higher Education Research and Development (CHERD) Provosts/Leaders panel will build on the Congress Theme Reckonings and Re-imaginings at which panelists will be asked to speak to their role as leaders along with the role of universities (including specific actions and initiatives undertaken at their specific schools) to support the development of a more diverse, sustainable, and equitable society. This panel will include leaders (Provosts/Vice Principals) from five universities for a moderated discussion followed by comments and discussion with the audience. This session will provide a forum for university leaders to speak about their respective

roles and responsibility in their institution to create and support a more diverse, sustainable, and equitable society. During their speaking time, they will address how their role both enables and requires them to bring about positive change in the institution and through outreach to the larger community that they serve. In speaking to their roles and responsibilities they also cite examples and initiatives that are currently underway during their watch.

D-6 [Innovative]

Making Space for Student Research in the Academy

The Launch of Critical Perspectives in Education and Policy

Session Chair: Annie Luk, University of Toronto

Session Speakers:
Christina Arayata
Graeme Noble
Janay Eccles
Paula Elias
Sean Lewis
Howard Liao
Annie Luk
Nia Spooner

Each year, over 200,000 students are enrolled in graduate programs in universities across Canada (Statista, 2023). All these graduate students produce an enormous amount of research in their course work and independent projects. As many instructors and faculty would attest, many of these writings are worthy of more than just one reader and a final grade. However, students often find it difficult to get their works published even though they feel pressured to publish something during their graduate journey (McClellan et al., 2017). Students' journals have long been a welcoming and supportive venue where student research is not only accepted but celebrated (Timperley et al., 2022). We would like to share our experiences in setting up a student journal at the Ontario Institute for Studies in Education (OISE), University of Toronto. Critical Perspectives in Education and Policy is a newly launched student-led journal where students participate in all aspects of journal publishing from writing to peer reviews to editorial decisions and more. The goal of the journal is to make space to spotlight student research and to demystify the often complex and opaque publishing process. Through this journal, we hope to create a community for students where they feel supported as they develop into scholars and researchers while learning and practicing research and writing skills (Timperley et al., 2022).

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Monday May 29, 13:15-14:30 EDT

E-1 [Workshop]

Empathetic Action for Course Design

Presenters: Bee Brigidi (Simon Fraser University)**, Megan Robertson** (Simon Fraser University)

This workshop invites participants to experience a method, empathy mapping, as a strategy to take intentional action in supporting student inclusive learning. Led by facilitators who have integrated empathy mapping in various instructional settings, participants will experience an inclusive and meaningful approach to support course design in post-secondary institutions.

Educators are often asked to 'react' to urgent and emergent instructional needs. For some instructors, this 'reactionary' mode may have been a default, even before the start of the COVID-19 pandemic. This workshop session provides participants with an opportunity to pause and experience a method, empathy mapping, that can be used to take intentional action in supporting student learning. Led by facilitators who have integrated empathy mapping in a variety of instructional settings, participants will be invited to experience an inclusive and deeply meaningful approach that can be used to support course design in post-secondary institutions.

E-2 [Paper Session]

Governance of Higher Education Institutions from a Global Perspective
Session Chair: Ruth Hayhoe

Brent Toye	York University	The Politics of Human Capital: Partisanship and Governance in Higher Education and Training in Canada and Australia
You Zhang	OISE, University of Toronto	What Explains Universities' Memberships in Regional University Associations? Evidence from a Cross-National Analysis
Chad Dickson, Brandon Dickson, Srikanth Ramani, Deidre Henne, Donna Kotsopoulos	University of Western Ontario, Balsillie School of International Affairs,	Responsible Investing in International University Investment Polices: A Rubric Review
Cassidy Gong	OISE, University of Toronto	Factors Associated with the Subnational Variation of the Development of Private Universities in China - Using Yunnan, Fujian and Hubei as Case Studies

E-4 [Panel]

Coloniality, Whiteness, and Global Higher Education:

Reckoning Categories and Reimagining Otherwise

*Live Streaming Available

Riyad A Shahjahan	Michigan State University	The Stubborn Persistence of White Supremacy Sensibility in Higher Education
Sharon Stein	University of British Columbia	Taking Up the White Man's Burden – Again: Coloniality and the Internationalization of Higher Education
Kumari Beck	Simon Fraser University	Can we Transcend the 'Nation-state' Ontology? Towards Inter-being

