

Canadian Society
for the Study of
Higher Education



Société canadienne
pour l'étude de
l'enseignement supérieur

Le français suit à la [page 48](#)

2024 Canadian Society for the Study of Higher Education (CSSHE)

Updated Draft Conference Program
Sunday, June 16 to Wednesday, June 19, 2024
McGill University, Montreal, QC

Pre-conference Events, Saturday, June 15

Post-Conference Events, Thursday, June 20

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

<https://csshe-scees.ca>

@csshescees, #CSSHE2024, @federation_hss



congress 2024 | **congrès 2024**

OF THE HUMANITIES AND SOCIAL SCIENCES
Sustaining shared futures

DES SCIENCES HUMAINES
Assurer nos avenir communs

Congress 2024 Theme: Sustaining shared futures

<https://www.federationhss.ca/en/congress2024>

We recognize that McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather. We are grateful that we are provided the opportunity to host our 2024 CSSHE conference in this area.



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Reciprocal Agreement Statement

CSSHE has reciprocal agreements with several other societies and associations that are part of Congress, which means that you can attend their events and presentations without having to register for their conference in addition to CSSHE's. You can find the links to the association programs that we have reciprocal agreements with:

- Canadian Society for the Study of Education (CSSE), <https://csse-scee.ca/conference-2024/>
- Open/Technology in Education, Society, and Scholarship Association (OTESSA), <https://otessa.org/2024/>



Conference Schedule Overview

* ALL TIMES EASTERN DAYLIGHT TIME (EDT)

* Coloured cells indicate live-streaming sessions with virtual presenters or virtual-only sessions.

Pre-Conference: Saturday, June 15						
10:45 - 12:00	[ACDE/CSSHE Joint Session] AI in Education: Applications and Challenges [Trottier (ENGTR) 1090]					
14:00 - 16:00	Community, Campus, and Climate Change: Building Relationships and Resilience [ARMST 065]					
16:30 - 18:00	[CSSE/CSSHE Joint Plenary] Sustaining Futures in the Now: Young People Becoming Teachers [Leacock 132]					
ARMST: Armstrong Building BRONF: Bronfman Building						
Conference Day 1: Sunday, June 16						
	BRONF 151	BRONF 045	BRONF 046	ARMST 365-370	BRON F 310	BRONF 410
8:00 - 9:00	Coffee & Networking [BRONF 045]					
8:45 - 9:15	Welcome and Land Acknowledgement [Greeting Table]					
9:15 - 10:30	Poster Presentation [ARMST 365-370]					
10:45 - 12:00	A-1 [Panel] Using Linked Data to Study Student Outcomes and Transitions: Insights From the START-Ed Partnership's Research	A-2 [Paper Session] A Critical Analysis of University Policies for Inclusion, Diversity and Equity	A-3 [Paper Session] Under-heard Stories of Diverse Students	A-4 Roundtable Sessions	Quiet Space	Collaborative Space
12:15 - 13:15	Lunch Break on Your Own					
12:15 - 13:15	Big Thinking Event: Sustaining Culture [Leacock 132]					
13:30 - 14:45	B-1 [Paper Session] Equity, Diversity, Inclusion, and Decolonization in Canadian PSIs	B-2 [Panel] Portraits of Academic Life Within Higher Education: From Hiring to Retiring	B-3 [Paper Session] Faculty and Educator Experiences in Higher Education Spaces	B-4 [Networking] Campus Walking Tour	Quiet Space	Collaborative Space



15:00 - 16:30	C-1 [Paper Session] Critical Reflections on Higher Education Access	C-2 [Paper Session] Experiential Learning and Development in Postsecondary Education	C-3 [Panel] New Perspectives on Entrepreneurship Education in Canadian Colleges and Universities	C-4 [Workshop] Teaching Wellbeing & Mental Health Literacy Through Contemplative Pedagogy	Quiet Space	Collaborative Space
TBA	Congress Social Zone: Trivia with Montreal favourite, Trivia Brian [Redpath Hall]					

ARMST: Armstrong Building

BRONF: Bronfman Building

Conference Day 2: Monday, June 17					
	ARMST 365-370	BRONF 002	BRONF 210	BRONF 410	ARMST 075
8:00 - 9:00	Coffee & Networking [BRONF 002]				
9:15 - 10:30	CSSHE Annual General Meeting (AGM) [BRONF 210]				
10:45 - 12:00	D-1 [Paper Session] Geopolitical Dynamics within International (Higher) Education	D-2 [Innovative] Reinventing Distance Education in Canadian Universities	D-3 [Paper Session] Experiences of Under-represented Students	D-4 [Innovative] Sustainability Pedagogies Through Space and Place	Quiet Space
12:15 - 13:15	Lunch Break on Your Own				
12:15 - 13:15	Big Thinking Event: Sustaining Nature [Leacock 132]				
13:30 - 14:45	E-1 [Paper Session] Curriculum, Teaching, and Learning & Equity in HE	E-2 [Paper Session] Supporting Student Success in Higher Education	E-3 [Panel] Comment outiller l'enseignement supérieur pour la transition socio-écologique et la justice intra- et intergénérationnelle ?	E-4 [Networking] Editing Your Own Work: A Five-Step Approach with Dr. Editor	Quiet Space



15:00 - 16:15	F-1 [Panel] Governance and Leadership in Ontario Higher Education	F-2 [Paper Session] Student Development and Retention in HE	F-3 [Paper Session] Planning and Designing Universities	F-4 [Workshop] Supporting Systems Approaches to Facilitate Health Promotion and Wellbeing on Campuses	Quiet Space
16:30 - 18:00	[CSSHE/CACUSS/CSSE] Sustaining Ourselves and Sustaining Hope in Challenging Times [ARMST 365-370]				

CDH: New Chancellor Day Hall

Conference Day 3: Tuesday, June 18						
	CDH 100	CDH Atrium and 101	CDH 201	CDH 202	CDH 200	CDH 312
8:00 - 9:00	Coffee & Networking [CDH 100]					
9:15 - 10:30	G-1 [Panel] Développement durable et enjeux d'équité, de diversité et d'inclusion dans l'enseignement supérieur	G-2 [Workshop] Auviqsaqtuq: Knowledge Co-construction through an Indigenous Inuit Paradigm	G-3 [Paper Session] Changing Landscape of Higher Education	G-4 [Paper Session] Diverse Experiences of International Students	Quiet Space	Collaborative Space
10:45 - 12:00	H-1 [Panel] Des politiques à la gestion : la gouvernance des systèmes et des établissements d'enseignement supérieur	H-2 [Innovative] Are universities meeting the needs of Indigenous men?	H-3 [Paper Session] Student Stories in Higher Education Spaces	H-4 [Paper Session] Experiences of Leaders in HE Institutions	Quiet Space	Collaborative Space
12:15 - 13:15	Lunch Break on Your Own					
13:30 - 14:45	I-1 [Panel] Le rôle des acteurs dans un système d'enseignement supérieur en mutation	I-2 [Networking] Job Talk	I-3 [Paper Session] Pedagogical Innovation in Higher Education	I-4 [Paper Session] Gender and Access in (Higher) Education	Quiet Space	Collaborative Space



15:00 - 16:15	J-1 Award Winners	J-2 [Innovative] Including All Citizens Pathway: Transforming Post-Secondary Education using Inclusion and Accessibility as Foundation	J-3 [Paper Session] Equity and Access within International Higher Education	J-4 [Paper Session] Ecosystem of HE Institutions: Mission, Quality and Change	Quiet Space	Collaborative Space
16:30 - 18:00	[CSSHE/CSSE] Graduate Student Funding: Exploring A Sustained Shared Future [CDH 100]					
18:00 - 20:00	CSSHE Reception [BROF 2nd Floor]					

CDH: New Chancellor Day Hall

Conference Day 4: Wednesday, June 19						
	CDH 100	CDH Atrium and 101	CDH 201	CDH 202	CDH 200	CDH 312
8:00 - 9:00	Coffee & Networking [CDH 100]					
9:15 - 10:30	K-1 [Innovative] It's Not Me...It's You: Understanding the misalignment between academic and administrative value and priority for teaching, research, and service	K-2 [Paper Session] Developing Learning Communities in HE	K-3 [Paper Session] Institutional Initiatives to Support Access & Success	K-4 [Paper Session] Internationalization Policy & Strategy	Quiet Space	Collaborative Space
10:45 - 12:00	L-1 [Workshop] Fumbling Towards Allyship: Responding to the Call to Indigenize	L-2 [Paper Session] Internationalization of Higher Education in Asia	L-3 [Paper Session] Curriculum Innovations	L-4 [Paper Session] Equity, social justice and Indigenization: Policy, Practice and Research	Quiet Space	Collaborative Space



12:15 - 13:15	Lunch Break					
12:15 - 13:15	Big Thinking Event: Sustaining Political Community [Leacock 132]					
13:30 - 14:45	M-1 [Paper Session] Opportunities for Learning, Growth and Development in HE institutions	M-2 [Innovative] Using Relational Systems Thinking to Advance Indigenization of Teaching and Learning at Three Canadian Universities	M-3 [Paper Session] Sustainable Future for Higher Education with Artificial Intelligence (AI)	M-4 [Paper Session] Various Teaching and Learning Perspectives in HE	Quiet Space	Collaborative space
15:00 - 16:15	[Innovative; <i>Virtual only</i>] Advancing a Decolonial Agenda in Canadian Higher Education through Cross-Disciplinary Collaboration: Institutional Experiences					

Suggested Post-Conference Events

[In-person Sessions]

Canadian Sociological Association (CSA)

Suggested Sessions:

1. [\[CSA/CSSHE Joint Session\] Combating Islamophobia: Local and Global Connections](#)

Location: Trottier Building - ENGTR 0100

Date: Thursday, June 20, 17:30 - 19:00 EDT

2. [\[CSA Session\] Decolonizing Research Ethics](#)

Location: Trottier Building - ENGTR 0100

Date: Friday, June 21, 2024, 13:30 - 15:00 EDT

[Virtual Sessions]

Open/Technology in Education, Society, and Scholarship Association (OTESSA) Conference (Virtual between June 17 - 21)

The conference program will be posted here: <https://otessa.org/2024/>



On-Demand / Pre-Recorded Programming Overview

OD1	Neoliberal Fatigue: Understanding Educational Barriers Faced by Privately Sponsored Young Adult Refugees in Canada
OD2	Imagining a Collaborative Higher Education: A Proposal for the Creation of Inclusive Third Spaces
OD3	Comparative Academic Freedom Content Analysis: A investigation of two contrasting views
OD4	The Changing Goals of Undergraduate Students during their first Year of Postsecondary Education
OD5	Charting the Course: Faculty and Administrative Perspectives on International Students' Journey in a Post-Pandemic World
OD6	Threading throughout: Equity, diversity, and inclusion in Graduate student teaching and learning professional development.
OD7	"What Engagement Should Look Like": The Power of Co-Creation for Student Strategy Development

Navigating the CSSHE Conference

Registration & Checking In for Congress

You can find the registration information for Congress 2024 and CSSHE at:

<https://www.federationhss.ca/en/congress2024>.

Please check in at the Congress Registration Inscription (Location TBA) with your registration information and pick up your name tag.

Accessibility Needs

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

****Note: Throughout the four-day conference, CSSHE has quiet spaces for our attendees to relax and/or meditate throughout the conference dates. Please respect other attendees in the quiet spaces.***

On Day 1, 2, and 4, CSSHE is also providing collaborative spaces for attendees to work together or discuss future collaborations. Please use this space freely as needed.



[Congress Programming & Events]

<https://www.federationhss.ca/en/congress/expo-social-zone>

1. Congress Expo 2024 [Congress Hub]

The largest showcase of academic books in Canada

At Expo, you can discover outstanding literary works, meet publishers, network with the best and brightest scholarly minds, and indulge in a bit of retail therapy. Whether you are attending your association's conference or are a member of the Montréal community, all Congress attendees have access to the Expo.

2. Congress Social Zone [Redpath Hall]

The social zone is the ultimate networking and entertainment space at Congress 2024. Socialize with a range of interdisciplinary researchers, speakers, and thought leaders, all while enjoying food and drink.

Presentation Instructions

**Notes for Presenters*

- All conference spaces are equipped with an AV package, including a computer, projector and screen, and HDMI cable.
- Based on the technical capacity in McGill University conference spaces, McGill University and Congress Organizers encourage all presenters to bring their presentation materials in a USB drive to connect to the devices provided in the conference spaces.
- We strongly encourage the use of Microsoft PowerPoint to prepare your materials. As we aim to facilitate a bilingual conference (English and French), we encourage all presenters to utilize presentation translation feature to prepare bilingual slides and live subtitling feature for their presentations that PowerPoint provides (<https://www.microsoft.com/en-us/translator/APPS/PRESENTATION-TRANSLATOR/>). Our technical support assistants will aim to set up the devices provided in the conference spaces with this feature. In addition to this feature, we encourage all participants to make use of translator apps (e.g. Microsoft Translator, Google Translate, Papago) throughout the conference.

1) Paper presentation

A paper presentation session is a collection of four or five paper presentations organized around a connected theme. Presenters will usually use slides or other visuals to present a summary of their work. Paper Presentations are planned for 15 minutes per presentation, with a total of 15 minute Q&A discussion at the end for all presenters in the session. We ask the session chairs to administer time and remind the presenters of remaining presentation time at 5 minute and 1 minute marks, as well as facilitate the questions afterwards.



2) Workshop, Innovative, and Panel presentations

Workshop, Innovative, and Panel Presentations are administered by the panel chairs or presenters themselves. Please track time, so that your session is within the time slot provided in the program.

3) Poster Presentation

6ft x 4ft poster board will be provided for poster presentations, and the presenters are responsible for printing and bringing the poster to the conference. We invite the poster presenters to the Poster Session Room (Location TBA) to discuss their poster with the attendees. We ask that the posters stay up until 4 PM this day for attendees to visit throughout the day.

4) Roundtable Session

Roundtable presenters are provided with 12–15 minutes of presentation time. Roundtables do not feature formal presentations or slides. Many tables and seats will be provided around the presenters' table, and we ask the attendees to also participate in the discussion.

5) On-Demand Session

On-Demand session presenters are asked to upload their pre-recorded presentation of up to 15 minutes ahead of the conference dates. The deadline to submit the recording will be announced with detailed instructions on how to upload your recording. The recordings will be uploaded to the Congress virtual platform, which all attendees have access to.

*Chair and Moderator Information

For pre-organized panels, workshops, innovative sessions, the session organizer(s) will be serving as the chair of the session. For the concurrent live sessions and roundtables, we randomly assigned *the first presenter of the first presentation as the session chair*. Please facilitate the sessions by introducing speakers, keeping time as indicated above, and moderating questions. If you are not able to take the role, please let us know.

Pre-Conference Sessions, Saturday, June 15

1. [ACDE/CSSHE Joint Session] AI in Education: Applications and Challenges

Time: 10:45 AM - 12:00 PM EDT

Location: Trottier (ENGTR) 1090

Co-Hosts: Association of Canadian Deans of Education (ACDE) & Canadian Society for the Study of Higher Education (CSSHE)

Chair: Saul Carliner (Concordia University)

Panel: Alec Couros (Regina) and Aniklet Zefi (Concordia University)

This session provides participants with a high-level introduction to the opportunities and challenges for AI in education. Following a brief introduction to the family of technologies known as Artificial Intelligence (AI), the presenters in this session each share two applications and one challenge to the use of AI. Each presentation explores the development of a challenge in a given sector of education: K-12, higher education, and continuing education.



2. Community, Campus, and Climate Change: Building Relationships and Resilience

Time: 2:00 PM - 4:00 PM EDT

Location: Armstrong 065

**Live Streaming Available.*

Co-Hosts: Community Campus Engage Canada & Canadian Society for the Study of Higher Education (CSSHE)

Moderators:

Amber Fletcher, Professor, Sociology and Academic Director, Community Engagement and Research Centre, University of Regina

Magda Goemans, Manager, Community Campus Engage Canada

This hybrid in-person/online session aims to spark discussion about meaningful community-campus partnership in the face of climate change. Key contributors to community-campus partnership-building at postsecondary institutions are “boundary spanners” (e.g., community engagement professionals, faculty) who work to bridge authentic and reciprocal relationships in their daily practices. Based on an in-progress research project entitled, “Community-Campus Responses to Crisis”, this session includes: a panel presentation by community engagement teams that are working on local case study projects to address impacts of climate change in communities across Canada; a summary of what the study has revealed to-date about boundary spanner efforts to further community climate change goals; and opportunities to hear from a pan-Canadian network of community engagement professionals that are participating in several knowledge-exchange sessions with the case study teams over 2024. We invite all Congress attendees—including researchers, community members, students, and university administrators—to share their perspectives and questions as we explore pathways to climate justice through community-campus engagement.

3. [CSSE/CSSHE Joint Plenary] Sustaining Futures in the Now: Young People Becoming Teachers

Time: 4:30 PM - 6:00 PM EDT

Location: Leacock 132 Auditorium

Co-Hosts: Canadian Society for the Study of Education (CSSE) & Canadian Society for the Study of Higher Education (CSSHE)

The agency and well-being of young people to take action to address social issues ranging from decolonizing in sexual and reproductive health rights to climate adaptation is in itself a critical social issue for many governments around the world. This is particularly so in relation to Sustainable Development Goals. Paradoxically, the agency and well-being of new teachers, many

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of whom are young people, remains an under-studied area both in youth studies and in teacher education. However, as highlighted a few years ago in a special World Teacher Day focus on teachers under 30, supporting a cadre of new motivated and activist young people coming into the profession is vital. Drawing on local and global contemporary and 'in history' examples of participatory and activist work with and by young people becoming teachers, this talk explores ideas of the 'now and for the future', and what this could mean for faculties of education amongst other global actors.

Claudia Mitchell is a Distinguished James McGill Professor in the Faculty of Education, McGill University and an Honorary Professor at the University of KwaZulu-Natal, South Africa. At McGill she is the Director of the Institute for Human Development and Well-being and the founder and director of the Participatory Cultures Lab. Her research focuses on participatory visual and arts based approaches to working with young people and communities in relation to addressing critical social issues such as gender equality and gender-based violence and in a wide range of country contexts. She has received numerous awards for her research with young people and teachers including the SSHRC Gold Medal, the Leon Guerin Prix du Quebec, and the Jose Vasconcelos World Award of Education. She is a fellow of Royal Society of Canada.



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Financial support for this session was provided by the Federation for the Humanities and Social Sciences.