Many have noted how coloniality and whiteness are deeply rooted in the process of global higher education. This is evident in all areas of higher education, such as the purpose of teaching and learning, curriculum, research and scholarships, and or impact of higher education in diverse societal contexts, both including human and non-human worlds. The fact that knowledge is still assumed to flow from the Global North to the South, as well as in the desire of some in the Global South to belong in and be validated by the Global North, highlights the important role of coloniality of knowledge. Across these and many other mainstream mobility patterns of policy, people, and imaginaries, coloniality and whiteness shows itself to be in the foundation of global higher education. In light of the extensive work on coloniality in its most varied forms in higher education, using a decolonial lens, this panel explores: "How can we imagine education and research in global higher education beyond the confines of modernity and its violences?".

To this end, some questions that this proposed panel explore are:
- Which/whose knowledges are most highly valued and validated in the context of global higher education, and whose are denigrated, invisibilized, and erased?
- How is whiteness reproduced in the context of global higher education?
- How might we exist, practice, and research beyond the abyssal line? What are the challenges and complexities that commonly arise in efforts to do so?
- How are higher education scholars and practitioners, even those of us whose work is critical or decolonial, also complicit in the coloniality of higher education?

This panel will begin with a paper interrogating the persistence of white supremacy sensibility (WSS) and how it manifests in higher education located in white majority countries in the Global North. Building on the idea of WSS, the second paper interrogates how internationalization of higher education, as a taken-for granted and desirable institutional or state policy, reproduces Whiteness and coloniality in the internationalization of higher education through ideological frames produced through texts such as definitions and policies, and colonial structures. The third paper, as

a conceptual paper seeks to unpack the nation-state ontology which in turn challenges the inherent logic of "internationalization" itself pervading global higher education policy and practices. The latter suggests pursuing inter-being as alternatives to promoting planetary consciousness, rather than exclusively focusing on trans/national problems in higher education.

E-6 [Roundtable Session]

Andrea Jane Kalmin	York University	The Challenges of Implementation: How can innovative, collaborative and impact-oriented pedagogies be sustainable?
Ryan Hargraves	University of Toronto	Understanding the Factors Affecting Admissions Committee Construction at Highly-Regarded Canadian Public Universities
Sue Hampton	University of British Columbia	Explorations beyond Eurocentric course design frameworks
Randeep Nota	University of Toronto, University of Victoria	The "Art" of Governing and Canada's International Education Strategy

Monday May 29, 14:45-16:00 EST

F-1[Paper Session]

Administration and Leadership in Higher Education

Session Chair:

Catherine Larouche, Denis Savard, Camille Larouche, Ashley Byrne, Vincent Gomez, Lucie Héon	Université du Québec à Chicoutimi, Université Laval	Analyse de la planification stratégique des universités canadiennes: reflet de leur évolution
Morag Paton, Stephanie Waterman	OISE, University of Toronto	A "hierarchy of invisibility" — the tensions of visibility and invisibility in administrative staff work in health professions education
Timothy Allan Brunet	University of Windsor	UWill Discover Sustainable Futures
Samantha Cutrara	York University	The Cyclical Program Review: Working toward equity-focused continuous improvement by supporting process and encouraging product

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F-2 [Paper Session]

International and Comparative Higher Education

Session Chair: Ruth Hayhoe

Jakob Kost	OISE, University of Toronto	The Broader Impact of Colleges: Mapping the Social Role of Universities of Applied Sciences in Promoting Regional Development in Switzerland
Leping Mou	OISE, University of Toronto	Liberal Arts Education in Asia: Innovation and Insights from Asian Societies and Local Traditions
Hailiang Zhao	Hebei University of Science & Technology	Toward global competence acquisition from cultural capital accumulation in globalized educational contexts: A case study
Elaine Teng, Roshni Kumari, Amy Scott Metcalfe	University of British Columbia	Re-imagining internationalization in the context of war and humanitarian crises

F-4 [Panel]

Geopolitics of Knowledge and Global Higher Education

Questions and Quests in Academia and Beyond

Live Streaming Available

Riyad A. Shahjahan	Michigan State University	The Role of Geopolitics of Knowledge in the Mediatization of Global University Rankings in Bangladesh
Qiang Zha, Xiaojie Li and Jenny Lee	York University, University of Arizona	Is There Racial Profiling among Canadian University Professors of Chinese Descent?
Anatoly Oleksiyenko	The Education University of Hong Kong	Geopolitical Agenda in the Internationalisation of Post-Soviet Higher Education

From the resurgence of populism and nationalism, the global pandemic, climate change crises, new military invasions, and the growing role of structural racism accompanied by grassroots social and

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political movements, the impacts of these geopolitical shifts can be felt in global higher education, particularly with respect to knowledge production. Geopolitics of knowledge is not a new concept. Yet, amidst these geopolitical sifts, global competition, and restructuring of powers between the former and new empires, the former and new colonies, and post-truth interpretations of realities, the interconnections between geopolitics and knowledge production (purpose of HE, research, and/or teaching and learning) requires further scrutiny. This panel seeks to address these interconnections by exploring answers to the following questions: What does 'geopolitics of knowledge' mean amid geopolitical sifts? How does geopolitics of knowledge manifest in various HE regional contexts and across actors (media, institutions, governments, or academics) or scales (local, national, or global)? How does the geopolitics of knowledge mediate and manifest across media logics, race and racism, global science, university rankings, international research collaborations, and/or internationalization scholarship? In short, how does the geopolitics of knowledge play out in the current landscape of geopolitical sifts.

F-6 [Workshop]

Soul2Soul Communication in Complementary Integrative Health

Innovations in Nursing Education, Practice & Research & Applicable to Other Health Care Professions

Presenter: Mary Jo Bulbrook (Akamai University)

This workshop builds on your health profession and uplifts your work to a divinely guided empowerment model of care and caring that builds on existing theory and research. As one enters multi-dimensional realms of existence documented from different science frameworks and experiential life experiences of nurses in doing what they do, complementary and integrative health (CIH) framework are supported by current research both in nursing and other professional arenas. The experiential workshop will illustrate through description, experience, and research examples of how YOU in your role as a health professional, educator or researcher can "step in, step up and step out" through multi-dimensional heritage achieved through Soul2Soul Communication. What will be described, and illustrated is how two or more persons come together at intimate levels of engagement that impacts each physically, emotionally, mentally, and spiritually in present time reality, and with opportunities for before life and after death experiences that shapes life's not only in nursing but all facets of life. Clinical examples and evidential resources will open new realms of engagement that most nurses would have experienced in some way during their careers. The term called "intuition" or "synchronicity " are words that have described nurses in action. The wholeness principle of engagement with the person we are serving, as well as the impact on us is called "soul2soul" communication sharing who we are influencing each other in life.

CSSHE Keynote Session: Possibilities in the Futures for Higher Education

Live Streaming Available

Location: Stedman Lecture Hall D (SLH D)

Moderator: Budd Hall, University of Victoria

Panelists:

Sharon Stein, University of British Columbia

Yabome Gilpin-Jackson, Simon Fraser University

Mark Solomon, Seneca College

Robert McGray, Brock University

In responding to this year's theme "***Reckonings and Re-imaginings***," CSSHE is committed to bringing scholars of various areas in higher education research together to discuss and envision possible futures of equity, diversity, and inclusion in higher education through the lens of sustainability, indigenization, and decolonization. The panel discussion will bring up ideas about the challenges and opportunities for preferred futures of higher education from empirical research, scholarly and administrator's perspectives, and feedback from policy implementation. Specifically, based on the panelists expertise and experience, we hope the panel will address the following questions:

·   What are some examples of how higher education institutions understand the UN's sustainable development goals (SDGs) and implement them in their mission?

·   What are some examples of ways in which higher education administrators and policymakers worked towards Indigenizing and decolonizing higher education, deeply implementing the goals of reconciliation?

·   What kind of futures of higher education could we imagine for more inclusive and supportive systems and policies in accommodating student populations of various age groups and backgrounds?

Through the debate and discussion of these questions, the panel intends to bring insights and provoke deeper thinking regarding what the preferred futures of higher education are (and for whom), and what higher education institutions and policymakers can do to achieve the goals of sustainability, equity, diversity, and inclusion in higher education.