Conference Day 1: Sunday, June 16

Sunday, June 16 8:45 – 9:15 EDT

Welcome and Land Acknowledgement

Location: Greeting Table at Bronfman Concourse Level

With **Emma Harden-Wolfson**, McGill University (Conference Local Area Coordinator)

Sunday, June 16, 9:15 – 10:30 EDT

Poster Presentation

Location: Armstrong 365-370

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

PO1

Valeriya Roshka	University of Calgary	Experiences and Challenges of Canadian and American Women Faculty in the Heart of Central Asia
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PO2

Vicky Parohl	University of Saskatchewan	Experiences of Trans and Non-Binary Faculty in Post-secondary Education
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PO3

Yu Zan	University of Saskatchewan	Leading Learning Improvement: The Role of University Department Heads in Canada
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PO4

Yu Zan	University of Saskatchewan	Leading for learning: A scoping review of studies on the role of university department heads
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PO5

Victoria Parlatore	OISE, University of Toronto	Accessible Futures in Higher Education
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Sunday, June 16, 10:45 - 12:00 EDT

A-1 [Panel]

Using Linked Data to Study Student Outcomes and Transitions: Insights From the START-Ed Partnership's Research

Panel Chair: Christine Mishra

J. Sparks	University of Guelph	Parenthood and other family related life-course transitions during Canadian students' post-secondary education journeys
Alain Carlson	Nipissing University	Underemployment in Disadvantaged and Marginalized Canadian University Graduates
Robert Brown, David Walters, Ryan Collis, Christine Mishra	York University, University of Guelph, OISE, University of Toronto	Exploration of Postsecondary and Apprenticeships Using Linked Datasets: Disability, Apprenticeship Access, Outcomes, and Future Earnings

A collection of recent studies related to student transitions between high school, and postsecondary education or training (including apprenticeship programs). 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.

A-2 [Paper Session]

A Critical Analysis of University Policies for Inclusion, Diversity and Equity

Session Chair: Merli Tamtik

Merli Tamtik, Rebecca Chambers	University of Manitoba	Canadian University EDI Policy: Promoting Best Practice or Perpetuating Institutional Norms?
Kamogelo Amanda	University of Regina	Introducing the 6Ds learning orientation for equity and racial justice: Moving towards social revolution



A-3 [Paper Session]

Under-heard Stories of Diverse Students

Session Chair: Eun Gi (Cathy) Kim

Eun Gi (Cathy) Kim	Ontario Institute for Studies in Education/University of Toronto	How do Canadian universities support immigrant and international students? Examining the experiences of Korean undergraduate
Danielle Gardiner Milln	University of Alberta	Swimming with the Fishes: Exploring Belongingness in Undergraduate Engineering Education
Rammiya Jeganathan	University of Toronto	The Negotiation: Navigating between Ethnic Families and Eurocentric Higher Education Influence
Mai Naji	OISE, University of Toronto	Beyond Academics: The Impact of Soft Skills on Students' Transition to Postsecondary Education

A-4 [Roundtable]

Roundtable 1

**Live Streaming Available*

Roundtable Chair: Ezgi Ozyonum

Cherie Werhun, Anne Coulter (Joining Virtually)	Sheridan College	Embedding student resiliency and agility skills into teaching and learning
Ezgi Ozyonum	Concordia University	Decolonizing Discourses: International Engineering Students' Motivations and Experiences in Canadian Master's Programs
Vanessa Vigneswaramoorthy, Christina B. Arayata	University of Toronto	Protective Spaces in Praxis: Conceptualizing Protocols for Racialized Queer Counterspaces on Campus

Roundtable 2

Roundtable Chair: Daniyal Rahim

Daniyal Rahim	University of Toronto	An Investigation into the institutional forces that inhibit the integration of IEPs in Ontario
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Randeep Nota	University of Toronto	"Don't say the 'r' word": How Post-Secondary Institutions Sanitize EDI Policies by Avoiding Naming Racism
Margaret de Leon	University of Toronto	A Comparative Analysis of Work-Study Programs in the United States and Canada

Sunday, June 16, 13:30-14:45 EDT

B-1 [Paper Session]

Equity, Diversity, Inclusion, and Decolonization in Canadian PSIs

Session Chair: R. Nyamekye

**Live Streaming Available*

R. Nyamekye	University of Saskatchewan	Reverberation, Resistance and Resilience – The Drumbeat and Heartbeat of Decolonization
Amy Hunter	University of Regina	Re-Centering Adult Learners through Alignment with Strategic Enrolment Management and Equity, Diversity, and Inclusion Priorities
Merli Tamtik, Puvithira Balasubramaniam	University of Manitoba	Equity, Diversity, Inclusion in Canadian Colleges: Connecting Evidence-Based Knowledge to Policy Work
Ezgi Ozyonum	Concordia University	Equity, Diversity, Inclusion, and Decolonization Approach to Reimagine Engineering Education

B-2 [Panel]

Portraits of Academic Life Within Higher Education: From Hiring to Retiring

Panel Chair: Walter Archer, University of Alberta

Claire Polster	University of Regina	Reflections on the Past, Present, and Future of Academic Life in Canada
Tamara Leary	Royal Roads University	Faculty Unionism: What, Why and Who
Robin Mueller	Royal Roads University	The Significance Project: Ensuring Alignment in the Academy

The panel presenters for this session are contributors to an upcoming book titled *Portraits of Academic Life within Higher Education: From Hiring to Retiring*. The panel members will explore, in their own narrative voices, their experiences throughout various career stages as academics.



B-3 [Paper Session]

Faculty and Educator Experiences in Higher Education Spaces

Session Chair: Barbara Jenni

Barbara Jenni	University of Victoria	The labour of knowledge sharing: Experiences of early career academics in Canada
Sandra Kouritzin, Taylor Floyd Ellis	University of Manitoba, Kawartha Pine Ridge District School Board	Why I don't want to be a professor anymore: Exhaustion, resignation and retreat
Jonathan David Anuik, Heather Kanuka	University of Alberta	It's as Long as "a Piece of String!" Identifying U15 Faculty at Midcareer
Po-Sheng Vincent Chien	University of British Columbia	Perceptions of LGBTQ+ Teachers at Post- Secondary Language Schools in Metro Vancouver

Sunday, June 16, 15:00-16:30 EDT

C-1 [Paper Session]

Critical Reflections on Higher Education Access

**Live Streaming Available*

Session Chair: Dale Kirby

Lilach Marom	Simon Fraser University	From Access to Inclusion: A Call for a Cultural Shift in Higher Education
Dale Kirby	Memorial University	Tuition Waiver Programs for Former Youth in Care: Results and Implications of a Scoping Review
Michael Denis O'Shea	University of Toronto	Inclusion, Reconciliation, or Decolonization: How do Canadian Universities Recognize the Jay Treaty of 1794?
Kershnee Sevnarayan, Norman Vaughan	University of South Africa, Mount Royal University	Enhancing Equitable and Sustained Futures in Higher Education
Toyosi Bamgboye	University of Windsor	Transitional Experiences of African International Students



C-2 [Paper Session]

Experiential Learning and Development in Postsecondary Education

Session Chair: Vicky Parohl

Vicky Parohl	University of Saskatchewan	Student Involvement and Student Success in High School to Post-Secondary Transitions
Megan Marcoux, Julie Johnston	Concordia University	Skills Translation & Work-integrated Learning (WIL): Bridging the University-to-Career Gap for Humanities Undergrads (and beyond)

C-3 [Panel]

New Perspectives on Entrepreneurship Education in Canadian Colleges and Universities

Panel Chair:

Kasey Dunn	OISE-University of Toronto	Understanding Student Engagement in Innovation Spaces: An Intersectional Approach
Aisha Husain	OISE-University of Toronto	Becoming: How Students Negotiate Their Professional Identities within Experiential Entrepreneurship Education
Tania Del Matto	OISE-University of Toronto	Making Sense of Social Entrepreneurship Education: Stories from Graduates

Entrepreneurship education programs have become common and popular in Canadian colleges and universities, ranging from curricular and co-curricular offerings to facilities and programs aimed at nurturing student-led start-ups. This session includes three research papers by emerging scholars on who benefits from these entrepreneurial learning opportunities and how.

C-4 [Workshop]

Teaching Wellbeing & Mental Health Literacy Through Contemplative Pedagogy

Presenter: Lauren Alexandra Hodgson Brown, University of Toronto

This workshop shares stories of diverse students' experiences of wellbeing at a large urban university gathered during my doctoral research. I share them through contemplative pedagogy with the aim of providing practical methods to teach wellbeing and mental health literacy and lay the foundation for a decolonizing and transformative approach.



Conference Day 2: Monday, June 17

Monday, June 17, 8:30 – 10:30 EDT

CSSHE Annual General Meeting (AGM) & Awards Ceremony

**Live Streaming Available*

Location: Bronfman 210

CSSHE Annual General Meeting (AGM) will include various reports by the CSSHE President and Board of Directors, announcing 2024 CSSHE awards, introducing new Board of Directors, and more. The AGM is an opportunity for you to learn more about the CSSHE Board's activities, to offer feedback, and to recognize our Award recipients.

Monday, June 17, 10:45-12:00 EDT

D-1 [Paper Session]

Geopolitical Dynamics within International (Higher) Education

Session Chair: Emma Harden-Wolfson

Emma Harden-Wolfson, Shannon Hutcheson, Yvonne Zhang	McGill University	The 'great brain race' in the post-pandemic era: Addressing Canada's increased vulnerability in international education
Aliya Kuzhabekova	University of Calgary, Nazarbayev University	The effect of Russia-Ukraine conflict and sanctions imposed on Russia on international collaboration of Kazakhstani
Qiang Zha, Sherry Wang	Faculty of Education York University	North America and EU Policy Changes towards Higher Education Relations with China: A Comparative Study

D-2 [Innovative Format]

Reinventing Distance Education in Canadian Universities

Speakers:

Kathleen Matheos, University of Manitoba

Heather Anne Kanuka, University of Alberta

Alan Davis, Kwantlen Polytechnic University

Cheikh Ould Moulaye, University of Manitoba

In 1993 David Kirby asked if universities should rid themselves of distance education. Within two decades we have seen the termination of Distance Education units and with their departure associated consortia and collaborations. In this session, we share thoughts about how this space has been filled with emerging units.



D-3 [Paper Session]

Experiences of Under-represented Students

Session Chair: Erin C. Anderson

**Live Streaming Available*

Erin C. Anderson	Ontario Institute for Studies in Education/University of Toronto	Critical Methodologies for the Exploration of Disabled Postsecondary Student Experiences
Joanne Lieu	University of Toronto	The Experiences of Women-Identifying Student Caregivers
Michael Woodford	Wilfrid Laurier University	Thriving on Campus: Holistically Understanding the Inclusion and Wellbeing of Diverse 2SLGBTQ+ Students
JesusMiracle Chiadika	University of Toronto	Understanding the mental health experiences of racialized undergraduate students

D-4 [Innovative Format]

Sustainability Pedagogies Through Space and Place

Presenters:

Victoria Ho, OCAD University

Lori Riva, OCAD University

Natalie Waldburger, OCAD University

In this interactive session, join OCAD University's Sustainable Futures Faculty Fellowship (SF3) team in a hands-on mapping exercise that critically explores the role of learning about, interpreting and responding to space as sustainability pedagogy.

All participants interested to integrate sustainability frameworks and the intersections of socio-economic and ecological dimensions into teaching are encouraged to join!



Monday, June 17, 13:30-14:45 EDT

E-1 [Paper Session]

Curriculum, Teaching, and Learning & Equity in HE

Session Chair: Aracely Aguilera

Aracely Aguilera, Ziwen Mei	University of British Columbia	The university campus as a material agent: diffracting English language business education
Marwa Younes	University of Alberta	Examining Teaching Consistency among Academics at a Research-Intensive Canadian University
Linh Bui, Emma Duke, Erika Smith, Richard Hayman	Mount Royal University	Sustaining Shared Futures through Social Media in Higher Education: Insights from a Scoping Review Study
Pamela Lamb	McGill University	Expressive Writing as an Anti-Bias Education Strategy in a Science Communication Course

E-2 [Paper Session]

Supporting Student Success in Higher Education

Session Chair: Marc Usunier

Marc Usunier, Lecia Ellis	University of Saskatchewan	What Do PhD Graduates Do After Graduation: University of Saskatchewan PhD Alumni Study
Kathleen Clarke, Christine Helen Arnold	Wilfrid Laurier University, Memorial University	Extending the Understanding of Literature about Canadian Student Services: Theoretical and Methodological Foundations
Simon Bilodeau- Carrier, Annie Pilote	Université Laval	Les mesures de soutien universitaire sous l'angle de l'approche par les capacités (<i>bilingual presentation</i>)
Charu Gupta, Po- Sheng Vincent Chien	University of British Columbia	Flipped Learning Through Pre-Learning Tasks: Perceptions of Japanese University Students



E-3 [Panel]

Comment outiller l'enseignement supérieur pour la transition socio-écologique et la justice intra- et intergénérationnelle ?

Panel Chair: Ashley Byrne

**Live Streaming Available*

Katherine Robitaille	Université Laval	Les approches ODD et EDI : Au-delà des convergences transversales et intersectorielles
Daniel Forget, Tony Leroux, Florent Michelot	Université Laval, Université de Montréal, Université de Moncton	Répertoire pédagogique pour l'intégration du développement durable* dans l'enseignement supérieur
Daniel Forget	Université Laval	CartODD : un outil d'aide à la décision pour l'intégration et le suivi des ODD
Ashley Byrne	Université Laval	Réseau ODD : Un cas de co-construction d'un réseau académique et non-académique

Dans le contexte du rôle indéniable des établissements d'enseignement supérieur dans la transition socio-écologique, cette table ronde réunit des acteurs de plusieurs domaines de l'enseignement supérieur pour partager les pratiques dont disposent les universités pour agir en matière de gouvernance, d'enseignement et d'apprentissage, de recherche et d'engagement extérieur.

Monday, June 17, 15:00-16:15 EDT

F-1 [Panel]

Governance and Leadership in Ontario Higher Education

Panel Chair: Glen A. Jones

Jesse Staats	University of Toronto	Governing for self-determination: A stakeholder approach to value-driven Indigenous university governance in Ontario
Paul Wilton	University of Toronto	Understanding Board Governance at Laurentian 2009-2021
Kate McGartland	University of Toronto	Women as Ontario College Presidents and Vice Presidents: The Experiences that Positively Influenced Their Career Journey

Original research on key governance and leadership issues in Ontario higher education will be presented by four Ph.D. students. Presentations will focus on Aboriginal Education Councils, board governance at Laurentian University (2009-2021), women as Ontario college presidents and vice presidents, and college leadership and student retention.



F-2 [Paper Session]

Student Development and Retention in HE

Session Chair: David Peacock

David Peacock	University of Alberta	How CSL became WIL
Daniel Corral, Daniyal Rahim	University of Toronto	A long road traveled: How do commuting times affect community college student retention?
Christine Mishra	Ontario Institute for Studies in Education/University of Toronto	Beyond Employability: Shifting the Conversation on the Transferable Skills Gap in Canadian Universities
Christine Helen Arnold, Kathleen Clarke	Memorial University, Wilfrid Laurier University	Student Retention and Success Initiatives According to Canadian Senior Administrators

F-3 [Paper Session]

Planning and Designing Universities

Session Chair: Daniel W. Lang

**Live Streaming Available*

Daniel W. Lang	University of Toronto	Federation as a Canadian model for the Organization of Higher Education: Revival
Aida Mohajeri	University of British Columbia	Canadian University Sustainability Strategies: Key Themes Amidst Colonial Power Dynamics

F-4 [Workshop]

Supporting Systems Approaches to Facilitate Health Promotion and Wellbeing on Campuses

Presenters:

Vicki Squires, University of Saskatchewan

Chad London, Mount Royal University

Caroline Wu, University of British Columbia

Carlie Pagens, University of Saskatchewan

Systems approaches to organizational change in higher education are critical, especially given the complexity of campuses. Using the implementation of the Okanagan Charter as an example, we will illustrate how systems changes can occur and engage participants in a facilitated exploration about how to support and sustain such changes.

Monday, June 17, 16:30-18:00 EDT



[CSSHE/CACUSS/CSSE] Sustaining Ourselves and Sustaining Hope in Challenging Times

Location: Armstrong 365-370

**Live Streaming Available*

Chair: Merli Tamtik, University of Manitoba

Moderator: Vicki Squires, University of Saskatchewan

Dr. Vicki Squires serves as the Associate Dean, Research, Graduate Support and International Initiatives and is an Associate Professor in the Department of Educational Administration in the College of Education. Her areas of research are post-secondary education and student well-being; included in this research is an examination of how policies, practices, leadership, and Equity, Diversity and Inclusion principles support student success. She has published and presented on the work of health promoting universities and the Okanagan Charter which is a framework to support these efforts on campuses.



Speakers:



Melanie-Anne Atkins, University of Guelph

Dr. Melanie-Anne Atkins is the Associate Director, Student Experience at the University of Guelph and a Gallup-Certified Strengths Coach. A visionary leader, educational developer, and public speaker, Dr. Atkins has delivered over 300 presentations and works with organizations to develop training and assessment tools that build individual and institutional capacity in the areas of mental health literacy, anti-racism, EDI, and intercultural communication. Dr. Atkins has a special interest in engaging students with traditionally marginalized identities in the academy, peer mentorship and education, holistic student development, anti-oppressive practices in education, and students as partners in teaching and learning.



Liza Choi, Mount Royal University

Choi, a dynamic scholar and educator with expertise spanning nursing, business, higher education leadership, and life coaching, offers invaluable insights into mitigating stress and faculty burnout while supporting marginalized students in higher education. Her groundbreaking initiative, the EAL Nursing Student Support Program, has earned acclaim for assisting marginalized students, including BIPOC, EAL, and international individuals. With over 50 national and international conference presentations, Choi's expertise drives our exploration of educational leadership. Recognized by the Alberta Government in 2023 and named the 2024 Compelling Calgarian by the Calgary Herald, Choi's remarkable work continues to inspire.



Sterling Crowe, Humber College

Dr. Sterling Crowe, Ed.D. (he/they), is an innovative and intentional educator, administrator, and transformative leader with over 13 years of experience in postsecondary institutions spanning the University and College sector, including residence life and education, student transition and experience programs, as well as accessible learning and wellbeing. Currently serving as the Associate Dean of Student Wellness and Equitable Learning (SWEL) at Humber College, Sterling holds a Doctorate in Higher Education Administration from Western University. With a focus on socially just leadership practices, Sterling has spearheaded numerous improvement and change initiatives, including the transformation of student services, crisis management, and

fostering inclusive environments for students and staff teams. A PROSCI Change Practitioner, Sterling is recognized for their commitment to student success, evidenced by the implementation of evidence-informed programs and collaborations to enhance student well-being. Sterling brings a wealth of experience and expertise to the intersection of student affairs, leadership, and holistic student and staff development.