Monday May 29, 18:00 EDT

Congress Reception

Location TBD

Conference Day 3, Tuesday, May 30

Tuesday May 30, 9:00-10:30 EDT

G-1[Paper Session]

Institutional Strategies and Responses

Session Chair:

Tim Ribaric, Rahul Kumar	Brock University	How do collective agreements stack up: Implications for academic freedom
Dominik Antonowicz	Nicolaus Copernicus University	The structure and the composition of Governing Boards of Canadian Universities
Mara De Giusti Bordignon, Melody Viczko, Renata Matsumoto	Western University	Critiquing the 'Return to Normal' in University Responses to the COVID-19 Pandemic
Eric Saltsman	Memorial University	Yearning to Develop Cultural Capital: A Composite Model of Higher Education Decision-Making

G-2 [Paper Session]

Social Justice in Higher Education

Session Chair:

Robert Mizzi, Christopher Yendt	University of Manitoba	Mapping Spatial Justice on University Campuses in Manitoba
Akalya Kandiah, Nathan Andrews, Anne Duchesne, Joseph Shea	McMaster University, University of Northern British Columbia	Hidden Figures in Higher Education: Exploring the Epistemic Marginalization and Exclusion of BIPOC Scientists in Canadian Academia

Lilach Marom	Simon Fraser University	"It is Constantly Uncomfortable. It is Constantly Challenging": Relationality and Positioning in EDI Work in Higher Education
Dan Laitsch, Kumari Beck	Simon Fraser University	Why aren't we making more progress?: Reports from a self study investigating university policies and programs intended to advance EDI
Barbara Jenni	University of Victoria	Towards the idea(l) of knowledge sharing: Not what, but who works

G-4 [Paper Session]

Funding and Finance in Higher Education

Live Streaming Available

Session Chair:

Stephen MacGregor, Creso Sá, Nadiia Kachynska	University of Calgary; University of Toronto	How Impact-Focused Funding Influences Researchers' Knowledge Mobilization Activities
Dawn L Sutherland, Merli Tamtik	University of Manitoba	The History of Policy Change in Canada Research Chair Program- Excellence and Equity in Research Funding
Jacqueline Nicole Beaulieu	University of Toronto	Outcomes and Implications of Ontario's Ancillary Fees Policy For Shared Governance at Publicly-Assisted Universities.
Dale Kirby	Memorial University	First Voices of Former Youth in Care: Perspectives on Tuition Waivers for Post-Secondary Education

G-6 [Panel]

Student Transitions, Access, and Research on Higher Education

Insights from Unique Data Linkages between the Toronto District School Board and the Education and Labour Market Longitudinal Platform

Alexandra Karin Addison Pulchny	McMaster University	Who Transitions into Post-Secondary Education, and Why? A Systematic Review of the Canadian Landscape

Robert Stewart Brown	York University	Elementary-Grade 9 Patterns and Postsecondary Progressions: Initial Findings from the Second U of T-TDSB Study
Trisha Kathleen Einmann	University of Guelph	Investigating educational and labour market outcomes of marginalized postsecondary students: The mental health of PhD Graduates
David Zarifa	Nipissing University	Out-migration During Higher Education? Examining Postsecondary Transfer Pathways Within and Across Northern and Southern Regions of Ontario

A collection of studies related to student transitions between high school, and all levels and types of postsecondary education and beyond. These studies utilize a unique data linkage within and between Statistics Canada's Education and Labour Market Longitudinal Platform, and administrative data from the Toronto District School Board. The purpose of this session is to share some of the findings of the Student Transitions, Access, and Research on Tertiary Education Partnership project (which utilizes a unique data linkage system) to a variety of different stakeholders in higher education, including academics, institutional officials, researchers, and policymakers.

The objectives of the research presented in this session include:
1) Help identify and understand the changing barriers and challenges experienced by various student groups as they transition from elementary and high school through postsecondary education and into the labour market.
2) Assess the outcomes of some of Canada's most highly educated workers
3) Enable the mobilization of new knowledge stemming from this research with relevant government and non-government stakeholders.

Tuesday May 30, 11:00-12:30 EDT

CAFS/CSSHE/CSSE/ANSER Plenary Session: Food Security on Campus

Live Streaming Available

Speaker: Joshna Maharaj (https://www.joshnamaharaj.com/)

More details to follow.

H-1[Workshop]

An Introduction to R and R Studio for Data Analysis and Visualization

Presenter: Leping Mou (OISE, University of Toronto)

To meet the increasing need of graduate students and higher education researchers in learning quantitative data management software, we offer this introductory workshop on R and R studio for quantitative data analysis and management. The workshop includes presentation and practice with a focus on exploratory data analysis and data visualization.