Seán Kinsella, Centennial College



Seán Carson Kinsella (ê-akimiht nêhi(y/th)aw/otipemisiwak/Nakawé/Irish) is migizi dodem (Bald Eagle Clan) and two-spirit/queer/aayahkwêw and has kinship ties with signatories of Treaties 4, 6 and 8. They were born in Toronto, on Treaty 13 lands and grew up in Williams Treaty territory and currently reside between the Deer Park area of Toronto and sagetewedgewam (Trent River) on Michi Saagig territory. They are a sought speaker, storyteller, and poet (of the decolonially erotic variety).

Session Description:

This panel of both scholars and practitioners will bring up ideas about how faculty, graduate students, and student affairs staff are navigating current challenges of burnout and stress in the post-secondary space. After pandemic and various global challenges, self-care became even more crucial to sustain ourselves in these difficult times. The panel, from their diverse backgrounds and experiences, will share examples of promising ways of sustaining and advancing our various work

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with the hope for the brighter future of sustaining ourselves. In this session, we hope to bring the attendees together to share a sense of hope and reflect and discuss the ways of sustaining ourselves in the higher education spaces by incorporating various perspectives and voices.

This session is co-hosted by the Canadian Society for the Study of Higher Education (CSSHE), the Canadian Association of College & University Student Services (CACUSS), and the Canadian Society for the Study of Education (CSSE).

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Conference Day 3, Tuesday, June 18

Tuesday, June 18, 9:15-10:30 EDT

G-1 [Panel]

Développement durable et enjeux d'équité, de diversité et d'inclusion dans l'enseignement supérieur

Panel Chairs: Mirjam Fines-Neuschild, Ndeye Binta Keita

Marie-Odile Magnan, Fabiola Melo Arandeda, Abdoulaye Anne	Université de Montréal, Université Laval	Mise en œuvre des politiques EDI dans les universités québécoises : présentation d'une étude de cas facultaire
Pascale Caidor	Université de Montréal	Révéler les enjeux ÉDI dans les espaces d'apprentissage formels, informels et cachés : une perspective communicationnelle
Ashley Byrne, Denis Savard, Catherine Larouche, Valérie Leclerc-Massicotte	Université Laval	Les ODD et les documents de gouvernance de développement durable des universités canadiennes : une étude multi-cas
Zina Kharchi	Université du Québec à	Portrait de défis et difficultés rencontrés



(Joining Virtually)	Trois-Rivières	par les étudiant.e.s internationaux.ales universitaires au Québec
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G-2 [Workshop]

Auviqsaqtuq: Knowledge Co-construction through an Indigenous Inuit Paradigm

Presenter: Timothy Dueck, University of the Fraser Valley

This workshop presentation explores the Inuit concept of *Auviqsaqtut* as a model of classroom engagement and Indigenous curricula development. Each participant is asked to metaphorically contribute their own *umaluq* (block of snow), in this case, their highly individual experiential knowledge and perspective, to the co-construction of this metaphorical *iglu* of knowledge.

G-3 [Paper Session]

Changing Landscape of Higher Education

**Live Streaming Available*

Session Chair: Cristina Maria Davila Teixeira

Cristina Maria Davila Teixeira	Université fédérale de Bahia, Brazil	Conseils pédagogiques numérique et innovation technopédagogique : étude de cas à l'Université fédérale Bahia/Brésil
Ebenezer Narh	University Of Western Ontario	Going too far for reputation: Prestige and regional attractiveness in student relocation for higher education
Steve Tu	Ontario Institute for Studies in Education/University of Toronto	Eco-Anxiety on the University Campus: A Multispecies Duoethnography

G-4 [Paper Session]

Diverse Experiences of International Students

Session Chair: Phoebe Kang

Phoebe Kang	University of Toronto	Searching for Equity: An Analysis of East Asian International Student Experiences
Eun Gi (Cathy) Kim, Zixuan Liu, Elizabeth Buckner	Ontario Institute for Studies in Education/University of Toronto	Bridging Asian International Student Experiences and Institutional Support at a Canadian University



Roberta de Oliveira Soares, Marie-Odile Magnan	University of Montreal, University of Toronto	Experiences of Asian international students compared to experiences of European international students in Montreal universities
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Tuesday, June 18, 10:45-12:00 EDT

H-1 [Panel]

Des politiques à la gestion : la gouvernance des systèmes et des établissements d'enseignement supérieur

Panel Chair: Eya Benhassine, Olivier Bégin-Caouette, Sylvie De Saedeleer

Alexandre Beaupré-Lavallée	Université de Montréal	La répartition des ressources financières au sein des universités du point de vue des décanats
Catherine Larouche, Ugo Collard-Fortin, Denis Savard	Université du Québec à Chicoutimi, Université Laval	Analyse des pratiques de planification: une étude de cas multiple d'universités canadiennes
Silvia Mirlene Nakano Koga	Université de Montréal	Qui coordonne la recherche universitaire? Une étude comparative internationale à l'aide du concept de réseaux
Emile Salomon Zambo Assembe	Université de Montréal	Analyse comparative des mécanismes d'assurance qualité : Perspectives camerounaises et québécoises

Ce panel est composé de quatre présentations dont la première s'attarde à la répartition des ressources financières au sein des universités, la deuxième aux pratiques de planification, la troisième à la coordination de la recherche et la quatrième aux mécanismes d'assurance qualité.

H-2 [Innovative Format]

Are universities meeting the needs of Indigenous men?

Presenters:

Dan Smith, University College of the North

Diedre Desmarais, University of Manitoba

Kathleen Matheos, University of Manitoba

Although women are outpacing men in university completion in Canada, the disparity between Indigenous female and Indigenous male students is much greater than that of the general



population. In this session, the presenters will share data and insight into how universities can address this critical issue.

H-3 [Paper Session]

Student Stories in Higher Education Spaces

**Live Streaming Available*

Session Chair: Cameron McKenzie

Cameron McKenzie, Sarah Southey	Wilfrid Laurier University	Barriers to Equal Access to Post-secondary Education for Students with Learning Disabilities: A Qualitative Study
Liza Choi	Mount Royal University	Cultivating Inclusive Nursing Education: A Two-Decade Exploration of the EAL Nursing Student Support Program and
Kathleen Clarke	Wilfrid Laurier University	Impacts of the Pandemic on the Educational Experiences of Graduate Students with Disabilities
Alisha David	University of Calgary/Northern Lakes College	There's No Place Like Home: Post-Secondary Student Stories of Disaster-Induced Home Loss

H-4 [Paper Session]

Experiences of Leaders in HE Institutions

Session Chair: Erica Jung

Erica Jung	University of Manitoba	Higher Education Professionals and Their Place in Our Institutions
Sayeed Naqibullah Orfan, Erin C. Anderson, Eric Lavigne	University of Toronto	What Counts as Leadership: Perspectives of Canadian Academic Administrators
Christos Orfanidis, Peilu Li, Joshua Grondin, Eric Lavigne	University of Toronto	A Demographic Study of Presidents and Vice-Presidents in Ontario Colleges Within the Last 25 Years
Justin Patrick	University of Toronto	Student Leadership Perspectives of Students Who Experienced Perceived Student Leadership Malpractice



Tuesday, June 18, 13:30-14:45 EDT

I-1 [Panel]

Le rôle des acteurs dans un système d'enseignement supérieur en mutation

Panel Chair: Neerusha Baurhoo Gokool, Olivier Bégin-Caouette

Neerusha Baurhoo Gokool	Université de Montréal	Perspectives en mutation : Portrait des enseignants au collégial dans la gestion de classe dans
François-René Lord, Jason Luckerhoff	Université TÉLUQ, Université du Québec à Trois-Rivières	Le contrat psychologique chez les professeurs d'université
Pierre Michaud, Jason Luckerhoff	Université du Québec à Trois-Rivières, Collège Laflèche	La Commission Cloutier et la liberté académique au cégep

En s'appuyant sur le cadre théorique écologique de Bronfenbrenner, ce panel examine les pratiques d'enseignement hybrides au collégial, et les différents facteurs qui influencent le plagiat à l'université. Ce panel abordera également le contrat psychologique chez les enseignants universitaires et la Loi 32 sur la liberté académique dans l'enseignement supérieur.

I-3 [Paper Session]

Pedagogical Innovation in Higher Education

**Live Streaming Available*

Session Chair: Robin Mueller

Robin Mueller	Royal Roads University	Inquiry Based Learning: Pedagogical Innovation in Higher Education
Reena Tandon	Toronto Metropolitan University	Create Resist Project: Collage as Innovation in Pedagogy
Michael Denis O'Shea	University of Toronto	Teaching in an informal, urban astronomy movement: Proposing a non-hierarchical, democratic "#popscope pedagogy"
Eugenia Vasilopoulos	Concordia University	Promoting Inclusion in the English Academic Writing Classroom With/Without Plurilingual Pedagogy



I-4 [Paper Session]

Gender and Access in (Higher) Education

Session Chair: Shehroze Saharan

Shehroze Saharan	Office of Teaching and Learning at the University of Guelph	The Matilda Project - Initiative to Raise Awareness of Inequality/Gender Bias towards Women in Science
Juliette Sweeney	Ontario Institute for Studies in Education/University of Toronto	Hot-House Engineers: Bourdieu's Social Paradise in Graduate Engineering Programs
Ana Garcia	Universitat Politècnica de València	Contribution of Higher Education Institutions to international development, and the SDGs through interinstitutional collaboration
Bonnie Barnett	McGill University	Speaking out about gender-based violence and the critical role of knowledge transfer

Tuesday, June 18, 15:00-16:15 EDT

J-1 [Award Winners]

Award Winner Presentations, Celebrate with us!

**Live Streaming Available*

Chair: Michelle Nilson

J-2 [Innovative]

Including All Citizens Pathway: Transforming Post-Secondary Education using Inclusion and Accessibility as Foundation

Session Chair:

Jennifer Hardwick	Kwantlen Polytechnic University	IACP Pedagogy and Mentorship
Simon Driver	Kwantlen Polytechnic University	IACP In Action: Forum Theatre



J-3 [Paper Session]

Equity and Access within International Higher Education

**Live Streaming Available*

Session Chair: Junwei Bao

Junwei Bao	Zhejiang University & Ontario Institute for Studies in Education/University of Toronto	Dilemmas and Responses of China's Underdeveloped Sectors of Cross-Provincial Higher Education
Aytaj Pashayeva	Ontario Institute for Studies in Education/University of Toronto	Comparative study of higher education equality and access in Azerbaijan and Georgia
Atiya Razi	University of Windsor	An Investigation of the Potential Microaggression of International Student's Experiences on a Canadian University Campus
Alison D'Cruz, Shangcao Yuan, Elizabeth Buckner	University of Toronto	Partners or Profiteers? A Cross-national Analysis of the Role of Private Universities

J-4 [Paper Session]

Ecosystem of HE Institutions: Mission, Quality and Change

Session Chair: Laura Jarrell

Laura Jarrell, Dale Kirby	Algonquin College, Memorial University of Newfoundland	Managing College Quality Assurance: Experiences and Perspectives of Front-Line Quality Managers
Robert Ventresca, Daniel W. Lang	King's University College at Western University, University of Toronto	Sustaining Viability, Fulfilling Mission: The Consortium as Collaborative Model for Smaller Universities
Ismail Arici, Eric Lavigne	University of Toronto	External and Internal Actors of Organizational Change in Developing Countries' Higher Education: A Critical Review
Steve Tu	Ontario Institute for Studies in Education/University of Toronto	Turning a New Leaf: Other-Than-Humans and the Future of Higher Education Research



Tuesday, June 18, 16:30-18:00 EDT

[CSSHE/CSSE] Graduate Student Funding: Exploring A Sustained Shared Future

Location: Chancellor Day Hall 100

**Live Streaming Available*

Chair: Michelle Nilson

Moderator: Marc Spooner, Professor, Faculty of Education, University of Regina

Speakers:

Daniel Corral, Assistant Professor, Department of Leadership, Higher and Adult Education, OISE/University of Toronto.

Sarah Lafamboise, Executive Director at Evidence for Democracy (E4D), PhD student at University of Ottawa

Gabriel Miller, President and CEO of Universities Canada

This panel invites a range of perspectives— from policymakers and scholars to university administration and students— on the state of graduate student funding in Canadian postsecondary institutions. The panel will explore the ways in which the federal and provincial funding has changed (or not) over the past 20 years, and the ways in which institutions and students have responded in order to continue to pursue and offer graduate education. The panel will also discuss the disparate ways in which individual graduate student funding has impacted the recruitment and participation of BIPOC (Black, Indigenous, and People of Colour) students, with long term consequences for representation in faculty and senior positions across all sectors in Canada. We hope to bring the attendees together to engage in a rich conversation about graduate student funding and how important it is to invest in our shared futures.

This session is co-hosted by the Canadian Society for the Study of Higher Education (CSSHE) and the Canadian Society for the Study of Education (CSSE).

Financial support for this session was provided by the Federation for the Humanities and Social Sciences.





Tuesday, June 18, 18:00-22:30 EDT

CSSHE Reception on Campus

Location: Bronfman 2nd Floor

Join us in-person at the CSSHE reception! We hope that this will be a great opportunity to network with other scholars, practitioners, and graduate students in the field of higher education. We will have refreshments and some fun activities!

Our conference assistant guides will be waiting outside the keynote session space to lead participants to the reception space.

Conference Day 4, Wednesday, June 19

Wednesday, June 19, 9:15-10:30 EDT

K-1 [Innovative]

It's Not Me...It's You: Understanding the misalignment between academic and administrative value and priority for teaching, research, and service

Presenter:

Tamara Leary, Royal Roads University

Using mixed methodologies of surveys and qualitative interviews, we explored alignment between values held by faculty versus administration toward teaching, research, and service – the three pillars of academic work. Findings confirmed suspected misalignment between faculty and administrator values and offered insight as to why these differences exist.

K-2 [Paper Session]

Developing Learning Communities in HE

Session Chair: Yukari Seko

Yukari Seko	Toronto Metropolitan University	Solution-focused approach to graduate supervision: Designing community of practices for graduate students and supervisors
Leslie Shayer, Karen Ragoonaden	University of British Columbia	Fostering Community and Belonging through Contemplative Practices to Improve the Learning of Post-Secondary Mathematics



Eya Benhassine, Neerusha Baurhoo Gokool, Josianne Veilleux	Université de Montréal, Université du Québec en Outaouais	From a Reading group to Authoring a book: Co-constructing and leading a learning community.
Tannaz Zargarian, Meezan Eglén	University of the Fraser Valley, York University	Pedagogy of Belonging: Learning from Muslim Youth

K-3 [Paper Session]

Institutional Initiatives to Support Access & Success

Session Chair: Ashley Rostamian

**Live Streaming Available*

Ashley Rostamian	Ontario Institute for Studies in Education/University of Toronto	The Canadian Imaginary through an Interprovincial Student Exchange Program
Nadia Qureshi, Prilly Bicknell- Hersco	Ontario Institute for Studies in Education/University of Toronto, Faculty of Education York University	Critical Dialogue on Post-secondary Transitional Programs and Impact on Racialized Students - An Autoethnographic Exploration
J. Sparks, Daniel W. Lang	University of Guelph, University of Toronto	First Generation Student Participation in Canadian Post-secondary Education: A Second Look

K-4 [Paper Session]

Internationalization Policy & Strategy

Session Chair: Jing Xiao

Jing Xiao, Augusto Riveros	University of Saskatchewan, Western University	Exploring Internationalization Discourses in Canadian Policy Documents: Continuities and Discontinuities between Federal and University Strategies
Han Xu	Queen's University	Articulation and Implementation of Internationalization in Seven Canadian Universities: A Document Analysis



Jie Zheng	Faculty of Education East China Normal University	Exploring the internationalization of humanities and social sciences in Chinese universities: Realities, challenges, and prospects
Mohammed Ahmed Yousif	University of Toronto	Comparative Analysis of Internationalization Strategies: A Case Study of the UFT, and HU.

Wednesday, June 19, 10:45-12:00 EDT

L-1 [Workshop]

Fumbling Towards Allyship: Responding to the Call to Indigenize

Presenters:

Timothy Dueck, University of the Fraser Valley

Leah Douglas, University of the Fraser Valley

As Canadian post-secondary institutions strive to decolonize and indigenize curricula, faculty are often uncertain how to respond to this call. Non-Indigenous faculty might be particularly unsure how to navigate their role in this process. This workshop explores ways in which faculty can demonstrate allyship to Indigenous Peoples in the classroom.

L-2 [Paper Session]

Internationalization of Higher Education in Asia

Session Chair: Lingqin Zeng

Jinlin Lan, Jie Zheng	Faculty of Education, East China Normal University	From Massification to a Skills-oriented Society: The Trajectory of Higher Education Diversification in China
Tingsong Li	Shanghai Jiao Tong University, University of Toronto	Impacts of Different Internationalization Modes on the Global Competence of Chinese University Students
Lingqin Zeng	Zhejiang University & Ontario Institute for Studies in Education/University of Toronto	Higher education hubs in China's Yangtze River Delta region: using Hangzhou as an example
Orkhon Gantogtokh	University of British Columbia	Envisioning Doctoral Education in Mongolia



L-3 [Paper Session]

Curriculum Innovations

Session Chair: Timothy A. Brunet

**Live Streaming Available*

Timothy A. Brunet	University of Windsor	Autoethnography on exchange
Karen Englande, Bruce Russell	University of Toronto	Curricular Mandates for EDI and Responses of Instructors and Students
John Egan	University of Auckland	Towards a new multiple choice question typology
Meredith Ann Laird, David Burns	Kwantlen Polytechnic University	Early Childhood Education Curricula and District Education Policy: Planting seeds to grow a reading brain

L-4 [Paper Session]

Equity, social justice and Indigenization: Policy, Practice and Research

Session Chair: Daniel Corral

Daniel Corral, Margaret de Leon, Ruth Childs, Christina Arayata	University of Toronto	Surveying for Racial Equity? Assessing Racial and Ethnic Data Collection Practices in Ontario's Higher Education
Alexander Gavu, Vicki Squires	University of Saskatchewan	Towards a Conscious Integration of EDI Values Among U15 Canada. A scoping review of U15
Robert Hancock, Adam Gaudry	University of Victoria, University of Alberta	Assessing Indigenization in Canadian Universities' Strategic Plans
Josephine Chan, David Burns	Kwantlen Polytechnic University	Trade-offs and technocrats: Finding the balance in university policy development



Wednesday, June 19, 13:30-14:45 EDT

M-1 [Paper session]

Opportunities for Learning, Growth and Development in HE institutions

Session Chair: Derek Stovin

Daphne Varghese	University of Ottawa	Examining the Ties and Influence of Philanthropic Foundations on Social Innovation initiatives in Canadian Universities
Derek Stovin	University of Winnipeg	The latent effect of academic identity formation on academic administration: Making meaning from career-life experiences

M-2 [Innovative]

Using Relational Systems Thinking to Advance Indigenization of Teaching and Learning at Three Canadian Universities

**Live Streaming Available*

Session Chair: Vince Anderson, University of Saskatchewan

Presenters:

- Vicki Squires, University of Saskatchewan
- Erika Kustra, University of Windsor
- Christina Hendricks, University of British Columbia
- Corinne Bodner, University of Saskatchewan
- Mel Sysing, University of Saskatchewan
- Gena Dufour, University of Windsor
- Amory Strader, University of British Columbia
- Janey Lew, University of British Columbia

Description:

This innovative session is modelled after the sharing circle and explores the nurturing of ethical spaces (Ermine, 2007) among Indigenous and non-Indigenous collaborators in post-secondary teaching and learning. The research involves collaborators from the University of Saskatchewan, University of British Columbia Vancouver, and University of Windsor. The study explores relational spaces at the heart of Indigenization, reconciliation, and decolonization.