H-2 [Paper Session]

Student Development and Success

Session Chair: Erin C. Anderson

Lindsay Coppens	University of Toronto	"It was really nice how they always believed in me": Using social capital to understand the role of family on the success of first-generation women students in undergraduate mathematics and physics programs
Estefania Toledo	OISE, University of Toronto	Empowering Students and Cultivating Student Well-being Through Photovoice
Amy Dawn Lean MacArthur	University of New Brunswick	A case study: Exploring first-year student engagement, and examining the connection between mentorship and transformation
Christos Orfanidis	University of Toronto	Student leadership development: How deep should the undergraduate-graduate divide be?

H-4 [Paper Session]

Internationalization of Higher Education in Canada and Beyond

Live Streaming Available

Session Chair: Ruth Hayhoe

Alison D'Cruz	University of Toronto	The Human in Human Capital: Understanding International Student Success in the Backdrop of Canada's International Education Strategy 2019–2024

Christos Orfanidis	University of Toronto	The internationalization of student leadership development: How far are we?
Hailiang Zhao	Hebei University of Science & Technology	Toward global competence acquisition from cultural capital accumulation in globalized educational contexts: A case study
Yixin Jiang	OISE, University of Toronto	Re-imagining Inbound International Student Mobility in Canada

H-6 [Paper Session]

Curriculum and Pedagogy Studies

Session Chair:

Christine Elizabeth Bond Mishra, Shoshanah Jacobs	OISE, University of Toronto; University of Guelph	Factors that Impact Tool and Curriculum Use in Course Design at Canadian Universities
Saul Carliner	Concordia University	Applying LxD to the Design of Higher Education Courses
Mubeshera Tufail	Allama Iqbal Open University	Fostering Reflective Thinking in the Teacher Education Classroom: Investigating the Implications of Flipped Classroom Instruction (FCI)
Brandon M Sabourin	University of Guelph/University of Windsor	Building a Phenomenographic Outcome Space to Identify Sessionals' Approaches to Educational Development

Tuesday May 30, 14:45-16:00 EST

I-1 [Paper Session]

Accommodation and Support for Disadvantaged Groups

Session Chair:

Alexandra Pulchny	McMaster University	Bridging the Gap: A Research Evaluation of a High School to Post-Secondary Preparatory Program for At-Risk and Underrepresented Groups
Tiara Danria De Koning	Tiara Danria De Koning	Contributing factors to attrition among minority student affairs professionals in higher education

Cameron McKenzie, Sarah Southey	Wilfrid Laurier University	Inclusion of Students with Learning Disabilities in Higher Education
Erin C. Anderson	University of Toronto	Exploring the Role of Disclosure in the Development of Disability Identity in Postsecondary Students

I-2 [Paper Session]

Decolonization and Indigenization in Higher Education

Session Chair:

Heather Carter, Jerome Cranston	University of Regina	Freedom With Responsibility: Academic Freedom, Critical Pedagogy, and the Culture of Whiteness in Academia
Kristy Dellebuur O'Connor, Rebecca D. Cox	Douglas College; Simon Fraser University	Settler pathways in decolonizing post-secondary education: An imperfect framework for imperfect action
Whitney Danielle Blaisdell	University of Regina	Decentering Whiteness in Higher Education: Play as a Theory of Change
Marilou Belisle, Valérie Jean	Université de Sherbrooke	Emergence of traces and practices related to Indigenous issues among university teachers

I-4 [Workshop]

Tools for Advancing University Teaching Culture

*Live Streaming Available

Presenters: Erika DH Kustra (University of Windsor), **Debra L. Dawson** (Western University), **Lori Goff** (McMaster University), **Madelyn Law** (Brock University)

A university's teaching culture influences critical outcomes, such as student learning. Participants will explore the concrete tools available for use, based on the six-levers of the Teaching Culture framework. This framework has been developed to illuminate key indicators of a positive teaching culture and to enable enhancement through concrete actions.