Storying Relationships at the Heart of the Role of Practitioners in Indigenous Wellness Course
Creating Ethical Spaces of Engagement Through the Indigenous Initiatives Design Series
Maajigin – Grow/Start to Grow/Grow Teaching and Learning Grant



M-3 [Paper Session]

Sustainable Future for Higher Education with Artificial Intelligence (AI)

Session Chair: Anne Charles

Anne Charles <i>(Joining Virtually)</i>	Conestoga College ITAL	The Responsibility Gap in Higher Education: Academic Integrity, Learning Management Systems, and Generative AI
Alyson King	Ontario Tech University	Rethinking, Reimagining, Redesigning: Reflecting on course design and learning in the age of generative AI
Yilun Jiang, Lydia Scholle-Cotton, Maryam Salari	Michigan State University, Queen's University, University of Toronto	ChatGPT As a Research Collaborator? Examining the Value of AI-Generated Co-created Texts
Christos Orfanidis	University of Toronto	OECD's 'AI Principles' as a framework for responsible AI use and development for higher education

M-4 [Paper Session]

Various Teaching and Learning Perspectives in HE

Session Chair: Jeremy Roberts

Jeremy Roberts, Lauren Goegan	University of Manitoba	Motivational Minutiae: Exploring Student Perspectives on APA Referencing in Postsecondary Education
Jade Da Costa	University of Guelph	Missing Curriculum: Teaching about HIV/AIDS Activism within Higher Education
Derek Murray	Camosun College	Student Experiences in Hyflex Learning Environments



Wednesday, June 19, 15:00-16:15 EDT

N-1 [Innovative]

Advancing a Decolonial Agenda in Canadian Higher Education through Cross-Disciplinary Collaboration: Institutional Experiences

**Presenters joining virtually. Zoom screen will be projected in room CDH Atrium and 101 for in-person attendees interested in joining the session.*

Presenters:

Akalya Kandiah, McMaster University

Maria Hernandez, University of Northern British Columbia

Nathan Andrews, McMaster University

Ulas Tastekin, McMaster University

Higher education is a site of grounding knowledge that can uphold colonial structures or help address them. Part one of this roundtable brings together senior academics and early career scholars from across disciplines to discuss the epistemics of (de)coloniality in higher education, including knowledge production/mobilization, curricula, and pedagogy.

On-Demand/ Pre-Recorded Programming

OD1

Zahro Hassan	University of Alberta	Neoliberal Fatigue: Understanding Educational Barriers Faced by Privately Sponsored Young Adult Refugees in Canada
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OD2

Sandra Abegglen	University of Plymouth	Imagining a Collaborative Higher Education: A Proposal for the Creation of Inclusive Third Spaces
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OD3

Tim Ribaric	Brock University	Comparative Academic Freedom Content Analysis: A investigation of two contrasting views
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OD4

Lauren Goegan, Stephanie Young	University of Manitoba	The Changing Goals of Undergraduate Students during their first Year of Postsecondary Education
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OD5

Teresa Holden	University of Windsor	Charting the Course: Faculty and Administrative Perspectives on International Students' Journey in a Post-Pandemic World
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OD6

Lianne Fishe	York University	Threading throughout: Equity, diversity, and inclusion in Graduate student teaching and learning professional development.
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OD7

Danielle Gardiner Milln	University of Alberta	"What Engagement Should Look Like": The Power of Co-Creation for Student Strategy Development
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Networking Sessions

June 16 1:30 - 2:45 PM	Session B-4 ARMST 365-370	Campus Walking Tour
June 17 1:30 - 2:45 PM	Session E-4 BRONF 410	[Special Workshop] Editing Your Own Work: A Five-Step Approach with Dr. Editor
June 18 1:30 - 2:45 PM	Session I-2 CDH Atrium and 101	Job Talk

[Special Workshop] **Editing Your Own Work: A Five-Step Approach**

June 17th, 1:30 - 2:45 PM

It's hard to edit your own writing, especially when your deadline is looming. This session introduces a step-by-step approach that will enable you to see your own words through a series of lenses that bring a fresh perspective to your writing. You'll learn to use x-ray vision—that is, a way to look through the content of your own text, to see through to its structure. By editing at a structural level, you'll be able to see what you've actually written—not what you think is on the page—and make strategic choices about the 'rules' you want to follow and the ones you want to break. Participants will leave this session with a set of concrete actions that they can take to effectively edit their own work and make it tighter, more efficient, and more readable.



Letitia Henville (she/her), PhD, is a book nerd, a bad swimmer and editor of academic writing. She writes the monthly academic writing advice column "[Ask Dr. Editor.](#)" Her resources for academics can be found at [shortishard.com](#); in June 2022, she launched [writingwellishard.com](#), a free comparative text analysis tool to empower academic writers to make informed choices about how they convey their ideas.

Suggested Post-Conference Events: Thursday, June 20 - Friday, June 21

[In-person Sessions]

1. [CSA/CSSHE/CSASA Joint Session] Combating Islamophobia: Local and Global Connections

Location: Trottier Building - ENGTR 0100

Date: Thursday, June 20, 2024, 5:30 - 7:00 PM EDT

**In-Person Only*

Co-Hosts: Canadian Sociological Association (CSA), Canadian Society for the Study of Higher Education (CSSHE) & Canadian South Asian Studies Association (CSASA)

<https://www.csa-scs.ca/conference/conference-events/event/ais1-combating-islamophobia-local-and-global-connections/>

Moderator: **Dr. Nadia Hasan**, Assistant professor in the School of Gender, Sexuality and Women's Studies at York University

Panelists:

Dr. Wafaa Hasan, Assistant Professor in the Teaching stream in the Women's and Gender Studies Institute at the University of Toronto

Fatemah Anvari, Western Quebec School Board

Hawa Y. Mire, Principal Consultant at HYMIRE Consulting

This moderated discussion invites panelists and attendees into an important, necessary, and timely conversation to address complexities in combatting systemic Islamophobia, both locally and globally. Through a moderated discussion, panelists will attempt to untangle the intricate web of Islamophobic structures, practices, and diverse manifestations. In particular, panelists will discuss the operational life of Islamophobia and how our intersectional subject positions are shaped by manifestations of Islamophobia. Combatting Islamophobia requires collaboration between academic and community actors; for this reason, this discussion will foreground both local and global organizing efforts in the ongoing struggle against Islamophobia.

**Canadian Society
for the Study of
Higher Education**



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



**Canadian Society
for the Study of
Higher Education**



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

Financial support for this session was provided by the Federation for the Humanities and Social Sciences.

2. [CSA Session] Decolonizing Research Ethics

Location: Trottier Building - ENGTR 0100

Date: Friday, June 21, 2024, 1:30 - 3:00 PM EDT

**In-Person Only*

<https://www.csa-scs.ca/conference/conference-events/event/pep1-decolonizing-research-ethics/>

Colonial approaches to research involving Indigenous peoples have been criticized for extracting knowledge from Indigenous people and communities; lacking meaningful consultation, reciprocity, and respect; misrepresentation; and harming Indigenous peoples, among other issues. Moreover, archival and other textual forms of research with respect to Indigenous peoples have reproduced colonial power-knowledge practices. In the wake of the TRC, some Canadian universities have committed to prioritising ethical Indigenous research, including working to establish Indigenous research ethics boards. Current guidance on Indigenous research in Canada is found in the “OCAP Principles” (Ownership, Control, Access, and Possession) and Chapter 9 of the Tri-Council Policy Statement. Are such measures to ensure ethical research with Indigenous peoples adequate? How are they interpreted and implemented in the ethical review of research? This panel explores the question of how to- and what it means to- engage in ethical research with Indigenous peoples in the present, and how to engage in ethical research with historical and textual materials. In addition to the procedural ethics of institutional review boards, this panel also welcomes different concepts of ethics and how to practice ethics in the process of knowledge creation.

Panellists:

Chelsea Gabel, McMaster University

Bobby Henry, University of Saskatchewan

Michael Hart, University of Calgary

Elizabeth Carlson-Manathara, Laurentian University

Kahente Horn-Miller, Carleton University



[Virtual Sessions]

Open/Technology in Education, Society, and Scholarship Association (OTESSA) Conference
(Virtual conference between June 17 - 21)

The conference program will be posted here: <https://otessa.org/2024/>

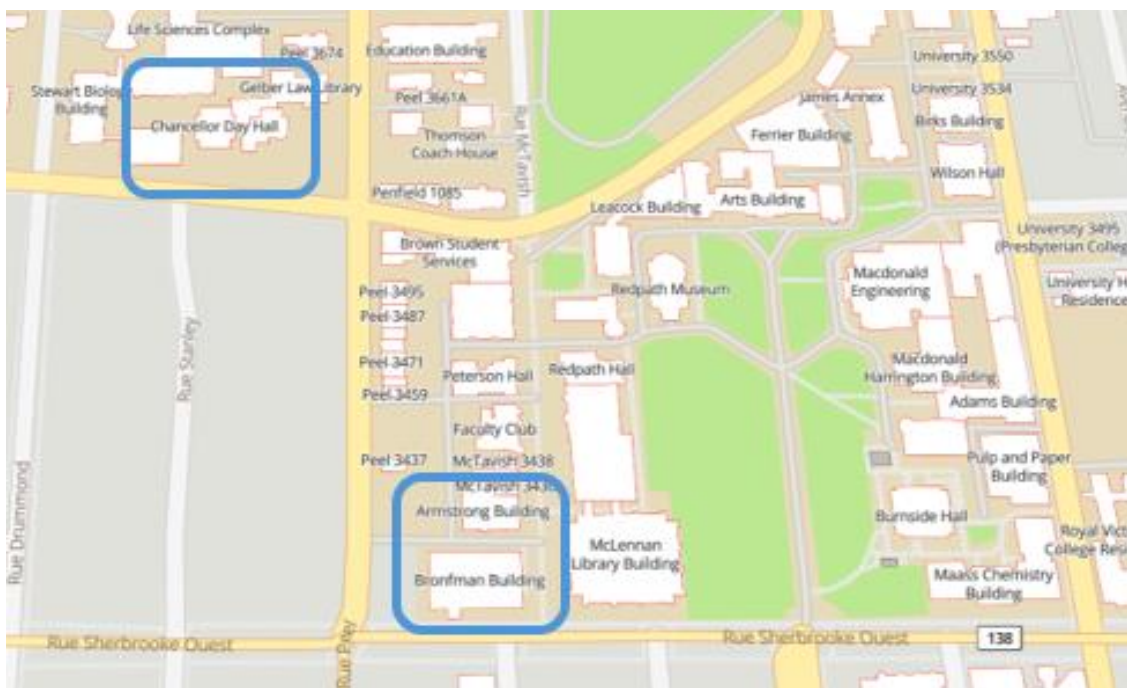
Campus Map

McGill university Interactive Accessible Campus Map

<https://maps.mcgill.ca/>

This map was developed by Campus Planning and Development McGill. It is intended to provide an intuitive means of way finding at McGill University.

***Please seek conference organizers or assistants if you need support navigating the conference.**





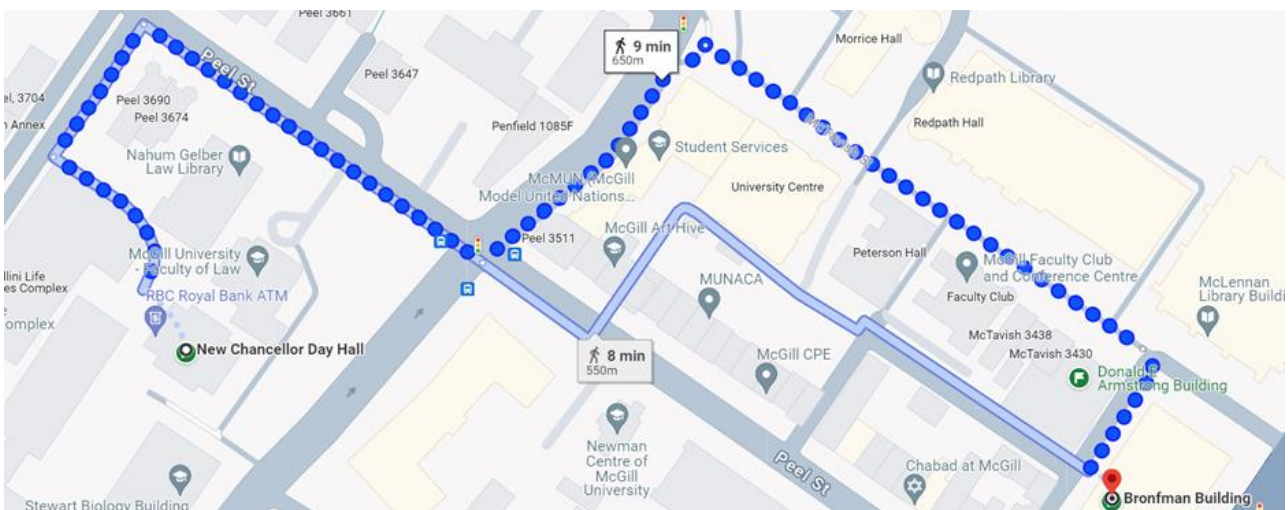
* Greeting Table will be prepared on the concourse level (near Bronfman 045 on Day 1, near Bronfman 002 on Day 2).

* Armstrong Building and Bronfman Building are connected through a pathway on the concourse level.



(Bronfman Concourse Level)

*Easiest Directions between Bronfman Building and Chancellor Day Hall. Or please use the McGill Interactive Map to find directions.





CSSHE 2024 Conference Committee and Contact

Michelle Nilson	CSSHE President	Simon Fraser University
Eun Gi (Cathy) Kim	Conference Program Chair	OISE, University of Toronto
Erin C. Anderson	Conference Co-Chair	OISE, University of Toronto
Emma Harden-Wolfson	Local Area Coordinator	McGill University
Erika Gareau-Desjardins	Committee member (French Translator)	University of Ottawa
Eric Lavigne	Committee member (French Translator)	OISE, University of Toronto
Margaret de Leon	Committee member (Track Chair/French Translator)	OISE, University of Toronto
Alyson King	Committee member (Track Chair)	Ontario Tech University
Cynthia Eden	Committee member (Track Chair)	OISE, University of Toronto
Lydia Scholle-Cotton	Committee member (Track Chair)	Queen's University
Bibek Dahal	Committee member (Track Chair)	University of Calgary
Mubeshera Tufail	Committee member (Track Chair)	Allama Iqbal Open University
Grace Karram Stephenson	Committee member (Networking Team)	OISE, University of Toronto
Sayeed Naqibullah Orfan	Committee member (Networking Team)	OISE, University of Toronto
Katrina Carbone	Committee member (Networking Team)	Queen's University
Chunlei Liu	Committee member (Networking Team)	York University

Please do not hesitate to email us if you have any questions or concerns. We look forward to meeting you at McGill University in June!

2024 CSSHE Conference Committee
cssheconference@gmail.com

**Canadian Society
for the Study of
Higher Education**



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

Canadian Society
for the Study of
Higher Education



Société canadienne
pour l'étude de
l'enseignement supérieur

2024 Société canadienne pour l'étude de l'enseignement supérieur (SCÉES)

Mise à jour de l'ébauche du programme des conférences

Du dimanche 16 juin au mercredi 19 juin 2024

Université McGill, Montréal (Québec)

Activités préalables à la conférence, samedi 15 juin

Activités postérieures à la conférence, jeudi 20 juin

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

<https://csshe-scees.ca>

@csshescees, #SCÉES2024, @federation_hss



congress 2024 | congrès 2024

OF THE HUMANITIES AND SOCIAL SCIENCES
Sustaining shared futures

DES SCIENCES HUMAINES
Assurer nos avenir communs

Thème du Congrès 2024 : Assurer nos avenir communs

<https://www.federationhss.ca/fr/congres2024>

Nous reconnaissons que l'Université McGill se trouve sur un territoire qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont la présence marque ce territoire sur lequel les peuples du monde se rassemblent maintenant. Nous sommes reconnaissants d'avoir l'occasion de tenir notre conférence de 2024 sur ce territoire.



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Déclaration sur les accords de réciprocité

La SCÉES a conclu des accords de réciprocité avec plusieurs autres sociétés et associations qui font partie du Congrès, ce qui signifie que vous pouvez assister à leurs événements et présentations, en plus de celles de la SCÉES, sans avoir à vous inscrire à leur conférence. Les liens vers les programmes de ces associations sont :

- Société canadienne pour l'étude de l'éducation (SCÉÉ), <https://csse-scee.ca/conference-2024/>
- Ouverture/Technologies en Éducation, dans la Société et pour l'avancement des Savoirs (OTESSA), <https://otessa.org/2024/>



Aperçu du calendrier de la conférence

* TOUS LES TEMPS DE RENCONTRE SONT POUR L'HEURE AVANCÉE DE L'EST (HEURE D'ÉTÉ)

* Les cellules colorées indiquent des sessions de streaming en direct avec des présentateurs virtuels ou des sessions virtuelles seulement.