The design of this session is to spark a conversation around institutional teaching culture, inspiring participants to make connections amongst institutional cultures, fostering collaborations and promoting evidence-based practices that support the changing landscape of higher education. During the workshop, the session leaders will describe how teaching culture is conceptualized in

the project, including the theoretical foundation of the six-lever framework and implications for practice within and across institutions. Participants will then reflect on the framework in relation to their own institution and institutional microcultures, using the Teaching Culture Reflective Tool (TCRT) to compare observations with colleagues and to further explore the six levers. Finally, we will provide concrete examples for enhancing teaching (micro)culture across multiple institutions and cultures.

I-6 [Paper Session]

Enhancing Learning in Higher Education

Session Chair:

Heather Kanuka	University of Alberta	Independent Learning and the Essential Role of Feedback
Barb Bloemhof, Stacy Denton	University of Waterloo	Co-Creation: Reimagining Agency in the First-Year Seminar
Eden Rachel Fieldstone	York University	A Critical Analysis of Cranton's "Student Empowerment for Transformative Learning" with Regard to its Application within Ontario Colleges
Steve Tu	OISE, University of Toronto	The Myth of Ocnus

On-Demand/ Pre-Recorded Programming

OD1

Mary Chaktsiris	York University	Innovation through Assessment (re)Design

OD2

Tim Ribaric	Brock University	Electronic Monitoring in Post Secondary Ontario: Does Surveillance Stifle Academic Freedom?

OD3

François-René Lord	Université du Québec à Trois-Rivières	L'université idéale du 21e siècle

OD4

Sonja Aicha van der Putten	Simon Fraser University	Young Adult Women from Refugee Backgrounds and the Role that Barriers Play in their Pursuit of Higher Education in Canada

OD5

J Paul Grayson	York University	What Canadians Can Learn from Data Used to Rank British Universities

OD6 (Poster)

Julie Mooney	University of Calgary	Curriculum-making Unbound: Engaging in 'world'-travelling beyond familiar Western academic knowledge systems

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

More details to follow.

Networking Sessions

May 28 13:30 - 14:45	B-3	Networking session (Details to follow)
May 28 15:00 - 16:15	C-3	Networking session (Details to follow)
May 29 13:15 - 14:30	E-3	Networking session (Details to follow)
May 29 14:45 - 16:00	F-3	Networking session (Details to follow)
May 30 9:00 - 10:30	G-3	Networking session (Details to follow)
May 30 13:15 - 14:30	H-3	Networking session (Details to follow)

Canadian Society for the Study of Higher Education / **Société canadienne pour l'étude de l'enseignement supérieur**

Post-Conference Events, Thursday, June 1

1. 2023 Community College Leadership (CCL) Symposium: Colleges' Role in Building the Ontario of Tomorrow

Location: Ontario Institute for Studies in Education, University of Toronto

https://www.oise.utoronto.ca/cihe/events/2023-community-college-leadership-symposium/

- 9.50 – 10.20   Keynote Speaker: Ms. Shannon Fuller, Deputy Minister, Ministry of Colleges and Universities, Ontario
- 10.30 – 12.00   Presidents' Keynote Panel: Colleges' role in building the Ontario of tomorrow
  - Chair: Chris Whitaker, Retired President, Humber College
  - Panelists:
    - Maureen Adamson, Fleming College
    - Sean Kennedy, Niagara College
    - Beverley Roy, Kenjgewin Teg
    - Gervan Fearon, George Brown College
- 15.00 – 16.15   Vice-Presidents' Keynote Panel: Lessons learnt from Covid-19 in supporting tomorrow's college students
  - Chair: Laurel Schollen, Retired Vice-President, Seneca College & Fleming College
  - Panelists:
    - Gina Antonnaci, Humber College
    - Rick Anderson, Niagara College
    - Mary Wilson, Wilfrid Laurier University
    - Lynn Casimiro, Collège La Cité
- Parallel sessions showcasing the research of CCL graduates and current doctoral candidates

The Community College Leadership Symposium is being organised by Professor Leesa Wheelahan, the current William G. Davis Chair, and a team of graduate assistants who are working within the Centre for the Study of Canadian and International Higher Education (CIHE), led by Professor Glen Jones. Please join us in celebrating the work and achievements of graduates and current students from the Community College Leadership doctoral cohort.

2. Digital Humanities Summer Institute (DHSI) @Congress Workshops

DHSI@Congress workshops at Congress are for attendees who are curious about the digital humanities and are looking for a way to try out some tools, techniques, and methodologies. This year, DHSI are partnering with the Canadian Society for Digital Humanities and the Federation to offer the following workshops on June 1st.