Pré-conférence : samedi 15 juin						
10:45 - 12:00	[ACDE/SCÉES Session commune] AI in Education: Applications and Challenges [Trottier (ENGTR) 1090]					
14:00 - 16:00	Community, Campus, and Climate Change: Building Relationships and Resilience [ARMST 065]					
16:30 - 18:00	[SCÉE/SCÉES Plénière commune] Sustaining Futures in the Now: Young People Becoming Teachers [Leacock 132 Auditorium]					
ARMST: Armstrong Building BRONF: Bronfman Building						
Première journée de la conférence : dimanche 16 juin						
	BRONF 151	BRONF 045	BRONF 046	ARMST 365-370	BRONF 310	BRONF 410
8:00 - 9:00	Café et réseautage [BRONF 045]					
8:45 - 9:15	Accueil et reconnaissance des terres [Greeting Table]					
9:15 - 10:30	Présentations visuelles [ARMST 365-370]					
10:45 - 12:00	A-1 [Séance de panel] Using Linked Data to Study Student Outcomes and Transitions: Insights From the START-Ed Partnership's Research	A-2 [Séance d'exposé] A Critical Analysis of University Policies for Inclusion, Diversity and Equity	A-3 [Séance d'exposé] Under-heard Stories of Diverse Students	A-4 [Tables rondes]	Espaces calmes	Espaces de collaboration
12:15 - 13:15	Pause déjeuner individuelle					
12:15 - 13:15	Causerie Voir Grand : Préserver la culture [Leacock 132]					



13:30 - 14:45	B-1 [Séance d'exposé] Equity, Diversity, Inclusion, and Decolonization in Canadian PSIs	B-2 [Séance de panel] Portraits of Academic Life Within Higher Education: From Hiring to Retiring	B-3 [Séance d'exposé] Faculty and Educator Experiences in Higher Education Spaces	B-4 [Réseautage] Visite à pied du campus	Espaces calmes	Espaces de collaboration
15:00 - 16:30	C-1 [Séance d'exposé] Critical Reflections on Higher Education Access	C-2 [Séance d'exposé] Experiential Learning and Development in Postsecondary Education	C-3 [Séance de panel] New Perspectives on Entrepreneurs hip Education in Canadian Colleges and Universities	C-4 [Atelier] Teaching Wellbeing & Mental Health Literacy Through Contemplative Pedagogy	Espaces calmes	Espaces de collaboration
Congress zone sociale: Trivia avec le favori montréalais, Trivia Brian [Salle Redpath]						

ARMST: Armstrong Building
BRONF: Bronfman Building

Deuxième jour de la conférence : lundi 17 juin					
	ARMST 365-370	BRONF 002	BRONF 210	BRONF 410	ARMST 075
8:00 - 9:00	Café et réseautage [BRONF 002]				
9:15 - 10:30	Assemblée générale annuelle de la SCÉES [BRONF 210]				
10:45 - 12:00	D-1 [Séance d'exposé] Geopolitical Dynamics within International (Higher) Education	D-2 [Format novateur] Reinventing Distance Education in Canadian Universities	D-3 [Séance d'exposé] Experiences of Under-represented Students	D-4 [Format novateur] Sustainability Pedagogies Through Space and Place	Espaces calmes



12:15 - 13:15	Pause déjeuner individuelle				
12:15 - 13:15	Causerie Voir Grand : Préserver la nature [Leacock 132]				
13:30 - 14:45	E-1 [Séance d'exposé] Curriculum, Teaching, and Learning & Equity in HE	E-2 [Séance d'exposé] Supporting Student Success in Higher Education	E-3 [Séance de panel] Comment outiller l'enseignement supérieur pour la transition socio-écologique et la justice intra- et intergénérationnelle ?	E-4 [Réseautage] Editing Your Own Work: A Five-Step Approach with Dr. Editor	Espaces calmes
15:00 - 16:15	F-1 [Séance de panel] Governance and Leadership in Ontario Higher Education	F-2 [Séance d'exposé] Student Development and Retention in HE	F-3 [Séance d'exposé] Planning and Designing Universities	F-4 [Atelier] Supporting Systems Approaches to Facilitate Health Promotion and Wellbeing on Campuses	Espaces calmes
16:30 - 18:00	[SCÉES/ASEUCC/SCÉÉE] Nous soutenir et maintenir l'espoir dans des moments difficiles [ARMST 365-370]				

CDH: New Chancellor Day Hall

Troisième jour de la conférence : mardi 18 juin						
	CDH 100	CDH Atrium and 101	CDH 201	CDH 202	CDH 200	CDH 312
8:00 - 9:00	Café et réseautage [CDH 100]					
9:15 - 10:30	G-1 [Séance de panel] Développement durable et enjeux d'équité, de diversité et d'inclusion dans l'enseignement supérieur	G-2 [Atelier] Auviqsaqtuq: Knowledge Co-construction through an Indigenous Inuit Paradigm	G-3 [Séance d'exposé] Changing Landscape of Higher Education	G-4 [Séance d'exposé] Diverse Experiences of International Students	Espaces calmes	Espaces de collaboration



10:45 - 12:00	H-1 [Séance de panel] Des politiques à la gestion : la gouvernance des systèmes et des établissements d'enseignement supérieur	H-2 [Format novateur] Are universities meeting the needs of Indigenous men?	H-3 [Séance d'exposé] Student Stories in Higher Education Spaces	H-4 [Séance d'exposé] Experiences of Leaders in HE Institutions	Espaces calmes	Espaces de collaboration
12:15 - 13:15	Pause déjeuner toute seule					
13:30 - 14:45	I-1 [Séance de panel] Le rôle des acteurs dans un système d'enseignement supérieur en mutation	I-2 [Réseautage] Discussion sur l'emploi	I-3 [Séance d'exposé] Pedagogical Innovation in Higher Education	I-4 [Séance d'exposé] Gender and Access in (Higher) Education	Espaces calmes	Espaces de collaboration
15:00 - 16:15	J-1 Présentations du lauréat du prix	J-2 [Format novateur] Including All Citizens Pathway: Transforming Post-Secondary Education using Inclusion and Accessibility as Foundation	J-3 [Séance d'exposé] Equity and Access within International Higher Education	J-4 [Séance d'exposé] Ecosystem of HE Institutions: Mission, Quality and Change	Espaces calmes	Espaces de collaboration
16:30 - 18:00	[SCÉES/SCÉE] Financement des étudiants des cycles supérieurs : explorer un avenir partagé durable [CDH 100]					
18:00 - 20:00	Réception de la SCÉES [BRONF 2nd Floor]					



CDH: New Chancellor Day Hall

Quatrième jour de la conférence : mercredi 19 juin						
	CDH 100	CDH Atrium and 101	CDH 201	CDH 202	CDH 200	CDH 312
8:00 - 9:00	Café et réseautage [CDH 100]					
9:15 - 10:30	K-1 [Format novateur] It's Not Me...It's You: Understanding the misalignment between academic and administrative value and priority for teaching, research, and service	K-2 [Séance d'exposé] Developing Learning Communities in HE	K-3 [Séance d'exposé] Institutional Initiatives to Support Access & Success	K-4 [Séance d'exposé] Internationalization Policy & Strategy	Espaces calmes	Espaces de collaboration
10:45 - 12:00	L-1 [Atelier] Fumbling Towards Allyship: Responding to the Call to Indigenize	L-2 [Séance d'exposé] Internationalization of Higher Education in Asia	L-3 [Séance d'exposé] Curriculum Innovations	L-4 [Séance d'exposé] Equity, social justice and Indigenization : Policy, Practice and Research	Espaces calmes	Espaces de collaboration
12:15 - 13:15	Pause déjeuner					
12:15 - 13:15	Causerie Voir Grand : Soutien de la communauté politique [Leacock 132]					
13:30 - 14:45	M-1 [Séance d'exposé] Opportunities for Learning, Growth and Development in HE institutions	M-2 [Format novateur] Using Relational Systems Thinking to Advance Indigenization of Teaching and Learning at Three Canadian Universities	M-3 [Séance d'exposé] Sustainable Future for Higher Education with Artificial Intelligence (AI)	M-4 [Séance d'exposé] Various Teaching and Learning Perspectives in HE	Espaces calmes	Espaces de collaboration



15:00 -
16:15

[Format novateur; *virtuel seulement*]

[Advancing a Decolonial Agenda in Canadian Higher Education through Cross-Disciplinary Collaboration: Institutional Experiences](#)

Activités proposées après la conférence

[Sessions en personne]

Société canadienne sociologie (SCA)

Séances suggérées:

1. [\[SCA/SCÉES/ACESA Séance commune\] Combating Islamophobia: Local and Global Connections](#)

Emplacement: Trottier Building - ENGTR 0100

Date : Jeudi 20 juin, de 17 h 30 à 19 h HAE

2. [\[SCA Session\] Decolonizing Research Ethics](#)

Emplacement: Trottier Building - ENGTR 0100

Date : Vendredi 21 juin 2024, de 13h 30 à 15 h HAE

[Sessions virtuelles]

Ouverture/Technologies en Éducation, dans la Société et pour l'avancement des Savoirs (OTESSA) Conférence (Virtuel entre le 17 et le 21 juin)

Le programme de la conférence sera affiché ici: <https://otessa.org/2024/>

Aperçu de la programmation sur demande / préenregistrée

OD1	Neoliberal Fatigue: Understanding Barriers Faced by Privately Sponsored Young Adult Refugees in Canada
OD2	Imagining a Collaborative Higher Education: A Proposal for the Creation of Inclusive Third Spaces
OD3	Comparative Academic Freedom Content Analysis: A investigation of two contrasting views



OD4	The Changing Goals of Undergraduate Students during their first Year of Postsecondary Education
OD5	Charting the Course: Faculty and Administrative Perspectives on International Students' Journey in a Post-Pandemic World
OD6	Threading throughout: Equity, diversity, and inclusion in Graduate student teaching and learning professional development.
OD7	"What Engagement Should Look Like": The Power of Co-Creation for Student Strategy Development

Naviguer dans la Conférence SCÉES

Inscription et enregistrement pour le Congrès

Vous trouverez les renseignements concernant l'inscription au Congrès 2024 et à la SCÉES à l'adresse suivante :

<https://www.federationhss.ca/fr/congres/inscription>

Veillez vous inscrire à kiosque d'accueil du Congrès (emplacement sera annoncé plus tard) avec vos informations d'inscription et recevoir votre insigne de participant.

Besoins en matière d'accessibilité

Veillez indiquer vos besoins et vos demandes en matière d'accessibilité dans votre formulaire d'inscription et/ou dans un courriel à cssheconference@gmail.com. Le comité organisateur de la conférence de la SCÉES collaborera avec [les organisateurs du Congrès](#) pour répondre à vos besoins.

**Note : Tout au long de la conférence de quatre jours, la SCÉES dispose d'espaces tranquilles où nos participants peuvent se détendre et/ou méditer tout au long des dates de la conférence. Veuillez respecter les autres participants dans les espaces calmes. Les jours 1, 2 et 4, la SCÉES offre également aux participants des espaces de collaboration pour qu'ils puissent travailler ensemble ou discuter de collaborations futures. Veuillez utiliser cet espace librement au besoin.*



[Programmes et événements du Congrès]

<https://www.federationhss.ca/fr/congres/expo-zone-sociale>

1. Expo du Congrès 2024 [Carrefour du Congrès]

La plus grande vitrine de livres universitaires au Canada

À l'Expo, vous pourrez découvrir des œuvres littéraires exceptionnelles, rencontrer des éditeurs, nouer des liens avec les plus grands et les plus brillants esprits savants, et vous laisser tenter par un peu de thérapie par le détail. Que vous participiez à la conférence de votre association ou que vous soyez un.e participant.e communautaire de Montréal, tou.te.s les congressistes ont accès à l'Expo.

2. Zone sociale du Congrès [Salle Redpath]

La Zone sociale est l'espace de réseautage et de divertissement par excellence du Congrès 2024. Socialisez avec un éventail de chercheur.euse.s interdisciplinaires, de conférencier.ère.s et de leaders d'opinion, tout en profitant de la nourriture et des boissons.

Instructions pour les présentations

** Notes à l'intention des présentateurs*

- Tous les espaces de conférence sont équipés d'un progiciel AV, y compris un ordinateur, un projecteur et un écran, et d'un câble HDMI.
- Compte tenu de la capacité technique des salles de conférence de l'Université McGill, celle-ci et les organisateurs du Congrès encouragent tous les présentateurs à apporter leur matériel de présentation dans une clé USB et de se connecter aux appareils fournis dans les salles de conférence.
- Nous encourageons fortement l'utilisation de Microsoft PowerPoint pour la préparation de vos présentations. Comme nous voulons faciliter une conférence bilingue (anglais et français), nous encourageons tous les présentateurs à utiliser la fonction de traduction des présentations pour préparer des diapositives bilingues et des sous-titres en direct pour leurs présentations : (<https://www.microsoft.com/fr-fr/translator/APPS/PRESENTATION-TRANSLATOR/>). Nos volontaires au soutien technique veilleront à ce que les appareils disponibles pour vos présentations soient équipés de cette fonctionnalité. Nous vous encourageons aussi à utiliser des applications de traduction (par exemple Microsoft Translator, Google Translate, Papago) selon votre préférence tout au long de la conférence.

1) Exposés

Une séance d'exposé regroupe quatre ou cinq communications organisées autour d'un même thème. Les présentateurs utilisent habituellement des diapositives ou d'autres outils visuels pour présenter un résumé de leurs travaux. Les présentations durent généralement 15 minutes, avec 15 minutes de questions et réponses pour tous les présentateurs à la fin de la séance. Nous demandons aux présidents de séance de gérer le temps et de rappeler aux présentateurs le temps restant à 5 minutes et 1 minute de la fin du temps alloué, et de distribuer les questions à la fin.



2) Présentations d'ateliers, de format novateur et de séances de panels

Les présentations d'ateliers, de format novateur et de séances de panels sont gérées par les présidents ou les présentateurs eux-mêmes. Veuillez respecter l'horaire afin que votre session s'harmonise avec le reste du programme.

3) Présentations visuelles

Un panneau d'affichage de 6 pieds x 4 pieds sera fourni pour les présentations visuelles, et les présentateurs devront imprimer et apporter leur affiche à la conférence. Nous invitons les présentateurs d'affiches à la salle de présentation (lieu à venir) pour discuter de leur affiche avec les participants. Nous demandons que les affiches restent en place jusqu'à 16 h pour que les participants puissent les consulter toute la journée.

4) Tables rondes

Les présentateurs de tables rondes disposent de 12 à 15 minutes pour leur présentation. Les tables rondes ne comportent pas de présentations officielles ni de diapositives. De nombreuses tables et places seront offertes autour de la table, et nous invitons les participants à discuter avec les présentateurs.

5) Sessions sur demande

Les présentateurs de séances sur demande sont priés de télécharger leur présentation préenregistrée jusqu'à 15 minutes avant la date de la conférence. La date limite pour soumettre les enregistrements sera annoncée avec des instructions détaillées sur la façon de les télécharger. Les enregistrements seront disponibles sur la plateforme virtuelle du Congrès, à laquelle tous les participants auront accès.

***Information pour les président.e.s et modérateurs/modératrices**

Pour les séances de panels, d'ateliers et des formats novateurs, le ou les organisateurs de la session la présideront. Pour les séances simultanées en direct, *le premier présentateur de la première présentation présidera la séance* en présentant les orateurs, en gérant le temps et en modérant les questions. Si vous n'êtes pas en mesure d'assumer ce rôle, faites-le nous savoir.



Séances préalables à la conférence, samedi 15 juin

1. [ACDE/SCÉES Session commune] AI in Education: Applications and Challenges

Heure : 10:45 - 12:00 HAE

Emplacement: Trottier (ENGTR) 1090

Co-animateurs : Association canadienne des doyens et doyennes d'éducation (ACDE) & Société canadienne pour l'étude de l'enseignement supérieur (SCÉES)

Président.e: Saul Carliner (Concordia University)

Panélistes: Alec Couros (Regina) and Aniklet Zefi (Concordia University)

This session provides participants with a high-level introduction to the opportunities and challenges for AI in education. Following a brief introduction to the family of technologies known as Artificial Intelligence (AI), the presenters in this session each share two applications and one challenge to the use of AI. Each presentation explores the development of a challenge in a given sector of education: K-12, higher education, and continuing education.

2. Community, Campus, and Climate Change: Building Relationships and Resilience

Heure : 14:00 - 16:00 HAE

Emplacement: Armstrong 065

** Diffusion en direct disponible*

Co-animateurs : Community Campus Engage Canada & Société canadienne pour l'étude de l'enseignement supérieur (SCÉES)

Modérateurs/Modératrices:

Amber Fletcher, Professor, Sociology and Academic Director, Community Engagement and Research Centre, University of Regina

Magda Goemans, Manager, Community Campus Engage Canada

This hybrid in-person/online session aims to spark discussion about meaningful community-campus partnership in the face of climate change. Key contributors to community-campus partnership-building at postsecondary institutions are “boundary spanners” (e.g., community engagement professionals, faculty) who work to bridge authentic and reciprocal relationships in their daily practices. Based on an in-progress research project entitled, “Community-Campus Responses to Crisis”, this session includes: a panel presentation by community engagement teams that are working on local case study projects to address impacts of climate change in communities across Canada; a summary of what the study has revealed to-date about boundary spanner efforts to further community climate change goals; and opportunities to hear from a pan-Canadian network of community engagement professionals that are participating in several knowledge-exchange sessions with the case study teams over 2024. We invite all Congress attendees—including researchers, community members, students, and university administrators—to share their perspectives and questions as we explore pathways to climate justice through community-campus engagement.

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3. [SCÉE/SCÉES Plénière commune] Sustaining Futures in the Now: Young People Becoming Teachers

Heure : 16:30 - 18:00 HAE

Emplacement: Leacock 132 Auditorium

Co-animateurs : Société canadienne pour l'étude de l'éducation (SCÉE) & Société canadienne pour l'étude de l'enseignement supérieur (SCÉES)

The agency and well-being of young people to take action to address social issues ranging from decolonizing in sexual and reproductive health rights to climate adaptation is in itself a critical social issue for many governments around the world. This is particularly so in relation to Sustainable Development Goals. Paradoxically, the agency and well-being of new teachers, many of whom are young people, remains an under-studied area both in youth studies and in teacher education. However, as highlighted a few years ago in a special World Teacher Day focus on teachers under 30, supporting a cadre of new motivated and activist young people coming into the profession is vital. Drawing on local and global contemporary and 'in history' examples of participatory and activist work with and by young people becoming teachers, this talk explores ideas of the 'now and for the future', and what this could mean for faculties of education amongst other global actors.

Claudia Mitchell is a Distinguished James McGill Professor in the Faculty of Education, McGill University and an Honorary Professor at the University of KwaZulu-Natal, South Africa. At McGill she is the Director of the Institute for Human Development and Well-being and the founder and director of the Participatory Cultures Lab. Her research focuses on participatory visual and arts based approaches to working with young people and communities in relation to addressing critical social issues such as gender equality and gender-based violence and in a wide range of country contexts. She has received numerous awards for her research with young people and teachers including the SSHRC Gold Medal, the Leon Guerin Prix du Quebec, and the Jose Vasconcelos World Award of Education. She is a fellow of Royal Society of Canada.