Project Endings: Sustainable Project Design (Janelle Janstad, University of Victoria)
LINCS: Introduction to Linked Data (Susan Brown and Kim Martin, University of Guelph)
LINCS: Introduction to editing in LEAFWriter (Susan Brown and Kim Martin, University of Guelph)
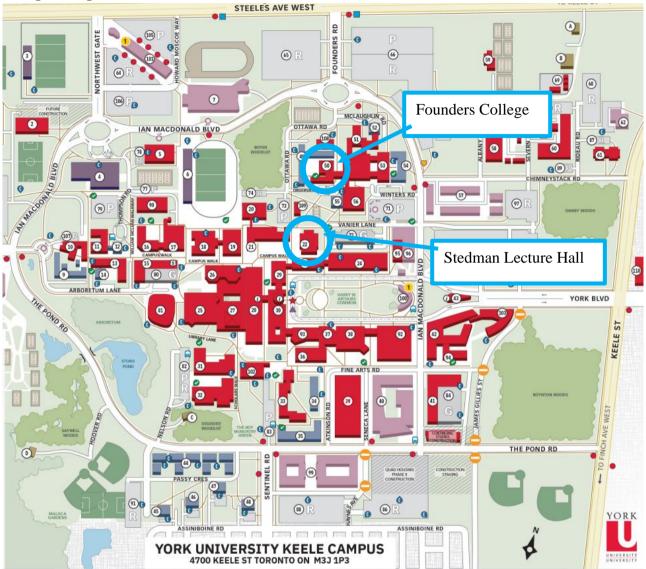Feminist Data Visualization (Claire Battershill, University of Toronto)
Introduction to Critical Making (Lai-Tze Fan, University of Waterloo)

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Campus Map

More detailed map to follow. Please see Congress website for more information:
https://www.federationhss.ca/en/congress/congress-2023/plan-your-trip

2023 CSSHE Conference Committee

Michelle Nilson	CSSHE President	Simon Fraser University
Eun Gi (Cathy) Kim	Conference Co-Chair	OISE, University of Toronto
Leping Mou	Conference Co-Chair	OISE, University of Toronto
Erin C. Anderson	Committee member	OISE, University of Toronto
Eric Lavigne	Committee member	OISE, University of Toronto
Kathleen Matheos	Committee member	University of Manitoba
Lydia Scholle-Cotton	Committee member	Queen's University
Grace Karram Stephenson	Committee member	OISE, University of Toronto
Derek Stovin	Committee member	University of Winnipeg
Qiongli (Lisa) Zhu	Committee member	OISE, University of Toronto

If you would like to make any changes to the information presented in the program, please submit your change request using the form here, https://forms.gle/8CQz12zZJZLABQDP8, **before March 26th**. Please do not hesitate to email us at csshe2022@gmail.com if you have any questions or concerns.

We look forward to meeting you at York University in May!
2023 CSSHE Conference Committee
csshe2022@gmail.com

Remembering Alexander (Sandy) Gregor

As we are looking forwarding to meeting scholars, practitioners, and graduate students in the field of higher education, it is with sadness that we pass on the death of Alexander (Sandy) Gregor passed away on Thursday, January 12, 2023. Sandy was a long-time member of the Department of Educational Administration, Foundations & Psychology at the University of Manitoba. Sandy joined the, then, Educational Foundations Department in 1973 and retired in 2002. Sandy's primary research interests were in the history of education, co-authoring with Keith Wilson "A History of Education in Manitoba", as well as writing extensively on the history of Higher Education in Canada. Sandy served as President of the Canadian Society for the Study of Higher Education (CSSHE) (1986-87) and the Editor-in-Chief of the Canadian Journal of Higher Education (CJHE) in the 1990's. During his time at the University of Manitoba, he served as Associate Dean and Acting Dean of the Faculty of Graduate Studies, and as Director of the Centre for Higher Education Research and Development (CHERD) and Associate Secretary to the University Senate. Most recently, CSSHE had the honour of inviting Sandy in a webinar titled, "*Celebrating 50 years of both the Canadian Society for Studies in Higher Education (CSSHE) and the Canadian Journal of Higher Education (CJHE)*" in May 2021.