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La Fédération des sciences humaines et sociales a apporté un appui financier à cette session.



Première journée de la Conférence : dimanche 16 juin

Dimanche 16 juin 8 45 – 9:15 HAE

Accueil et reconnaissance des terres

Emplacement: Table d'accueil au niveau du hall Bronfman

Avec **Emma Harden-Wolfson**, Université McGill (coordonnatrice locale de la conférence)

Dimanche 16 juin 9:15 – 10:30 HAE

Présentations visuelles

Emplacement: Armstrong 365-370

Les affiches resteront dans cet espace jusqu'à 16 h pour que les participants puissent les consulter pendant toute la journée.

PO1

Valeriya Roshka	University of Calgary	Experiences and Challenges of Canadian and American Women Faculty in the Heart of Central Asia
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PO2

Vicky Parohl	University of Saskatchewan	Experiences of Trans and Non-Binary Faculty in Post-secondary Education
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PO3

Yu Zan	University of Saskatchewan	Leading Learning Improvement: The Role of University Department Heads in Canada
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PO4

Yu Zan	University of Saskatchewan	Leading for learning: A scoping review of studies on the role of university department heads
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PO5

Victoria Parlatore	OISE, University of Toronto	Accessible Futures in Higher Education
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Dimanche 16 juin 10:45 - 12:00 HAE

A-1 [Séance de panel]

Using Linked Data to Study Student Outcomes and Transitions: Insights From the START-Ed Partnership's Research

Président.e: Christine Mishra

J. Sparks	University of Guelph	Parenthood and other family related life-course transitions during Canadian students' post-secondary education journeys
Alain Carlson	Nipissing University	Underemployment in Disadvantaged and Marginalized Canadian University Graduates
Robert Brown, David Walters, Ryan Collis, Christine Mishra	York University, University of Guelph, OISE, University of Toronto	Exploration of Postsecondary and Apprenticeships Using Linked Datasets: Disability, Apprenticeship Access, Outcomes, and Future Earnings

A collection of recent studies related to student transitions between high school, and postsecondary education or training (including apprenticeship programs). 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.

A-2 [Séance d'exposé]

A Critical Analysis of University Policies for Inclusion, Diversity and Equity

Président.e: Merli Tamtik

Merli Tamtik, Rebecca Chambers	University of Manitoba	Canadian University EDI Policy: Promoting Best Practice or Perpetuating Institutional Norms?
Kamogelo Amanda	University of Regina	Introducing the 6Ds learning orientation for equity and racial justice: Moving towards social revolution

A-3 [Séance d'exposé]

Under-heard Stories of Diverse Students

Président.e: Eun Gi (Cathy) Kim

Eun Gi (Cathy) Kim	Ontario Institute for Studies in Education/University of Toronto	How do Canadian universities support immigrant and international students? Examining the experiences of Korean undergraduate
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Danielle Gardiner Milln	University of Alberta	Swimming with the Fishes: Exploring Belongingness in Undergraduate Engineering Education
Rammiya Jeganathan	University of Toronto	The Negotiation: Navigating between Ethnic Families and Eurocentric Higher Education Influence
Mai Naji	OISE, University of Toronto	Beyond Academics: The Impact of Soft Skills on Students' Transition to Postsecondary Education

A-4 [Tables rondes]

Table ronde 1

* Diffusion en direct disponible

Table ronde président.e: Ezgi Ozyonum

Cherie Werhun, Anne Coulter (<i>Se joignant virtuellement</i>)	Sheridan College	Embedding student resiliency and agility skills into teaching and learning
Ezgi Ozyonum	Concordia University	Decolonizing Discourses: International Engineering Students' Motivations and Experiences in Canadian Master's Programs
Vanessa Vigneswaramoorthy , Christina B. Arayata	University of Toronto	Protective Spaces in Praxis: Conceptualizing Protocols for Racialized Queer Counterspaces on Campus

Table ronde 2

Table ronde président.e: Daniyal Rahim

Daniyal Rahim	University of Toronto	An Investigation into the institutional forces that inhibit the integration of IEPs in Ontario
Randeep Nota	University of Toronto	"Don't say the 'r' word": How Post-Secondary Institutions Sanitize EDI Policies by Avoiding Naming Racism
Margaret de Leon	University of Toronto	A Comparative Analysis of Work-Study Programs in the United States and Canada



Dimanche 16 juin 13:30-14:45 HAE

B-1 [Séance d'exposé]

Equity, Diversity, Inclusion, and Decolonization in Canadian PSIs

* Diffusion en direct disponible

Président.e: R. Nyamekye

R. Nyamekye	University of Saskatchewan	Reverberation, Resistance and Resilience – The Drumbeat and Heartbeat of Decolonization
Amy Hunter	University of Regina	Re-Centering Adult Learners through Alignment with Strategic Enrolment Management and Equity, Diversity, and Inclusion Priorities
Merli Tamtik, Puvithira Balasubramaniam	University of Manitoba	Equity, Diversity, Inclusion in Canadian Colleges: Connecting Evidence-Based Knowledge to Policy Work
Ezgi Ozyonum	Concordia University	Equity, Diversity, Inclusion, and Decolonization Approach to Reimagine Engineering Education

B-2 [Séance de panel]

Portraits of Academic Life Within Higher Education: From Hiring to Retiring

Président.e: Walter Archer, University of Alberta

Claire Polster	University of Regina	Reflections on the Past, Present, and Future of Academic Life in Canada
Tamara Leary	Royal Roads University	Faculty Unionism: What, Why and Who
Robin Mueller	Royal Roads University	The Significance Project: Ensuring Alignment in the Academy

The panel presenters for this session are contributors to an upcoming book titled *Portraits of Academic Life within Higher Education: From Hiring to Retiring*. The panel members will explore, in their own narrative voices, their experiences throughout various career stages as academics.



B-3 [Séance d'exposé]

Faculty and Educator Experiences in Higher Education Spaces

Président.e: Barbara Jenni

Barbara Jenni	University of Victoria	The labour of knowledge sharing: Experiences of early career academics in Canada
Sandra Kouritzin, Taylor Floyd Ellis	University of Manitoba, Kawartha Pine Ridge District School Board	Why I don't want to be a professor anymore: Exhaustion, resignation and retreat
Jonathan David Anuik, Heather Kanuka	University of Alberta	It's as Long as "a Piece of String!" Identifying U15 Faculty at Midcareer
Po-Sheng Vincent Chien	University of British Columbia	Perceptions of LGBTQ+ Teachers at Post- Secondary Language Schools in Metro Vancouver

Dimanche 16 juin 15:00-16:30 HAE

C-1 [Séance d'exposé]

Critical Reflections on Higher Education Access

**Live Streaming Available*

Président.e: Dale Kirby

Lilach Marom	Simon Fraser University	From Access to Inclusion: A Call for a Cultural Shift in Higher Education
Dale Kirby	Memorial University	Tuition Waiver Programs for Former Youth in Care: Results and Implications of a Scoping Review
Michael Denis O'Shea	University of Toronto	Inclusion, Reconciliation, or Decolonization: How do Canadian Universities Recognize the Jay Treaty of 1794?
Kershnee Sevnarayan, Norman Vaughan	University of South Africa, Mount Royal University	Enhancing Equitable and Sustained Futures in Higher Education
Toyosi Bamgboye	University of Windsor	Transitional Experiences of African International Students



C-2 [Séance d'exposé]

Experiential Learning and Development in Postsecondary Education

Président.e: Vicky Parohl

Vicky Parohl	University of Saskatchewan	Student Involvement and Student Success in High School to Post-Secondary Transitions
Megan Marcoux, Julie Johnston	Concordia University	Skills Translation & Work-integrated Learning (WIL): Bridging the University-to-Career Gap for Humanities Undergrads (and beyond)

C-3 [Séance de panel]

New Perspectives on Entrepreneurship Education in Canadian Colleges and Universities

Président.e:

Kasey Dunn	OISE-University of Toronto	Understanding Student Engagement in Innovation Spaces: An Intersectional Approach
Aisha Husain	OISE-University of Toronto	Becoming: How Students Negotiate Their Professional Identities within Experiential Entrepreneurship Education
Tania Del Matto	OISE-University of Toronto	Making Sense of Social Entrepreneurship Education: Stories from Graduates

Entrepreneurship education programs have become common and popular in Canadian colleges and universities, ranging from curricular and co-curricular offerings to facilities and programs aimed at nurturing student-led start-ups. This session includes three research papers by emerging scholars on who benefits from these entrepreneurial learning opportunities and how.

C-4 [Atelier]

Teaching Wellbeing & Mental Health Literacy Through Contemplative Pedagogy

Présentateur/Présentrice: Lauren Alexandra Hodgson Brown, University of Toronto

This workshop shares stories of diverse students' experiences of wellbeing at a large urban university gathered during my doctoral research. I share them through contemplative pedagogy with the aim of providing practical methods to teach wellbeing and mental health literacy and lay the foundation for a decolonizing and transformative approach.



Deuxième jour de la Conférence : lundi 17 juin

Lundi 17 juin 8:30 – 10:30 HAE

Assemblée générale annuelle de la SCÉES et cérémonie de remise des prix

* Diffusion en direct disponible

Emplacement: Bronfman 210

L'assemblée générale annuelle de la SCÉES comprendra divers rapports du président et du conseil d'administration de la SCÉES, annonçant les prix 2024 de la SCÉES, présentant un nouveau conseil d'administration et plus encore. L'assemblée générale annuelle est l'occasion pour vous d'en apprendre davantage sur les activités du conseil d'administration de la SCÉES, de faire part de vos commentaires et de reconnaître les récipiendaires de nos prix.

Lundi 17 juin 10:45-12:00 HAE

D-1 [Séance d'exposé]

Geopolitical Dynamics within International (Higher) Education

Président.ee: Emma Harden-Wolfson

Emma Harden-Wolfson, Shannon Hutcheson, Yvonne Zhang	McGill University	The 'great brain race' in the post-pandemic era: Addressing Canada's increased vulnerability in international education
Aliya Kuzhabekova	University of Calgary, Nazarbayev University	The effect of Russia-Ukraine conflict and sanctions imposed on Russia on international collaboration of Kazakhstani
Qiang Zha, Sherry Wang	Faculty of Education York University	North America and EU Policy Changes towards Higher Education Relations with China: A Comparative Study

D-2 [Format novateur]

Reinventing Distance Education in Canadian Universities

Présentateurs/Présentatrices:

Kathleen Matheos, University of Manitoba

Heather Anne Kanuka, University of Alberta

Alan Davis, Kwantlen Polytechnic University

Cheikh Ould Moulaye, University of Manitoba

In 1993 David Kirby asked if universities should rid themselves of distance education. Within two decades we have seen the termination of Distance Education units and with their departure associated consortia and collaborations. In this session, we share thoughts about how this space has been filled with emerging units.



D-3 [Séance d'exposé]

Experiences of Under-represented Students

** Diffusion en direct disponible*

Président.e: Erin C. Anderson

Erin C. Anderson	Ontario Institute for Studies in Education/University of Toronto	Critical Methodologies for the Exploration of Disabled Postsecondary Student Experiences
Joanne Lieu	University of Toronto	The Experiences of Women-Identifying Student Caregivers
Michael Woodford	Wilfrid Laurier University	Thriving on Campus: Holistically Understanding the Inclusion and Wellbeing of Diverse 2SLGBTQ+ Students
JesusMiracle Chiadika	University of Toronto	Understanding the mental health experiences of racialized undergraduate students

D-4 [Format novateur]

Sustainability Pedagogies Through Space and Place

Présentateurs/Présentatrices:

Victoria Ho, OCAD University

Lori Riva, OCAD University

Natalie Waldburger, OCAD University

In this interactive session, join OCAD University's Sustainable Futures Faculty Fellowship (SF3) team in a hands-on mapping exercise that critically explores the role of learning about, interpreting and responding to space as sustainability pedagogy.

All participants interested to integrate sustainability frameworks and the intersections of socio-economic and ecological dimensions into teaching are encouraged to join!



Lundi 17 juin 13:30-14:45 HAE

E-1 [Séance d'exposé]

Curriculum, Teaching, and Learning & Equity in HE

Président.e: Aracely Aguilera

Aracely Aguilera, Ziwen Mei	University of British Columbia	The university campus as a material agent: diffracting English language business education
Marwa Younes	University of Alberta	Examining Teaching Consistency among Academics at a Research-Intensive Canadian University
Linh Bui, Emma Duke, Erika Smith, Richard Hayman	Mount Royal University	Sustaining Shared Futures through Social Media in Higher Education: Insights from a Scoping Review Study
Pamela Lamb	McGill University	Expressive Writing as an Anti-Bias Education Strategy in a Science Communication Course

E-2 [Séance d'exposé]

Supporting Student Success in Higher Education

Président.e: Marc Usunier

Marc Usunier, Lecia Ellis	University of Saskatchewan	What Do PhD Graduates Do After Graduation: University of Saskatchewan PhD Alumni Study
Kathleen Clarke, Christine Helen Arnold	Wilfrid Laurier University, Memorial University	Extending the Understanding of Literature about Canadian Student Services: Theoretical and Methodological Foundations
Simon Bilodeau- Carrier, Annie Pilote	Université Laval	Les mesures de soutien universitaire sous l'angle de l'approche par les capacités (<i>bilingual presentation</i>)
Charu Gupta, Po- Sheng Vincent	University of British Columbia	Flipped Learning Through Pre-Learning Tasks: Perceptions of Japanese University Students



E-3 [Séance de panel]

Comment outiller l'enseignement supérieur pour la transition socio-écologique et la justice intra- et intergénérationnelle ?

** Diffusion en direct disponible*

Président.e: Ashley Byrne

Katherine Robitaille	Université Laval	Les approches ODD et EDI : Au-delà des convergences transversales et intersectorielles
Daniel Forget, Tony Leroux, Florent Michelot	Université Laval, Université de Montréal, Université de Moncton	Répertoire pédagogique pour l'intégration du développement durable* dans l'enseignement supérieur
Daniel Forget	Université Laval	CartODD : un outil d'aide à la décision pour l'intégration et le suivi des ODD
Ashley Byrne	Université Laval	Réseau ODD : Un cas de co-construction d'un réseau académique et non-académique

Dans le contexte du rôle indéniable des établissements d'enseignement supérieur dans la transition socio-écologique, cette table ronde réunit des acteurs de plusieurs domaines de l'enseignement supérieur pour partager les pratiques dont disposent les universités pour agir en matière de gouvernance, d'enseignement et d'apprentissage, de recherche et d'engagement extérieur.

Lundi 17 juin 15:00-16:15 HAE

F-1 [Séance de panel]

Governance and Leadership in Ontario Higher Education

Président.e: Glen A. Jones

Jesse Staats	University of Toronto	Governing for self-determination: A stakeholder approach to value-driven Indigenous university governance in Ontario
Paul Wilton	University of Toronto	Understanding Board Governance at Laurentian 2009-2021
Kate McGartland	University of Toronto	Women as Ontario College Presidents and Vice Presidents: The Experiences that Positively Influenced Their Career Journey

Original research on key governance and leadership issues in Ontario higher education will be presented by four Ph.D. students. Presentations will focus on Aboriginal Education Councils, board governance at Laurentian University (2009-2021), women as Ontario college presidents and vice presidents, and college leadership and student retention.



F-2 [Séance d'exposé]

Student Development and Retention in HE

Président.e: David Peacock

David Peacock	University of Alberta	How CSL became WIL
Daniel Corral, Daniyal Rahim	University of Toronto	A long road traveled: How do commuting times affect community college student retention?
Christine Mishra	Ontario Institute for Studies in Education/University of Toronto	Beyond Employability: Shifting the Conversation on the Transferable Skills Gap in Canadian Universities
Christine Helen Arnold, Kathleen Clarke	Memorial University, Wilfrid Laurier University	Student Retention and Success Initiatives According to Canadian Senior Administrators

F-3 [Séance d'exposé]

Planning and Designing Universities

** Diffusion en direct disponible*

Président.e: Daniel W. Lang

Daniel W. Lang	University of Toronto	Federation as a Canadian model for the Organization of Higher Education: Revival
Aida Mohajeri	University of British Columbia	Canadian University Sustainability Strategies: Key Themes Amidst Colonial Power Dynamics

F-4 [Atelier]

Supporting Systems Approaches to Facilitate Health Promotion and Wellbeing on Campuses

Présentateurs/Présentatrices:

Vicki Squires, University of Saskatchewan

Chad London, Mount Royal University

Caroline Wu, University of British Columbia

Carlie Pagens, University of Saskatchewan

Systems approaches to organizational change in higher education are critical, especially given the complexity of campuses. Using the implementation of the Okanagan Charter as an example, we will illustrate how systems changes can occur and engage participants in a facilitated exploration about how to support and sustain such changes.



Lundi 17 juin 16:30-18:00 HAE

[SCÉES/ASEUCC/SCÉÉ] Nous soutenir et maintenir l'espoir dans des moments difficiles

Emplacement: Armstrong 365-370

** Diffusion en direct disponible.*

Président.e: Merli Tamtik, University of Manitoba

Modérateur: Vicki Squires, University of Saskatchewan

Dr. Vicki Squires serves as the Associate Dean, Research, Graduate Support and International Initiatives and is an Associate Professor in the Department of Educational Administration in the College of Education. Her areas of research are post-secondary education and student well-being; included in this research is an examination of how policies, practices, leadership, and Equity, Diversity and Inclusion principles support student success. She has published and presented on the work of health promoting universities and the Okanagan Charter which is a framework to support these efforts on campuses.



Intervenants:



Melanie-Anne Atkins, University of Guelph

Dr. Melanie-Anne Atkins is the Associate Director, Student Experience at the University of Guelph and a Gallup-Certified Strengths Coach. A visionary leader, educational developer, and public speaker, Dr. Atkins has delivered over 300 presentations and works with organizations to develop training and assessment tools that build individual and institutional capacity in the areas of mental health literacy, anti-racism, EDI, and intercultural communication. Dr. Atkins has a special interest in engaging students with traditionally marginalized identities in the academy, peer mentorship and education, holistic student development, anti-oppressive practices in education, and students as partners in teaching and learning.



Liza Choi, Mount Royal University

Choi, a dynamic scholar and educator with expertise spanning nursing, business, higher education leadership, and life coaching, offers invaluable insights into mitigating stress and faculty burnout while supporting marginalized students in higher education. Her groundbreaking initiative, the EAL Nursing Student Support Program, has earned acclaim for assisting marginalized students, including BIPOC, EAL, and international individuals. With over 50 national and international conference presentations, Choi's expertise drives our exploration of educational leadership. Recognized by the Alberta Government in 2023 and named the 2024 Compelling Calgarian by the Calgary Herald, Choi's remarkable work continues to inspire.



Sterling Crowe, Humber College

Dr. Sterling Crowe, Ed.D. (he/they), is an innovative and intentional educator, administrator, and transformative leader with over 13 years of experience in postsecondary institutions spanning the University and College sector, including residence life and education, student transition and experience programs, as well as accessible learning and wellbeing. Currently serving as the Associate Dean of Student Wellness and Equitable Learning (SWEL) at Humber College, Sterling holds a Doctorate in Higher Education Administration from Western University. With a focus on socially just leadership practices, Sterling has spearheaded numerous improvement and change initiatives, including the transformation of student services,

crisis management, and fostering inclusive environments for students and staff teams. A PROSCI Change Practitioner, Sterling is recognized for their commitment to student success, evidenced by the implementation of evidence-informed programs and collaborations to enhance student well-being. Sterling brings a wealth of experience and expertise to the intersection of student affairs, leadership, and holistic student and staff development.

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Seán Kinsella, Centennial College



Seán Carson Kinsella (ê-akimiht nêhi(y/th)aw/otipemisiwak/Nakawé/Irish) is migizi dodem (Bald Eagle Clan) and two-spirit/queer/aayahkwêw and has kinship ties with signatories of Treaties 4, 6 and 8. They were born in Toronto, on Treaty 13 lands and grew up in Williams Treaty territory and currently reside between the Deer Park area of Toronto and sagetewedgewam (Trent River) on Michi Saagig territory. They are a sought speaker, storyteller, and poet (of the decolonially erotic variety).

Description de la session:

Ce groupe d'universitaires et de praticiens présentera des idées sur la façon dont les professeurs, les étudiants des cycles supérieurs et le personnel des affaires étudiantes abordent les défis actuels de l'épuisement professionnel et du stress dans l'espace postsecondaire. Après une pandémie et divers défis mondiaux, les autosoins sont devenus encore plus cruciaux pour nous soutenir en ces temps difficiles. Le groupe d'experts, qui tirera parti de ses diverses expériences, partagera des exemples de moyens prometteurs de soutenir et de faire progresser nos divers travaux dans l'espoir d'un meilleur avenir pour nous-mêmes. Au cours de cette séance, nous espérons réunir les participants pour partager un sentiment d'espoir et réfléchir et discuter des moyens de nous maintenir dans les espaces d'enseignement supérieur en intégrant différentes perspectives et diverses voix.

Cette séance est organisée conjointement par la Société canadienne pour l'étude de l'enseignement supérieur (SCÉES), l'Association des services aux étudiants des universités et collèges du Canada (ASEUCC) et la Société canadienne pour l'étude de l'éducation (SCÉÉ).

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Jour de la conférence 3, mardi 18 juin

Mardi 18 juin 9:15-10:30 HAE

G-1 [Séance de panel]

Développement durable et enjeux d'équité, de diversité et d'inclusion dans l'enseignement supérieur

Présidents: Mirjam Fines-Neuschild, Ndeye Binta Keita

Marie-Odile Magnan, Fabiola Melo Araneda, Abdoulaye Anne	Université de Montréal, Université Laval	Mise en œuvre des politiques EDI dans les universités québécoises : présentation d'une étude de cas facultaire
Pascale Caidor	Université de Montréal	Révéler les enjeux ÉDI dans les espaces d'apprentissage formels, informels et cachés : une perspective communicationnelle
Ashley Byrne, Denis Savard, Catherine Larouche, Valérie Leclerc-Massicotte	Université Laval	Les ODD et les documents de gouvernance de développement durable des universités canadiennes : une étude multi-cas
Zina Kharchi (<i>Se joindra virtuellement</i>)	Université du Québec à Trois-Rivières	Portrait de défis et difficultés rencontrés par les étudiant.e.s internationaux.ales universitaires au Québec

G-2 [Atelier]

Auviqsaqtuq: Knowledge Co-construction through an Indigenous Inuit Paradigm

Presenter: Timothy Dueck, University of the Fraser Valley

This workshop presentation explores the Inuit concept of *Auviqsaqtut* as a model of classroom engagement and Indigenous curricula development. Each participant is asked to metaphorically contribute their own *umaluq* (block of snow), in this case, their highly individual experiential knowledge and perspective, to the co-construction of this metaphorical *iglu* of knowledge.



G-3 [Séance d'exposé]

Changing Landscape of Higher Education

* Diffusion en direct disponible.

Président.e: Cristina Maria Davila Teixeira

Cristina Maria Davila Teixeira	Université fédérale de Bahia, Brazil	Conseils pédagogiques numérique et innovation technopédagogique : étude de cas à l'Université fédérale Bahia/Brésil
Ebenezer Narh	University Of Western Ontario	Going too far for reputation: Prestige and regional attractiveness in student relocation for higher education
Steve Tu	Ontario Institute for Studies in Education/University of Toronto	Eco-Anxiety on the University Campus: A Multispecies Duoethnography

G-4 [Séance d'exposé]

Diverse Experiences of International Students

Président.e: Phoebe Kang

Phoebe Kang	University of Toronto	Searching for Equity: An Analysis of East Asian International Student Experiences
Eun Gi (Cathy) Kim, Zixuan Liu, Elizabeth Buckner	Ontario Institute for Studies in Education/University of Toronto	Bridging Asian International Student Experiences and Institutional Support at a Canadian University
Roberta de Oliveira Soares, Marie-Odile Magnan	University of Montreal, University of Toronto	Experiences of Asian international students compared to experiences of European international students in Montreal universities



Mardi 18 juin 10:45-12:00 HAE

H-1 [Séance de panel]

Des politiques à la gestion : la gouvernance des systèmes et des établissements d'enseignement supérieur

Présidents.es: Eya Benhassine, Olivier Bégin-Caouette, Sylvie De Saedeleer

Alexandre Beaupré-Lavallée	Université de Montréal	La répartition des ressources financières au sein des universités du point de vue des décanats
Catherine Larouche, Ugo Collard-Fortin, Denis Savard	Université du Québec à Chicoutimi, Université Laval	Analyse des pratiques de planification: une étude de cas multiple d'universités canadiennes
Silvia Mirlene Nakano Koga	Université de Montréal	Qui coordonne la recherche universitaire? Une étude comparative internationale à l'aide du concept de réseaux
Zambo Assembe Emile Salomon	Université de Montréal	Analyse comparative des mécanismes d'assurance qualité : Perspectives camerounaises et québécoises

Ce panel est composé de quatre présentations dont la première s'attarde à la répartition des ressources financières au sein des universités, la deuxième aux pratiques de planification, la troisième à la coordination de la recherche et la quatrième aux mécanismes d'assurance qualité.

H-2 [Format novateur]

Are universities meeting the needs of Indigenous men?

Présentateurs/Présentatrices:

Dan Smith, University College of the North

Diedre Desmarais, University of Manitoba

Kathleen Matheos, University of Manitoba

Although women are outpacing men in university completion in Canada, the disparity between Indigenous female and Indigenous male students is much greater than that of the general population. In this session, the presenters will share data and insight into how universities can address this critical issue.



H-3 [Séance d'exposé]

Student Stories in Higher Education Spaces

**Live Streaming Available*

Président.e: Cameron McKenzie

Cameron McKenzie, Sarah Southey	Wilfrid Laurier University	Barriers to Equal Access to Post-secondary Education for Students with Learning Disabilities: A Qualitative Study
Liza Choi	Mount Royal University	Cultivating Inclusive Nursing Education: A Two-Decade Exploration of the EAL Nursing Student Support Program and
Kathleen Clarke	Wilfrid Laurier University	Impacts of the Pandemic on the Educational Experiences of Graduate Students with Disabilities
Alisha David	University of Calgary/Northern Lakes College	There's No Place Like Home: Post-Secondary Student Stories of Disaster-Induced Home Loss

H-4 [Séance d'exposé]

Experiences of Leaders in HE Institutions

Président.e: Erica Jung

Erica Jung	University of Manitoba	Higher Education Professionals and Their Place in Our Institutions
Sayeed Naqibullah Orfan, Eric Lavigne, Erin Anderson	University of Toronto	What Counts as Leadership: Perspectives of Canadian Academic Administrators
Christos Orfanidis, Peilu Li, Joshua Grondin, Eric Lavigne	University of Toronto	A Demographic Study of Presidents and Vice-Presidents in Ontario Colleges Within the Last 25 Years
Justin Patrick	University of Toronto	Student Leadership Perspectives of Students Who Experienced Perceived Student Leadership Malpractice



Mardi 18 juin 13:30-14:45 HAE

I-1 [Séance de panel]

Le rôle des acteurs dans un système d'enseignement supérieur en mutation

Président.e: Neerusha Baurhoo Gokool, Olivier Bégin-Caouette

Neerusha Baurhoo Gokool	Université de Montréal	Perspectives en mutation : Portrait des enseignants au collégial dans la gestion de classe dans
François-René Lord, Jason Luckerhoff	Université TÉLUQ, Université du Québec à Trois-Rivières	Le contrat psychologique chez les professeurs d'université
Pierre Michaud, Jason Luckerhoff	Université du Québec à Trois-Rivières, Collège Laflèche	La Commission Cloutier et la liberté académique au cégep

En s'appuyant sur le cadre théorique écologique de Bronfenbrenner, ce panel examine les pratiques d'enseignement hybrides au collégial, et les différents facteurs qui influencent le plagiat à l'université. Ce panel abordera également le contrat psychologique chez les enseignants universitaires et la Loi 32 sur la liberté académique dans l'enseignement supérieur.

I-3 [Séance d'exposé]

Pedagogical Innovation in Higher Education

**Live Streaming Available*

Président.e: Robin Mueller

Robin Mueller	Royal Roads University	Inquiry Based Learning: Pedagogical Innovation in Higher Education
Reena Tandon	Toronto Metropolitan University	Create Resist Project: Collage as Innovation in Pedagogy
Michael O'Shea	University of Toronto	Teaching in an informal, urban astronomy movement: Proposing a non-hierarchical, democratic "#popscope pedagogy"
Eugenia Vasilopoulos	Concordia University	Promoting Inclusion in the English Academic Writing Classroom With/Without Plurilingual Pedagogy



I-4 [Séance d'exposé]

Gender and Access in (Higher) Education

Président.e: Shehroze Saharan

Shehroze Saharan	Office of Teaching and Learning at the University of Guelph	The Matilda Project - Initiative to Raise Awareness of Inequality/Gender Bias towards Women in Science
Juliette Sweeney	Ontario Institute for Studies in Education/University of Toronto	Hot-House Engineers: Bourdieu's Social Paradise in Graduate Engineering Programs
Ana Garcia	Universitat Politècnica de València	Contribution of Higher Education Institutions to international development, and the SDGs through interinstitutional collaboration
Bonnie Barnett	McGill University	Speaking out about gender-based violence and the critical role of knowledge transfer

Mardi 18 juin 15:00-16:15 HAE

J-1 [Présentations du lauréat du prix]

Présentations du lauréat du prix, célébrez avec nous!

** Diffusion en direct disponible*

Président.e: Michelle Nilson

J-2 [Format novateur]

Including All Citizens Pathway: Transforming Post-Secondary Education using Inclusion and Accessibility as Foundation

Président.e:

Jennifer Hardwick	Kwantlen Polytechnic University	IACP Pedagogy and Mentorship
Simon Driver	Kwantlen Polytechnic University	IACP In Action: Forum Theatre

J-3 [Séance d'exposé]

Equity and Access within International Higher Education

**Live Streaming Available*



Président.e: Junwei Bao

Junwei Bao	Zhejiang University & Ontario Institute for Studies in Education/University of Toronto	Dilemmas and Responses of China's Underdeveloped Sectors of Cross-Provincial Higher Education
Aytaj Pashayeva	Ontario Institute for Studies in Education/University of Toronto	Comparative study of higher education equality and access in Azerbaijan and Georgia
Atiya Razi	University of Windsor	An Investigation of the Potential Microaggression of International Student's Experiences on a Canadian University Campus
Alison D'Cruz, Shangcao Yuan, Elizabeth Buckner	University of Toronto	Partners or Profiteers? A Cross-national Analysis of the Role of Private Universities

J-4 [Séance d'exposé]

Ecosystem of HE Institutions: Mission, Quality and Change

Président.e: Laura Jarrell

Laura Jarrell, Dale Kirby	Algonquin College, Memorial University of Newfoundland	Managing College Quality Assurance: Experiences and Perspectives of Front-Line Quality Managers
Robert Ventresca, Dan Lang	King's University College at Western University, University of Toronto	Sustaining Viability, Fulfilling Mission: The Consortium as Collaborative Model for Smaller Universities
Ismail Arici, Eric Lavigne	University of Toronto	External and Internal Actors of Organizational Change in Developing Countries' Higher Education: A Critical Review
Steve Tu	Ontario Institute for Studies in Education/University of Toronto	Turning a New Leaf: Other-Than-Humans and the Future of Higher Education Research

Mardi 18 juin 16:30-18:00 HAE

**Canadian Society
for the Study of
Higher Education**



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

[SCÉES/SCÉE] Financement des étudiants des cycles supérieurs : explorer un avenir partagé durable

Emplacement: Chancellor Day Hall 100

* Diffusion en direct disponible.

Président.e: Michelle Nilson

Modérateur: Marc Spooner, Professor, Faculty of Education, University of Regina

Intervenants:

Daniel Corral, Assistant Professor, Department of Leadership, Higher and Adult Education, OISE/ University of Toronto.

Sarah Lafamboise, Executive Director at Evidence for Democracy (E4D), PhD student at University of Ottawa

Gabriel Miller, President and CEO of Universities Canada

Ce groupe d'experts invite les décideurs et les universitaires à réfléchir à l'état du financement des étudiants des cycles supérieurs dans les établissements postsecondaires canadiens. La commission étudiera la façon dont le financement fédéral et provincial a changé (ou non) au cours des 20 dernières années et comment les établissements et les étudiants ont réagi pour continuer à poursuivre et à offrir des études supérieures. La commission discutera également de la disparité entre le financement des étudiants des cycles supérieurs et le recrutement et la participation des étudiants du PANDC (personnes autochtones, noires et de couleur), ce qui aura des conséquences à long terme pour la représentation dans les professeurs et les cadres supérieurs de tous les secteurs au Canada. Nous espérons réunir les participants afin d'engager une riche conversation sur le financement des étudiants diplômés et sur l'importance qu'il y a à investir dans notre avenir partagé.

Cette séance est organisée conjointement par la Société canadienne pour l'étude de l'enseignement supérieur (SCÉES) et la Société canadienne pour l'étude de l'éducation (SCÉE).

La Fédération des sciences humaines et sociales a apporté un appui financier à cette session.

**Canadian Society
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**Société canadienne
pour l'étude de
l'enseignement supérieur**





Mardi 18 juin 18:00-22:30 HAE

Réception de la SCÉES sur le campus de l'Université McGill

Emplacement: Bronfman 2e étage

Rejoignez-nous à la réception de la SCÉES! Il s'agira d'une excellente occasion de tisser des liens avec d'autres chercheurs, praticiens et étudiants des cycles supérieurs dans le domaine de l'enseignement supérieur. Nous aurons des rafraîchissements et des activités amusantes!

Quatrième jour de la Conférence, mercredi 19 juin

Mercredi 19 juin 9:15-10:30 HAE

K-1 [Format novateur]

It's Not Me...It's You: Understanding the misalignment between academic and administrative value and priority for teaching, research, and service

Présentatrice:

Tamara Leary, Royal Roads University

Using mixed methodologies of surveys and qualitative interviews, we explored alignment between values held by faculty versus administration toward teaching, research, and service – the three pillars of academic work. Findings confirmed suspected misalignment between faculty and administrator values and offered insight as to why these differences exist.

K-2 [Séance d'exposé]

Developing Learning Communities in HE

Président.e: Yukari Seko

Yukari Seko	Toronto Metropolitan University	Solution-focused approach to graduate supervision: Designing community of practices for graduate students and supervisors
Leslie Shayer, Karen Ragoonaden	University of British Columbia	Fostering Community and Belonging through Contemplative Practices to Improve the Learning of Post-Secondary Mathematics
Eya Benhassine, Neerusha Baurhoo Gokool, Josianne Veilleux	Université de Montréal, Université du Québec en Outaouais	From a Reading group to Authoring a book: Co-constructing and leading a learning community.
Tannaz Zargarian, Meezan Eglén	University of the Fraser Valley, York University	Pedagogy of Belonging: Learning from Muslim Youth



K-3 [Séance d'exposé]

Institutional Initiatives to Support Access & Success

** Diffusion en direct disponible*

Président.e: Ashley Rostamian

Ashley Rostamian	Ontario Institute for Studies in Education/University of Toronto	The Canadian Imaginary through an Interprovincial Student Exchange Program
Nadia Qureshi, Prilly Bicknell-Hersco	Ontario Institute for Studies in Education/University of Toronto, Faculty of Education York University	Critical Dialogue on Post-secondary Transitional Programs and Impact on Racialized Students - An Autoethnographic Exploration
J. Sparks, Daniel W. Lang	University of Guelph, University of Toronto	First Generation Student Participation in Canadian Post-secondary Education: A Second Look

K-4 [Séance d'exposé]

Internationalization Policy & Strategy

Président.e: Jing Xiao

Jing Xiao, Augusto Riveros	University of Saskatchewan, Western University	Exploring Internationalization Discourses in Canadian Policy Documents: Continuities and Discontinuities between Federal and University Strategies
Han Xu	Queen's University	Articulation and Implementation of Internationalization in Seven Canadian Universities: A Document Analysis
Jie Zheng	Faculty of Education East China Normal University	Exploring the internationalization of humanities and social sciences in Chinese universities: Realities, challenges, and prospects
Mohammed Ahmed Yousif	University of Toronto	Comparative Analysis of Internationalization Strategies: A Case Study of the UFT, and HU.



Mercredi 19 juin 10:45-12:00 HAE

L-1 [Atelier]

Fumbling Towards Allyship: Responding to the Call to Indigenize

Présentateurs/Présentatrices:

Timothy Dueck, University of the Fraser Valley

Leah Douglas, University of the Fraser Valley

As Canadian post-secondary institutions strive to decolonize and indigenize curricula, faculty are often uncertain how to respond to this call. Non-Indigenous faculty might be particularly unsure how to navigate their role in this process. This workshop explores ways in which faculty can demonstrate allyship to Indigenous Peoples in the classroom.

L-2 [Séance d'exposé]

Internationalization of Higher Education in Asia

Président.e: Lingqin Zeng

Jinlin Lan, Jie Zheng	Faculty of Education, East China Normal University	From Massification to a Skills-oriented Society: The Trajectory of Higher Education Diversification in China
Tingsong Li	Shanghai Jiao Tong University, University of Toronto	Impacts of Different Internationalization Modes on the Global Competence of Chinese University Students
Lingqin Zeng	Zhejiang University & Ontario Institute for Studies in Education/University of Toronto	Higher education hubs in China's Yangtze River Delta region: using Hangzhou as an example
Orkhon Gantogtokh	University of British Columbia	Envisioning Doctoral Education in Mongolia



L-3 [Séance d'exposé]

Curriculum Innovations

** Diffusion en direct disponible*

Président.e: Timothy A. Brunet

Timothy A. Brunet	University of Windsor	Autoethnography on exchange
Karen Englander, Bruce Russell	University of Toronto	Curricular Mandates for EDI and Responses of Instructors and Students
John Egan	University of Auckland	Towards a new multiple choice question typology
Meredith Ann Laird, David Burns	Kwantlen Polytechnic University	Early Childhood Education Curricula and District Education Policy: Planting seeds to grow a reading brain

L-4 [Séance d'exposé]

Equity, social justice and Indigenization: Policy, Practice and Research

Président.e: Daniel Corral

Daniel Corral, Margaret de Leon, Ruth Childs, Christina Arayata	University of Toronto	Surveying for Racial Equity? Assessing Racial and Ethnic Data Collection Practices in Ontario's Higher Education
Alexander Gavu, Vicki Squires	University of Saskatchewan	Towards a Conscious Integration of EDI Values Among U15 Canada. A scoping review of U15
Robert Hancock, Adam Gaudry	University of Victoria, University of Alberta	Assessing Indigenization in Canadian Universities' Strategic Plans
Josephine Chan, David Burns	Kwantlen Polytechnic University	Trade-offs and technocrats: Finding the balance in university policy development



Mercredi 19 juin 13:30-14:45 HAE

M-1 [Séance d'exposé]

Opportunities for Learning, Growth and Development in HE institutions

Président.e: Derek Stovin

Daphne Varghese	University of Ottawa	Examining the Ties and Influence of Philanthropic Foundations on Social Innovation initiatives in Canadian Universities
Derek Stovin	University of Winnipeg	The latent effect of academic identity formation on academic administration: Making meaning from career-life experiences

M-2 [Format novateur]

Using Relational Systems Thinking to Advance Indigenization of Teaching and Learning at Three Canadian Universities

** Diffusion en direct disponible*

Président.e: Vince Anderson, University of Saskatchewan

Présentateurs/Présentatrices:

Vicki Squires, University of Saskatchewan

Erika Kustra, University of Windsor

Christina Hendricks, University of British Columbia

Corinne Bodner, University of Saskatchewan

Mel Sysing, University of Saskatchewan

Gena Dufour, University of Windsor

Amory Strader, University of British Columbia

Janey Lew, University of British Columbia

Description:

This innovative session is modelled after the sharing circle and explores the nurturing of ethical spaces (Ermine, 2007) among Indigenous and non-Indigenous collaborators in post-secondary teaching and learning. The research involves collaborators from the University of Saskatchewan, University of British Columbia Vancouver, and University of Windsor. The study explores relational spaces at the heart of Indigenization, reconciliation, and decolonization.

Storying Relationships at the Heart of the Role of Practitioners in Indigenous Wellness Course
Creating Ethical Spaces of Engagement Through the Indigenous Initiatives Design Series
Maajiigin – Grow/Start to Grow/Grow Teaching and Learning Grant



M-3 [Séance d'exposé]

Sustainable Future for Higher Education with Artificial Intelligence (AI)

Président.e: Anne Charles

Anne Charles <i>(Se joindra virtuellement)</i>	Conestoga College ITAL	The Responsibility Gap in Higher Education: Academic Integrity, Learning Management Systems, and Generative AI
Alyson King	Ontario Tech University	Rethinking, Reimagining, Redesigning: Reflecting on course design and learning in the age of generative AI
Yilun Jiang, Lydia Scholle-Cotton, Maryam Salari	Michigan State University, Queen's University, University of Toronto	ChatGPT As a Research Collaborator? Examining the Value of AI-Generated Co-created Texts
Christos Orfanidis	University of Toronto	OECD's 'AI Principles' as a framework for responsible AI use and development for higher education

M-4 [Séance d'exposé]

Various Teaching and Learning Perspectives in HE

Président.e: Jeremy Roberts

Jeremy Roberts, Lauren Goegan	University of Manitoba	Motivational Minutiae: Exploring Student Perspectives on APA Referencing in Postsecondary Education
Jade Da Costa	University of Guelph	Missing Curriculum: Teaching about HIV/AIDS Activism within Higher Education
Derek Murray	Camosun College	Student Experiences in Hyflex Learning Environments



Mercredi 19 juin 15:00-16:15 HAE

N-1 [Format novateur]

Advancing a Decolonial Agenda in Canadian Higher Education through Cross-Disciplinary Collaboration: Institutional Experiences

**Les présentateurs se joignent virtuellement. L'écran de zoom sera projeté dans la salle de l'Atrium du CDH et 101 pour les participants en personne intéressés à se joindre à la session.*

Présentateurs/Présentatrices:

Akalya Kandiah, McMaster University

Maria Hernandez, University of Northern British Columbia

Nathan Andrews, McMaster University

Ulas Tastekin, McMaster University

Higher education is a site of grounding knowledge that can uphold colonial structures or help address them. Part one of this roundtable brings together senior academics and early career scholars from across disciplines to discuss the epistemics of (de)coloniality in higher education, including knowledge production/mobilization, curricula, and pedagogy.

Programmation sur demande / pré-enregistrée

OD1

Zahro Hassan	University of Alberta	Neoliberal Fatigue: Understanding Educational Barriers Faced by Privately Sponsored Young Adult Refugees in Canada
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OD2

Sandra Abegglen	University of Plymouth	Imagining a Collaborative Higher Education: A Proposal for the Creation of Inclusive Third Spaces
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OD3

Tim Ribaric	Brock University	Comparative Academic Freedom Content Analysis: A investigation of two contrasting views
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OD4

Lauren Goegan, Stephanie Young	University of Manitoba	The Changing Goals of Undergraduate Students during their first Year of Postsecondary Education
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OD5

Teresa Holden	University of Windsor	Charting the Course: Faculty and Administrative Perspectives on International Students' Journey in a Post-Pandemic World
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OD6

Lianne Fisher	York University	Threading throughout: Equity, diversity, and inclusion in Graduate student teaching and learning professional development.
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OD7

Danielle Gardiner Milln	University of Alberta	"What Engagement Should Look Like": The Power of Co-Creation for Student Strategy Development
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Séances de réseautage

16 juin 13:30 - 14:45	Session B-4 ARMST 365-370	Visite à pied du campus
17 juin 13:30 - 14:45	Session E-4 BRONF 410	[Atelier spécial] Editing Your Own Work: A Five-Step Approach with Dr. Editor
18 juin 13:30 - 14:45	Session I-2 CDH Atrium and 101	Discussion sur l'emploi

[Atelier spécial] **Editing Your Own Work: A Five-Step Approach**

It's hard to edit your own writing, especially when your deadline is looming. This session introduces a step-by-step approach that will enable you to see your own words through a series of lenses that bring a fresh perspective to your writing. You'll learn to use x-ray vision—that is, a way to look through the content of your own text, to see through to its structure. By editing at a structural level, you'll be able to see what you've actually written—not what you think is on the page—and make strategic choices about the 'rules' you want to follow and the ones you want to break. Participants will leave this session with a set of concrete actions that they can take to effectively edit their own work and make it tighter, more efficient, and more readable.



Letitia Henville (she/her), PhD, is a book nerd, a bad swimmer and editor of academic writing. She writes the monthly academic writing advice column "[Ask Dr. Editor.](#)" Her resources for academics can be found at [shortishard.com](#); in June 2022, she launched [writingwellishard.com](#), a free comparative text analysis tool to empower academic writers to make informed choices about how they convey their ideas.



Activités proposées après la conférence : Jeudi 20 juin

[Sessions en personne]

1. [SCA/SCÉES/ACESA Session commune] Combating Islamophobia: Local and Global Connections

Emplacement: Trottier Building - ENGTR 0100

Date : Jeudi 20 juin 2024, de 17 h 30 à 19 h HAE

**En personne seulement*

Co-animateurs : Société canadienne sociologie (SCA), Société canadienne pour l'étude de l'enseignement supérieur (SCÉES) & Association canadienne d'études sud-asiatiques (ACESA)

<https://www.csa-scs.ca/conference/conference-events/event/ais1-combating-islamophobia-local-and-global-connections/>

Modérateur/Modératrice: Dr. Nadia Hasan, Assistant professor in the School of Gender, Sexuality and Women's Studies at York University

Panélistes:

Dr. Wafaa Hasan, Assistant Professor in the Teaching stream in the Women's and Gender Studies Institute at the University of Toronto

Fatemah Anvari, Western Quebec School Board

Hawa Y. Mire, Principal Consultant at HYMIRE Consulting

This moderated discussion invites panelists and attendees into an important, necessary, and timely conversation to address complexities in combatting systemic Islamophobia, both locally and globally. Through a moderated discussion, panelists will attempt to untangle the intricate web of Islamophobic structures, practices, and diverse manifestations. In particular, panelists will discuss the operational life of Islamophobia and how our intersectional subject positions are shaped by manifestations of Islamophobia. Combatting Islamophobia requires collaboration between academic and community actors; for this reason, this discussion will foreground both local and global organizing efforts in the ongoing struggle against Islamophobia.





2. [SCA Session] Decolonizing Research Ethics

Emplacement: Trottier Building - ENGTR 0100

Date : Vendredi 21 juin 2024, de 13 h 30 à 15 h HAE

**En personne seulement*

<https://www.csa-scs.ca/conference/conference-events/event/pep1-decolonizing-research-ethics/>

Colonial approaches to research involving Indigenous peoples have been criticized for extracting knowledge from Indigenous people and communities; lacking meaningful consultation, reciprocity, and respect; misrepresentation; and harming Indigenous peoples, among other issues. Moreover, archival and other textual forms of research with respect to Indigenous peoples have reproduced colonial power-knowledge practices. In the wake of the TRC, some Canadian universities have committed to prioritising ethical Indigenous research, including working to establish Indigenous research ethics boards. Current guidance on Indigenous research in Canada is found in the “OCAP Principles” (Ownership, Control, Access, and Possession) and Chapter 9 of the Tri-Council Policy Statement. Are such measures to ensure ethical research with Indigenous peoples adequate? How are they interpreted and implemented in the ethical review of research? This panel explores the question of how to- and what it means to- engage in ethical research with Indigenous peoples in the present, and how to engage in ethical research with historical and textual materials. In addition to the procedural ethics of institutional review boards, this panel also welcomes different concepts of ethics and how to practice ethics in the process of knowledge creation.

Panélistes:

Chelsea Gabel, McMaster University

Bobby Henry, University of Saskatchewan

Michael Hart, University of Calgary

Elizabeth Carlson-Manathara, Laurentian University

Kahente Horn-Miller, Carleton University

[Sessions virtuelles]

Ouverture/Technologies en Éducation, dans la Société et pour l'avancement des Savoirs (OTESSA) Conférence (Conférence virtuelle entre le 17 et le 21 juin)

Le programme de la conférence sera affiché ici: <https://otessa.org/2024/>



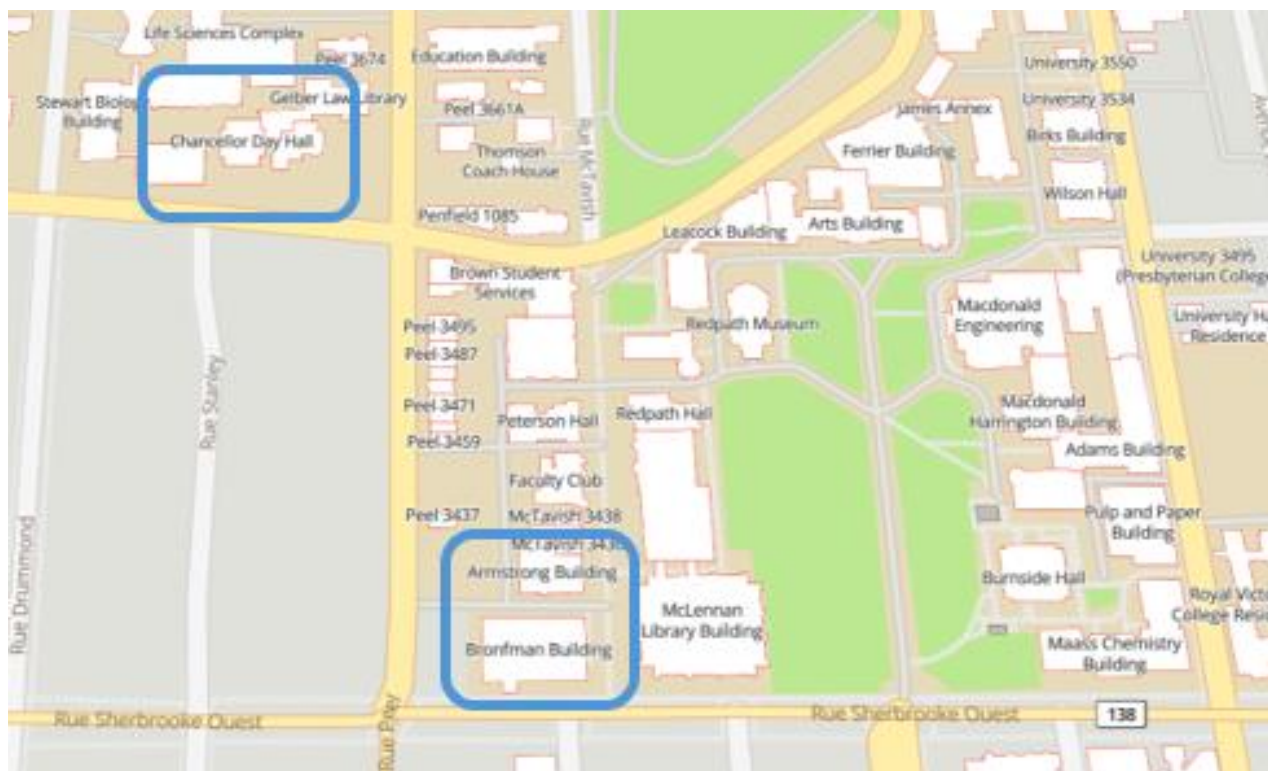
Carte du campus

Carte accessible interactive Université McGill

<https://maps.mcgill.ca/?cmp=1&txt=FR>

Cette carte a été élaborée par le Bureau du développement et de la planification des campus. Il vise à fournir un moyen intuitif d'orientation à l'Université McGill.

***Veuillez demander des organisateurs ou des assistants de conférence si vous avez besoin d'aide pour naviguer dans la conférence.**





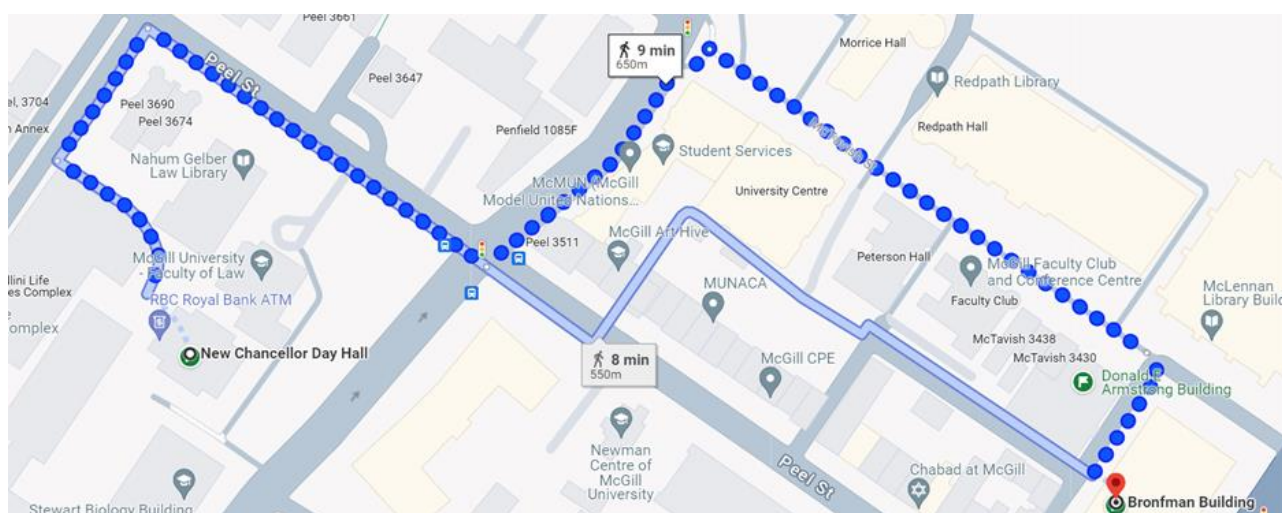
* La table d'accueil sera au niveau du premier sous-sol (près de Bronfman 045 le premier jour, près de Bronfman 002 le deuxième jour).

* Armstrong Building et Bronfman Building sont reliés par un chemin au niveau du premier sous-sol.



(Niveau du hall Bronfman)

Directions les plus faciles entre l'édifice Bronfman et la salle de Chancellor. Ou veuillez utiliser la carte interactive de McGill pour trouver des indications.





SCÉES 2024 Comité de conférence et contact

Michelle Nilson	Présidente de la SCÉES	Simon Fraser University
Eun Gi (Cathy) Kim	Présidente de la conférence	OISE, University of Toronto
Erin C. Anderson	Coprésidente de la conférence	OISE, University of Toronto
Emma Harden-Wolfson	Coordonnatrice locale	McGill University
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Eric Lavigne	Membre du comité (Traducteur)	OISE, University of Toronto
Margaret de Leon	Membre du comité (Responsable de champ d'études/traductrice français)	OISE, University of Toronto
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Sayed Naqibullah Orfan	Membre du comité (Équipe de réseautage)	OISE, University of Toronto
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Chunlei Liu	Membre du comité (Équipe de réseautage)	York University

**Canadian Society
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**Société canadienne
pour l'étude de
l'enseignement supérieur**

N'hésitez pas à nous envoyer un courriel si vous avez des questions ou des préoccupations. Nous avons bien hâte de vous rencontrer à l'Université McGill en juin!

Comité de conférence du SCÉES de 2024

cssheconference@gmail.com